

SESSION PLAN

Teacher/trainer	Trainer x 1	Date		Room	
Course/topic	Basic Life Support	Times	Various	Duration	3.5
Aim	Delegates to demonstrate skills and knowledge of basic life support and use of equipment to competent level				

Timing	Learning Objectives	EPUT Policy Statement	Resources	Teacher Activities/content	Learner Activities	Assessment	
9:30 - 9:40	Register, Introductions including housekeeping and lesson aims & CPR procedure.						Initial
9:50-10:30	Choking Signs and symptoms of complications within these systems.	CLPG14a Appendix 2 Adult Choking Algorithm Appendix 5 Paediatric Choking Algorithm (RCUK) No longer competency based however Resus Officer has requested remains in the lesson plan to cover our patient group.	Choking vests Manikins Adult, children and Baby (Use PowerPoint Basic Life Support V1)	Scenario: Airway, Choking up to 5 back blows up to 5 abdominal thrusts Discuss what would stop us from doing abdominal thrusts. Discuss alternative / adaptive techniques can we use for larger people or seated people. Adult, children and baby techniques. Cover basic biology of respiratory systems. Highlight main problems encountered in respiratory system Discuss what human factors could come up during this.	Observe scenario and demonstrate  G2015_Paediatric_Choking_Treatment.pdf  Adult choking algorithm 2025.pdf	Observe practical elements	Formative

10:30-10:50	Anatomy and Physiology of cardiac systems. Signs and symptoms of complications within these systems.	CLPG14a Appendix 6	Show video of agonal gasps/breaths if not explained by trainer Ensure SBAR (situation, background, assessment, recommendations) is being used (Inpatient only)	Cover basic biology of cardiac systems. Highlight main problems and early recognition of cardiac arrest. Cover signs of agonal gasps/breaths	Staff to use existing knowledge to identify and signs and symptoms of cardiac issues	Observe practical elements	Formative
10:50-11:05	DRS(ABCD)	CLPG14a Appendix 6	Video of how the heart works can be used by trainer if not explained. (Use PowerPoint Basic Life Support V1)	Staff are advised to shout for help first then cover the format of Danger, Response, Shout for help, Airway, Breathing, CPR and Defibrillator	Follow the principle of DRSABC and gain understanding around which situations will need alternative treatment.	Observe practical elements	Formative
11:05-11:15	Break						
11:15-11:35	How to use an AED/Defib	CLP88 User training on Medical Devices (Use PowerPoint Basic Life Support V1)	Manikins, wipes, AED (Use PowerPoint Basic Life Support V1)	Cover the use of a defibrillator, including the preparation of person/patient and safety.	Staff to use existing knowledge	Staff must reach competency level with AED to be signed off. This is safe and correct use of AED.	Formative
11:35-12:15	What is CPR and how to be effective and how to deliver full CPR with breaths	CLPG14a	Manikins, wipes, AED, Face shield	Trainer to demonstrate scenario. Full CPR of Breaths 30:2 for adult, child and baby (15:2 if	Observe scenario and demonstrate in pairs, adjust for odd numbers	Observe practical elements Q & A with delegates. Delegates to repeat processes and to	Formative

		"If staff are unable to deliver rescue breaths, they should provide chest compression only CPR" (100 – 120 compressions per minute) Chest compressions- DO NOT DELAY Chest compressions should be delivered at 100-120 min-1 to a depth of 5-6 cm, with minimal interruptions. Therefore, can now go ahead on ANY flat surface INCLUDING a bed. There is no longer a <u>requirement</u> to move patients to the floor.	(Use PowerPoint Basic Life Support V1)	paediatric baby trained or working with children) With exception of 5 rescue breaths for respiratory arrest including child, baby and adult (for adult e.g. ligature, drowning) Compression depth 5 - 6 cm (apart from babies 4cm) Applying correctly AED and controlling and other Delegates to replicate procedure fully to competent standard Until otherwise advised demonstrate/discuss using COVID guidance and AGPPPE Watch and observe Scenario: Patient not breathing CPR and AED For Adult, child, and baby	NOTE For Obesity/Bariatric patients discuss with delegates the challenges that they may face such as :- Patient access and transportation, quality of chest compressions, efficiency of defibrillation  Paediatric out-of-hospital BLS al  RCUK G2025 ADULT BLS Community Oct \	perform CPR for a minimum of 2 minutes. (reasonable adjustments can be made within training for injuries, ailments or conditions names to be recorded on the competency form if unable to accommodate escalate to Quality Assurance Manager)	
12:15-12:20	Reasons to stop CPR inc DNACPR/ ReSPECT form. Also discuss Event report form.	CLPG14b & CLPG14b Appendix 1 check list. CLP92 sV 1.0 Section 16	All forms to be shown, and spoken about	Cover when CPR can and cannot be stopped or withheld. Discuss what is an acceptable DNACPR/ ReSPECT form, ie paper and or electronic.		Q & A with delegates for them to demonstrate understanding	Formative

		transferring patients.					
12:20 – 12:45	Recovery position, what is it and why would we use it		(Use PowerPoint Basic Life Support V1)	Scenario: Patient breathing but unresponsive - Recovery position Scenario: Person fallen from a height and landed on their back, jaw thrust Scenario: person with a suspected hip injury from a fall, Chin Lift head tilt Monitor Vital Signs Follow NEWS2 where applicable, if suspicion of vomiting use recovery position.	Observe scenario and demonstrate in pairs	Observe practical elements	Formative
12:45 - 13:00	Evaluations						Summative

Review date:	January 2027	
Lesson plan author:		