

ALLINA HOSPITALS & CLINICS

NO FEAR

CPR 

High School CPR Curriculum
Training Kit



ALLINA
Hospitals & Clinics

Funded in part by Mercy & Unity Hospitals Foundation

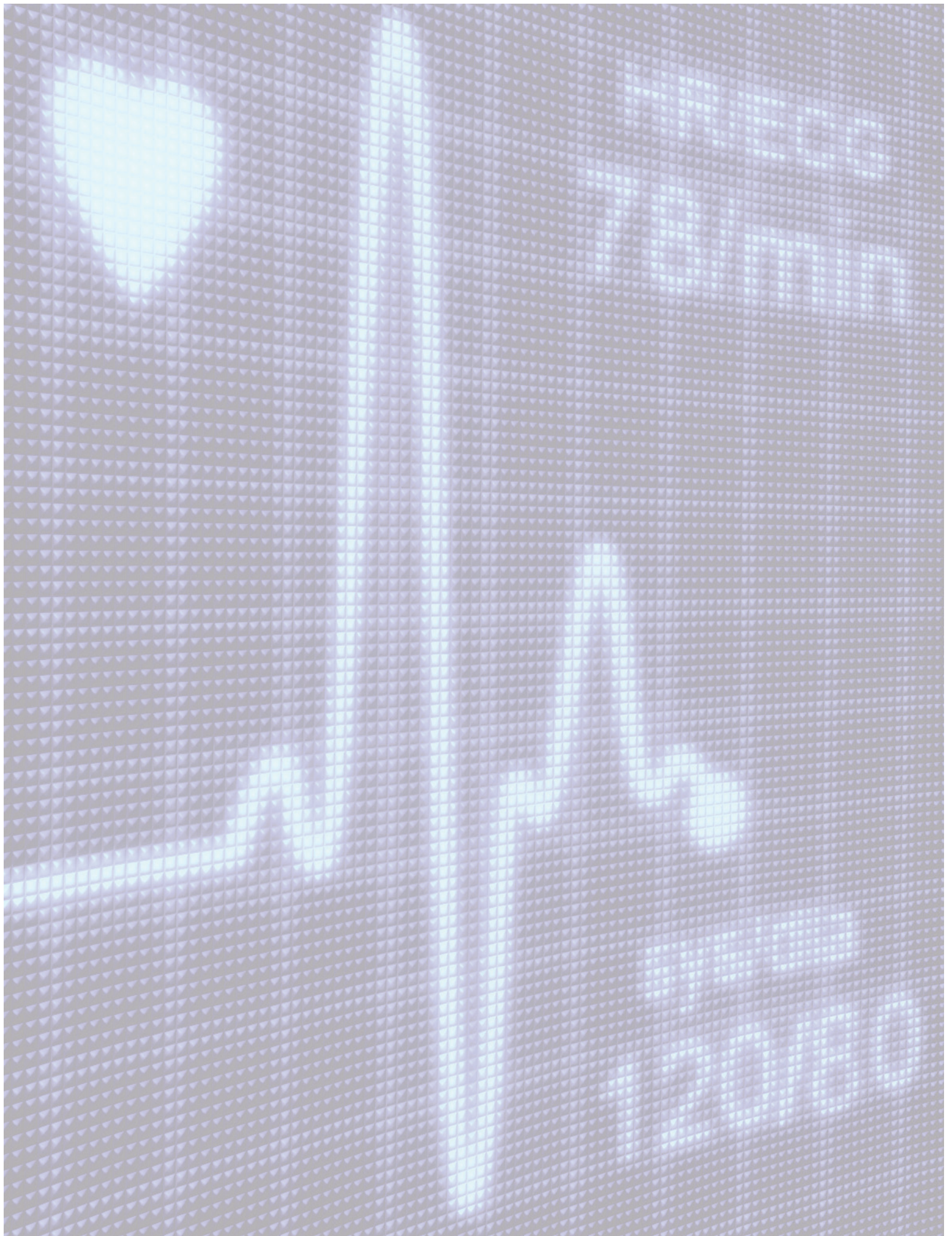


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Background

Studies have long shown increased survival rates when sudden cardiac arrest (SCA) victims receive quick and effective CPR from bystanders. However, across the United States only 16 percent of SCA victims receive bystander CPR prior to the arrival of professional rescuers. In addition, bystanders who do act often perform CPR improperly resulting in significantly less benefit. Reasons for bystander reluctance to initiate CPR includes lack of awareness and knowledge about sudden cardiac arrest and ways to help, panic, and fear of injuring the SCA victim.

The No Fear CPR High School Health Curriculum is a multi-pronged strategy designed to address the need for CPR education in the school community and effectively increase the chance of someone surviving SCA. Bystander CPR is very important but is only one piece of the multi-level effort to increase survival rates from CPR. CPR education needs to be addressed in the Physical Education curriculum, as well as throughout the year with hallway posters, heart health promotional materials and extended education about heart health to additional grade levels.

As noted, CPR training in schools is an important component and directly related to the goal of increasing bystander CPR rates. While the concept of large scale bystander CPR training first emerged in 1972, only a small percentage of the U.S. population has been trained. Reasons for low CPR training penetration rates include cost and the amount of time needed to complete a formal CPR training course.

It's also important to build community awareness about sudden cardiac arrest and empower citizens to take action when they encounter a SCA victim. Toward that end, this program involves a public awareness campaign that includes poster displays throughout the school and other designated community areas as well as seeks the attention of the school and local media designed to broadly and effectively disseminate information about SCA and how to perform CPR.

Working with Take Heart Minnesota, Allina Hospitals & Clinics is emphasizing four proven strategies: Cardiopulmonary resuscitation (CPR) education; implementation of public access automated external defibrillator (AED) programs; thorough pre-hospital quality of care and in-hospital secondary prevention strategies.



The Systems-Based Approach, developed by Take Heart America, describes the four key areas that can be improved to increase survival from Sudden Cardiac Arrest. By completing all four areas; survival could be improved from approximately 5 percent nationwide to 30 percent. In Anoka County, as one of the four Take Heart pilot sites, survival increased from 8.4 percent to 19 percent.

Program Outline:

COMPONENTS

1. CPR Education
2. Video production with t-shirt reward
3. Mass CPR trainings
4. Poster Display

First Step: CPR Education

Select your target age population. Sophomore or junior level is suggested.

This course can be taught by trained health or physical education instructors. The course can be a combination of physical and health education.

ACTAR CPR mannequins may be used in the classroom setting for CPR education. They may also be used during mass trainings. They tend to be more durable for repeat classroom lessons and stack and store in a compact container on wheels.

Each student should receive a CPR Anytime kit during classroom instruction. After successful completion of CPR training the students will take the kit home and teach as many family members and friends as possible. Written documentation needs to include the number of students, family members and friends who were taught CPR.

Second Step: Video Production

This is a supplemental activity that enhances the CPR training and offers a creative means of sharing lessons learned with other staff and students. The school staff can use the suggested video production theme when assisting students in the designing and developing the video production portion of this curriculum. The students take the knowledge gained during the classroom sessions to creatively and effectively design and video record the theme they have been assigned. The completed video segment can then be shown to the freshman (9th grade) and sophomore (10th grade) students during their Health or Physical Education courses and offered to the wider community for public education.

The four video production themes are as follows:

SCA OR HEART ATTACK, WHICH IS IT? This group will research Sudden Cardiac Arrest and heart attacks to better understand the similarities and differences. They will creatively convey the differences between the two through their electronic message.

RECOGNIZING SCA. This group will research the signs and symptoms of SCA. Their video clip will help viewers understand and recognize SCA.

HOW YOU CAN SAVE A LIFE. This group will strive to educate the viewing audience that anyone can and should be trained in CPR.

TAKE ACTION. This group will demonstrate the importance of taking action in the event of a SCA. Time is a major factor in saving someone's life. This video clip will stress the importance of taking quick action. Everyone has something to offer in the event of a Sudden Cardiac Arrest.

T-Shirt Reward – Students who successfully complete the curriculum may receive a t-shirt. The design can feature a sponsor's logo and state some version of "No Fear CPR".

Step 3: Mass CPR trainings

• **KICK OFF TRAINING**

Send an open invitation to students, parents, school board members, volunteers, school staff and coaches to attend a CPR Anytime training at the school or community center. This event serves as the train-the-trainer for the Physical Education Instructors as they learn how to implement proper CPR education in the student classes.

• **SUSTAINABILITY FUNDRAISER**

Instructors for this could include students to emphasize lessons learned and skills acquired. Similar to the kick off event, consider inviting other departments or middle school students and staff, as well as neighboring school districts. This is a great opportunity to show accomplishments from the kick off training.

Sudden Cardiac Arrest survivor(s) would be invited to participate in all mass trainings.

Step 4: Poster Display

Educational posters have been developed, and one set has been provided with this Training Kit that focuses on heart health, SCA and the continued need for CPR and AED training.

Adobe Portable Document Files (PDFs) of the posters are included on the enclosed CD. You are encouraged to hold a poster challenge or a video production to allow a different creative option for students to share skills and knowledge learned.

By placing posters around school and/or having students design and place their posters offers additional CPR and AED information to students and staff.

Curriculum Implementation Steps

CLASSROOM CPR EDUCATION

Outline of Course Implementation

Classroom Session	Topic
1	Introduction to the project: Take Heart No Fear CPR Video and SCA Survivor
2*	Anatomy and Cardiac Information: cardiologist, local paramedic
3	CPR video: in-classroom hands on
4*	CPR Practice: as needed
5	AED Presentation and Practice: local Fire/Police/EMS if available
6*	AED Practice: as needed
7	Choking & other topics on CPR Anytime video
8*	Video Project Intro: Take Home Kit Intro and Dates (<i>can be added to another session</i>)
9*	Video Project Work: in class or out of class?
10	Video Review and Take Home Kit Due
11	CPR Quiz and Skills Demonstration
12*	Video Awards Review & Wrap Up: if needed

* Optional sessions

You can choose to take 12 classroom sessions to complete the curriculum. However, CPR training can be completed in as few as three classroom sessions depending on mannequins available and number of students.

Supplemental portions, such as speakers, create motivation and offer additional information to students. Assistance from local EMS, fire and police can help with training by having additional instructors to help with skills assessment.

The CPR Anytime kit is a non-certification course and provides all the skills needed to provide care in an emergency. If you prefer to provide course completion cards from the American Heart Association (AHA), you can use this curriculum and the training kits. In addition, you will need to have an AHA instructor use the Heartsaver Skills check-off forms for skill review with each student and then provide cards for each student. This may require additional cost for the cards and an AHA instructor.

Included in this Training Kit is a PowerPoint for a train-the-trainer session to assist High School teachers in implementing this program. The PowerPoint includes specific information on CPR Anytime kit content and use, as well as training tips to assist in the classroom presentation.

• **EQUIPMENT AND RESOURCE NEEDS**

To fully implement the program, you will need a mannequin per student per practice session. Options for this are listed in Chapter 4. You will also need at least one CPR Anytime Kit (provided with the training tool kit) for the video to use during classroom sessions. Speakers can be found at your local Hospital, EMS, Fire and Police Departments. They often have individuals who do this as part of their community service. See Chapter 4 for contact information for MN Sudden Cardiac Arrest Network (MN SCAN).

• **GRADING CRITERIA AND HANDOUTS**

The CD included in this Training Kit has these tools available for you to adapt and print out for your use. Student grading can be on a variety of levels, including participation, skills completion or use of quizzes or written work.

1. CPR Anytime Kits for take home use

• **OUTLINE OF IMPLEMENTATION**

This can be an optional portion of the overall curriculum and has been found to have a positive effect on learning outcomes. Students who first learn the skill and then train or share that skill with another, tend to be more proficient and have longer skill retention.

This portion can be implemented at anytime during the classroom sessions. It's recommended that this follows the student learning sessions so that the student has a better understanding on how to share and use the kit for training. To ensure kits are returned, distribute kits similar to classroom textbooks.

Another option is to use this as a grading criteria, weighted heavily enough to create responsibility in returning the kit intact. As a classroom instructor you will have some responsibilities with the returned kits; ensuring that they are intact, cleaned and prepared for the next group. The CPR Anytime kits can be reused many times with some ongoing care and replacement parts (cost examples in Chapter 4).

• **EQUIPMENT AND RESOURCE NEEDS**

It's recommended that you assign one kit per student per session to take home and train family or friends. However, you can rotate the kits between students, allowing for time to clean and that they are complete.

• **EQUIPMENT CLEANING AND MAINTENANCE**

Follow manufacturer's instructions for proper cleaning of the mannequins and equipment between student use. You can also find information on use and cleaning of the CPR Anytime kits at www.cpranytime.org under FAQ.

• **GRADING CRITERIA AND HANDOUTS**

The following form is included on the CD and can be adapted for purposes of documenting student trainings.

I, _____, have trained _____ (#) people in CPR and helped to make my school and my community a safer place to live, work and play.

I have learned the basics of the following and would be willing to take action if needed:

Family or Friends Names:

#1: _____

CPR AED Use Choking
Comments:

#2: _____

CPR AED Use Choking
Comments:

#3: _____

CPR AED Use Choking
Comments:

This card **MUST BE RETURNED** within ___ days of receiving your CPR kit.

----- For Office Use Only -----

Date Kit Returned _____ Credit _____

Video Production

OUTLINE OF IMPLEMENTATION

Video production is an optional component of the overall curriculum. It has been found to have a positive effect on learning outcomes for students. This is also a creative approach to learning that may help specific learning styles. This can be used in a number of ways:

- videos can be shared with the class and students throughout the school
- videos can be reviewed by classrooms and voted on to determine which will be shared throughout the school
- videos can be used for other groups or programs within the school system.

You will need to consider obtaining permission forms, as many groups in the school like to place their videos online and may require parental permission. If a student or their parents request that their student not be on video, they can participate by providing graphics, assisting with production or videotaping.

Due to the complexity of this project, it's recommended that you organize students into groups. If video production is required outside of the classroom, you may want to consider working with your school's media department to assist students with videotaping needs.

The enclosed CD provides an outline of the equipment and resources needed along with grading criteria.

Video Production Student Worksheet

LIST GROUP PARTICIPANTS

Topics: (circle the topic assigned to your group)

SCA or heart attack—which is it?—This group will research Sudden Cardiac Arrest and heart attack to better understand the similarities and differences. They will then creatively convey the differences between the two through their electronic message.

Recognizing SCA—This group will research the signs and symptoms of SCA. Their video clip will help views to understand and recognize a SCA event.

How YOU can save a life—This group will strive to educate the viewing audience that anyone can be and should be trained in CPR.

Take action—This group will demonstrate the importance of taking action in the event of a SCA. Time is a huge factor in saving someone’s life. This video clip will stress the importance of taking quick action. Everyone has something to offer in the event of a Sudden Cardiac Arrest.

Video Production:

Steps	Dates Assigned & Due	Notes
1. Research topic		
2. Decide venue – skit, PowerPoint, animated		
3. Develop script or plan and create a written draft		
4. Gather or create props needed		
5. Check out or schedule time with video equipment		
6. Submit 1-5 for approval		
7. Production and filming		
8. Edit to 3-5 minutes		
9. Present to class – critiques and awards		

Additional Bonus Events and Suggestions

COMMUNITY MASS CPR TRAINING

1. Kick off Training

The purpose of this training event is to announce your effort to reduce the incidence of dying from SCA and show how you plan to educate your students in CPR.

- Promoting the Kickoff Event. Use school newsletters, electronic message boards, online ads, or letters to parents to share the details and encourage participation.
- Set the date. You may want to consider incorporating it into your Beginning of the Year Open House providing a great way to create awareness by parents.
- Recruit help. Work with your school nurse or other staff who may already be trained in CPR and willing to help. Also, work with your local Fire Department or EMS for assistance, as well as students trained in CPR as they could lead and/or assist with the training at the CPR kick off.
- Provide prizes, if possible. Consider giving away extra CPR Anytime kits or other CPR information to encourage participation in your event
- Invite the local media. Local media including newspapers and the school newspaper are often looking for events.

2. Sustainability Fundraiser

A mass CPR Anytime training at the school or a community center can be held in the Spring to show your accomplishments. Instructors for this could include students to emphasize lessons learned and skills acquired.

Consider an open invitation to other departments or middle school students, as well as neighboring school districts. This can also serve as a fund raiser to continue the program. The school can offer ways to sponsor a CPR Anytime Kit or sell other school items to fundraise for additional equipment to ensure the programs continued success.

Invite the athletic related Booster Clubs to participate. They often have funds available and this type of training has recently been encouraged through the Minnesota High School Leagues – Anyone Can Save a Life program for after school and extra curriculum emergency planning.

Sudden Cardiac Arrest survivor(s) are a great asset and should be invited to participate in all mass trainings. Survivors have often instructed classes and are well versed in answering questions that might come up during trainings.

AWARDS AND RECOGNITION

This is an optional section and can add excitement and participation with students. Awards can be as simple as course completion certificates or if funding is available, include a T-shirt (sample included in Training Kit) or possibly a CPR mask (resources listed in Chapter 4).

SUPPLEMENTAL SPEAKERS

As listed in the classroom outline, speakers can supplement and enhance classroom instruction, as well as engage students in the CPR training. The use of speakers may be dependent on the classroom sessions you have available. We recommend the use of a Cardiac Arrest Survivor to kick off the training as they create a personal example for the needed training that a video cannot replicate.

Additional speakers can be found by contacting your local fire, police or EMS. Check with your school nurse as they may have contacts in the medical field or local hospital or clinic.

The following websites are for speakers and supplemental programs. Some include videos and handouts that you can use for classroom instruction.

www.mnscasurvivor.org

www.bethebeat.heart.org

www.handsonlycpr.org

www.youtube.com (Conduct a search using the words “No Fear CPR”)

Resources

ORGANIZATIONS AND WEBSITE

Additional resources on CPR and AED training can be found at allina.com/heartsafe. The Allina Hospitals & Clinics Heart Safe program provides assistance with SCA awareness, AED placement and CPR/AED training. Resources include training handouts and information.

www.takeheartminnesota.org is another website with information regarding their initiative and training tools that can be used in the classroom.

The Minnesota High School League developed a program that focuses on after school activities and cardiac arrest preparedness. Ask your activities director or go to www.anyonecansavealife.org for more details.

The American Heart Association has numerous resources available for training on their website (www.americanheart.org) or at their local office. The American Heart Association has developed a specific website for youth with the Medtronic Foundation. This website includes games, activities and current music that encourages students to learn more about CPR and how to perform it correctly. This website is www.bethebeat.org.

EQUIPMENT AND TOOLS

www.americanheart.org

CPR Anytime Kit – Adult	\$34.99 plus shipping and handling
CPR Anytime Kit – Infant	\$34.99 plus shipping and handling

[Allina's Take Heart Anoka County / Heart Safe Communities](#)

CPR Anytime Kit – Adult	\$30.00
CPR Anytime Kit – Infant	\$30.00

ACTAR manikins and replacement parts can also be ordered through Allina at a discount – contact heartsafe@allina.com for a quote

www.laerdal.com

Replacement Lungs (3 pk)	\$5.00
Manikin Wipes (1200 pk)	\$170.00
Resusi Masks (6 pk of 36 each)	\$65.00

www.armstrongmedical.com

Face Shields (6 pk of 36 each)	\$55.00
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(as of 2/1/10)

POSSIBLE FUNDING SOURCES

Each program may need to evaluate the equipment needs with the available funds. Many local resources may be available for borrowing equipment needed for classroom training. Check with local fire departments, hospitals or clinics. If funding is needed to purchase new equipment or for supplemental training tools, there are many different funding sources. Within the school district consider parent or sports booster clubs; student fundraising activities; or special funds reserves for new activities. Within the community you can approach local businesses, civic organizations or community groups that may offer grants for new projects or education. Several national organizations, such as the American Heart Association, Medtronic Foundation and many more offer grants or funds for program initiation. Be prepared to plan for sustaining your program through student fundraising or district funding.

WHY REPORT?

As communities across the U.S. embrace the concepts of training people in CPR, it's important to show the impact that training has on the overall outcome for a victim of SCA.

Please consider sharing your experience and the number of people trained in your program so that it can be included in the reported numbers for your community or county. These numbers are added to overall data collection to help show improvements in survival rate. As more individuals are trained and prepared for SCA emergencies; we collaboratively improve survival rates. Through this we can show the correlation between training and outcomes.

Many community initiatives include online data reporting tools. Check the listed resources and websites, as well as your local public health department to find out if you should be reporting to a specific organization to help with data collection.

ACKNOWLEDGEMENTS

We'd like to thank the Medtronic Foundation for awarding Take Heart Anoka County a generous grant to allow Allina Hospitals & Clinics staff working on the Take Heart Anoka County initiative to develop and pilot the No Fear CPR. We'd also like to thank Fridley High School and Fridley Area Learning Center for their support and willingness to pilot the No Fear CPR program. In addition, the Mercy and Unity Hospitals Foundation has provided ongoing support for numerous Take Heart Anoka County programs, including No Fear CPR. These combined efforts allow Allina to continue to offer health-promoting programs as a community benefit and save lives across the communities we serve.

THANK YOU TO:

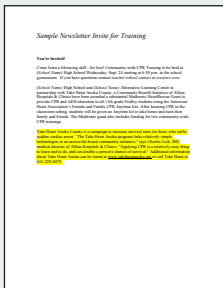
- Medtronic Foundation for their \$30,000 initial grant to launch this idea and program
- Mercy and Unity Hospitals Foundation for ongoing financial support
- Allina Hospitals & Clinics for staff and in kind support
- Fridley High School and Fridley Area Learning Center for the location where we developed and launched No Fear CPR

Samples of Tools on CD

CPR CURRICULUM TRAINING AGENDA – outline of training, can be adapted to meet classroom needs

#	Topic	Duration	Materials	Activities	Notes
1	Introduction	15 min			
2	Why CPR?	15 min			
3	How to use an AED	15 min			
4	How to perform CPR	15 min			
5	How to perform rescue breathing	15 min			
6	How to perform first aid	15 min			
7	How to perform CPR on a child	15 min			
8	How to perform CPR on an infant	15 min			
9	How to perform CPR on a pregnant woman	15 min			
10	How to perform CPR on a person with a medical condition	15 min			
11	How to perform CPR on a person with a spinal injury	15 min			
12	How to perform CPR on a person with a head injury	15 min			
13	How to perform CPR on a person with a neck injury	15 min			
14	How to perform CPR on a person with a chest injury	15 min			
15	How to perform CPR on a person with a back injury	15 min			
16	How to perform CPR on a person with a limb injury	15 min			
17	How to perform CPR on a person with a facial injury	15 min			
18	How to perform CPR on a person with a dental injury	15 min			
19	How to perform CPR on a person with a hearing aid	15 min			
20	How to perform CPR on a person with a prosthetic limb	15 min			
21	How to perform CPR on a person with a cast	15 min			
22	How to perform CPR on a person with a bandage	15 min			
23	How to perform CPR on a person with a splint	15 min			
24	How to perform CPR on a person with a neck brace	15 min			
25	How to perform CPR on a person with a cervical collar	15 min			
26	How to perform CPR on a person with a neck brace	15 min			
27	How to perform CPR on a person with a neck brace	15 min			
28	How to perform CPR on a person with a neck brace	15 min			
29	How to perform CPR on a person with a neck brace	15 min			
30	How to perform CPR on a person with a neck brace	15 min			

SAMPLE NEWSLETTER TRAINING INVITE – for use in student, parent or community newsletters



SAMPLE CPR VIDEO GRADING RUBRIC – outline of video project for students, includes grading criteria

Criteria	Excellent	Good	Fair	Poor
Content	Includes all required information and is accurate.	Includes most required information and is accurate.	Includes some required information and is accurate.	Includes few required information and is accurate.
Organization	Well-organized and easy to follow.	Organized and easy to follow.	Some organization and easy to follow.	Lack of organization and difficult to follow.
Visuals	Uses appropriate and effective visuals.	Uses appropriate and effective visuals.	Uses some appropriate and effective visuals.	Uses few appropriate and effective visuals.
Delivery	Clear and confident delivery.	Clear and confident delivery.	Some clear and confident delivery.	Lack of clear and confident delivery.
Research	Includes accurate and relevant research.	Includes accurate and relevant research.	Includes some accurate and relevant research.	Includes few accurate and relevant research.

BASIC 3 SLIDES – information on the No Fear CPR project and how CPR fits into the overall goal of saving lives

Three slides from the NO FEAR CPR project. The first slide is the title slide. The second slide, 'You Can Take Action!', shows a flowchart of the CPR process: Lay Public, First Responder, Hospital, EMS, and Police. The third slide, 'Intervention Outcome Relationships in Take Heart America', is a table showing the impact of various interventions.

Intervention	Effect	Relative outcome impact (vs. no intervention)
Defibrillation (AED)	Restores EAC (normal heart rhythm)	2 - 9%
AED Use	Restores heart to VF shock to VF (AED)	4 - 9%
High-quality CPR	Increases circulation to heart & brain	4 - 9%
Rescue breathing	Increases circulation to heart & brain	5%
High-quality CPR & rescue breathing	Increases circulation to heart & brain	5 - 10%
High-quality CPR & AED use	Restores heart to normal rhythm	20 - 32%

HOW TO USE AN AED – step-by-step instructions on AED use and information on integration with CPR

A handout titled 'How to use an AED and do CPR'. It includes an assessment section, an AED section, and an AED section. The AED section includes a 'SAFETY ACTION' and a 'SAFETY ACTION'.

HISTORY OF CPR – explains the changes in CPR and how the new methods are less complex and easier to remember and do

A handout titled 'Bystander CPR History and Facts'. It includes a timeline of CPR history and facts. The timeline starts with the first recorded CPR in 1668 and ends with the current CPR guidelines.

Handouts and Promotional Use:

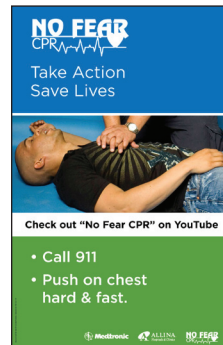
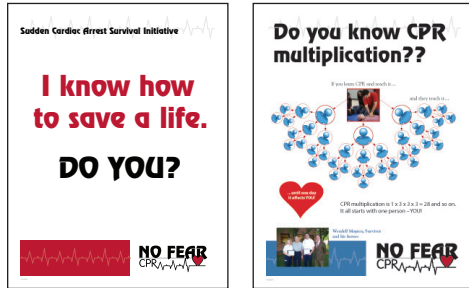
HANDS ONLY PDF – information on the skill of “hands only CPR”, explains the process and criteria for choosing this method

A handout titled 'Hands-Only CPR'. It includes a definition of hands-only CPR, a list of benefits, and a list of steps for performing hands-only CPR.

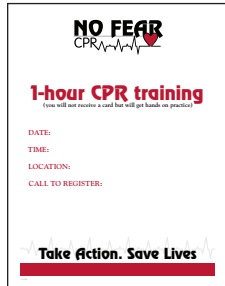
NEXT STEPS WITH CPR ANYTIME – explains how you can use the CPR anytime kits with groups or organizations

A handout titled 'CPR Anytime Kits'. It includes a definition of CPR anytime kits, a list of benefits, and a list of steps for using a CPR anytime kit.

POSTER BOARD – used to promote program



TRAINING FLIER – used to promote the trainings



CPR POSTERS 6-7 – used to show examples of better food choices



T-SHIRT PDFS – front of t-shirt design for students or promotional use



Print outs in text book content and on included CD:

STEPS FOR VIDEO PRODUCTION – for use with students to outline project

Group Description	Group Name	Group Members																														
<p>Video Production Steps</p> <p>1. Select the topic (assign to your group)</p> <p>2. Write a script (assign to your group)</p> <p>3. Plan the video (assign to your group)</p> <p>4. Record the video (assign to your group)</p> <p>5. Edit the video (assign to your group)</p> <p>6. Upload the video (assign to your group)</p> <p>7. Present the video (assign to your group)</p> <p>8. Evaluate the video (assign to your group)</p>																																
<p>Group Members</p> <table border="1"> <thead> <tr> <th>Member Name</th> <th>Member Role</th> <th>Member Status</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Member Name	Member Role	Member Status																													
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CPR POSTERS 1-5 – used to promote CPR training and AED use



SAMPLE CPR REPORTING FOR STUDENTS AND LETTER TO PARENTS – for use with students to document out-of-school training and for grading purposes

with students to document out-of-school training and for grading purposes

CPR REPORTING

NO FEAR CPR

NAME: _____

DATE: _____

GROUP: _____

TRAINER: _____

INSTRUCTOR: _____

LOCATION: _____

TIME: _____

STATUS: _____

REMARKS: _____

Signature: _____

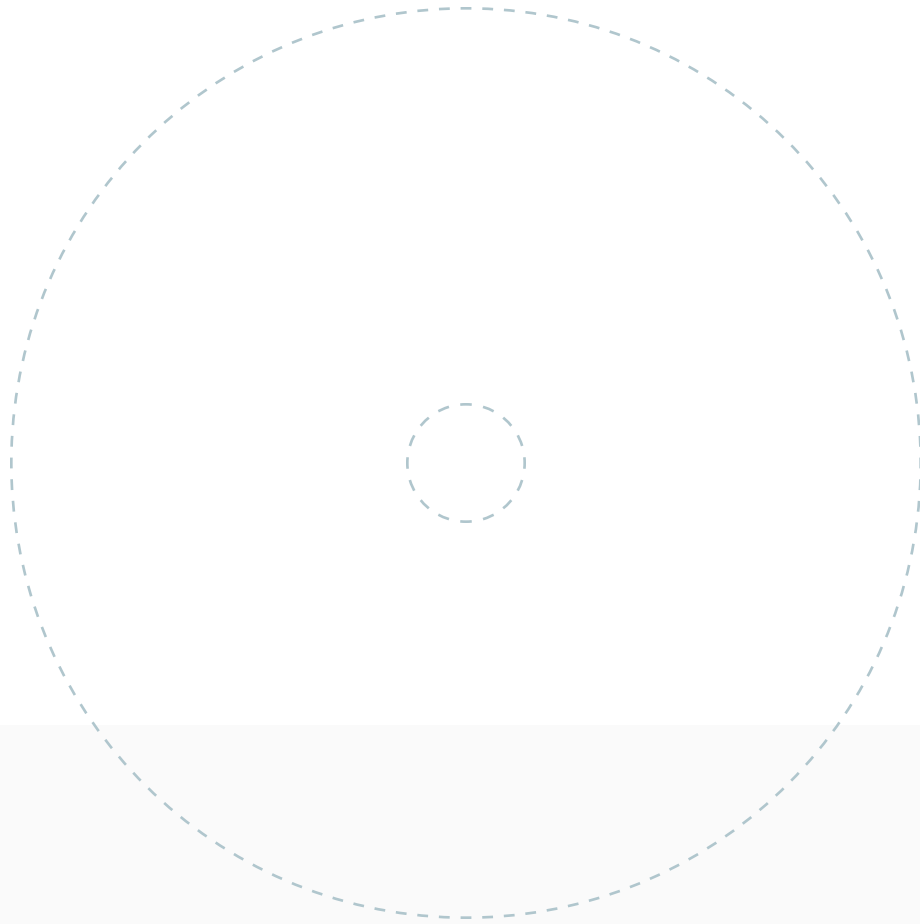
Sample Letter to Parents

Dear _____,

Your child has completed the NO FEAR CPR training and is now certified. We are proud of your child's achievement and encourage you to continue to support their learning and safety. If you have any questions, please contact your child's teacher or the program coordinator.

Sincerely,

Program Coordinator





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allina.com