Cardiopulmonary Resuscitation (CPR) in Correctional Facilities

Rationale
There is always the possibility that a correctional guard will have to give CPR to an inmate that is in their charge. The ability of the guard to perform CPR could save the inmate’s life.

Objectives
The student will be able to:
1. Identify the danger of heart disease and when CPR is necessary.
2. Memorize the steps of CPR.
3. Distinguish when to give rescue breathing and CPR.
4. Inspect and assess an emergency situation in a jail setting.
5. Perform CPR on a victim.

Engage
Discuss the following scenario: You’re a guard in charge of watching several inmates. One of them grabs his chest and falls to the ground and stops breathing. All of the other inmates look at you for help. What is happening and what will you do about it? Use the Discussion Rubric for assessment.

Key Points
I. The facts about CPR
A. Heart disease is the number one killer in the United States. Each year, almost 330,000 Americans die from heart disease. Half of these will die suddenly, outside of the hospital, because their heart stops beating.

B. The most common cause of death from a heart attack in adults is a disturbance in the electrical rhythm of the heart called ventricular fibrillation.
   1. Ventricular fibrillation can be treated, but it requires applying an electrical shock, called defibrillation, to the chest.
   2. If a defibrillator is not readily available, brain death will occur in less than 10 minutes.
   3. One way of buying time until a defibrillator becomes available is to provide artificial breathing and circulation by performing CPR.

C. The earlier you give CPR to a person in cardiopulmonary arrest (no breathing, no heartbeat), the greater the chance of a successful resuscitation.

D. By performing CPR, you keep oxygenated blood flowing to the heart and brain until a defibrillator becomes available.

E. CPR is a combination of rescue breathing and chest compressions delivered to victims thought to be in cardiac arrest.

F. When cardiac arrest occurs, the heart stops pumping blood. CPR can support a small amount of blood flow to the heart and brain to “buy time” until normal heart function is restored.
II. When to give CPR
A. CPR is given when someone is not breathing AND has no pulse.
B. If someone is not breathing but has a pulse, you would perform rescue breathing which consists of giving one breath to the victim every 5 seconds.

III. How to Determine When to Give CPR
A. Check the ABC's:
   1. Airway
   2. Breathing
   3. Circulation
B. Airway
   1. Check to make sure there is nothing in the mouth or throat that is blocking the breathing passage.
   2. You may need to sweep the inside of their mouth with your fingers.
C. Breathing
   1. Put your ear to the mouth and nose and listen to see if they are breathing.
   2. Observe if the chest is rising.
   3. Feel for breaths on your cheek.
D. Circulation
   1. Put your fingers on the side of the neck or on the top of the underside of the wrist to feel for a pulse.
   2. Do not use your thumb to feel for the pulse as you can feel your own pulse in your thumb. This could lead to confusion as to whose pulse you are actually feeling.

IV. Rescue Breathing
A. If a person has a pulse but is not breathing, perform rescue breathing.
B. Make sure they are lying on their back.
C. Tilt their head back by lifting their chin with one hand while you press their forehead back with the other.
D. Close the airway through their nose by pinching it.
E. Give 1 breath every 5 seconds.
F. Take a normal breath and cover the victim’s mouth with your mouth to create an airtight seal.
G. Watch for the chest to rise as you give each breath.

V. How to give CPR
A. If a person’s airway is clear but they are not breathing and do not have a pulse, proceed to CPR.
B. CPR involves giving compressions that pump blood to the brain and heart.
C. To give compressions:
   1. Put the heel of one hand on the center of the chest between the
nipples.
2. Put the other hand on top of the first hand.
4. Push at a rate of 100 times a minute.
5. After each compression, release pressure on the chest to let it come back to its normal position.
6. Keep your elbows locked so you do not get tired quickly.
D. Give 2 breaths, 1 second each.
E. Give 30 compressions at a rate of 100 per minute and then give 2 breaths. After each compression, release pressure on the chest to let it come back to its normal position.
F. Keep giving sets of 30 compressions and 2 breaths until the automated external defibrillator (AED) arrives, the victim starts to move, or trained help arrives.

VI. Other Things to Keep in Mind
A. Make sure the area is secure before you begin administering rescue breathing or CPR.
B. Notify (or have someone else notify) medical personnel about the situation before you begin.
C. CPR is best done with 2 people: one person doing the breathing and one person doing the compressions.

Activities
Students participate in a scenario and perform CPR on a dummy. The students will be graded using the CPR Checklist. The scenario will consist of two or three inmates (actors) standing over the CPR dummy, indicating that something is wrong. The student is expected to secure the scene (have the inmates move to a location where they cannot attack the student), radio for medical help, and then begin CPR according to the steps outlined in the rubric. CPR should be given for at least one minute, but the student should be able to give one of the reasons why they are stopping CPR. Clean the CPR dummy with alcohol wipes after each student. Use the Role Play Rubric and the CPR Checklist for assessment.

Assessments
CPR in Correctional Facilities Quiz (Open note) and Key
CPR in Correctional Facilities Exam and Key
CPR Checklist
Discussion Rubric
Individual Work Rubric
Research Rubric
Role Play Rubric

Materials
CPR in Correctional Facilities computer-based presentation
Accommodations for Learning Differences
For reinforcement, students will participate in peer teaching (mentoring) and team learning, and keep journals for key words and definitions. Use the Individual Work Rubric for assessment.

For enrichment, students will research current information about CPR related events, including statistics (amount of lives saved yearly, people certified, etc.). Use the Research Rubric for assessment.

State Education Standards
Texas Essential Knowledge and Skills for Career and Technical Education
§130.297. Correctional Services (One to Two Credits).
(5) The student utilizes first aid, infection control, and cardio-pulmonary resuscitation in a correctional facility. The student is expected to:
   (A) perform first aid procedures and cardio-pulmonary resuscitation in a simulated emergency situation;

College and Career Readiness Standards
IV. Listening
   B. Listen effectively in informal and formal situations
      1. Listen critically and respond appropriately to presentations.
      2. Listen actively and effectively in one-on-one situations
CPR in Correctional Facilities Exam

_____ 1. What is the number one killer in the United States?
   a) kidney disease
   b) car accidents
   c) cancer
   d) heart disease

_____ 2. How many people per year die of this killer?
   a) 130,000
   b) 230,000
   c) 330,000
   d) 430,000

_____ 3. What percentage of heart attack victims die outside of the hospital because their heart stops?
   a) 25%
   b) 50%
   c) 75%
   d) 100%

_____ 4. What is ventricular fibrillation?
   a) a disturbance in the electrical rhythm of the heart
   b) heat stroke
   c) dehydration
   d) a disturbance in a person’s breathing

_____ 5. If a defibrillator is not readily available, how long will it take for brain death to occur?
   a) 5 minutes
   b) 10 minutes
   c) 15 minutes
   d) 20 minutes

_____ 6. If someone is in cardiopulmonary arrest, what are they specifically not doing?
   a) breathing
   b) having a heartbeat
   c) talking
   d) a and b

_____ 7. The earlier you give CPR to a person in cardiopulmonary arrest, the greater the chance of a successful resuscitation.
   a) True
   b) False
8. Where does CPR keep oxygenated blood flowing to?
   a) heart and lungs
   b) heart and liver
   c) heart and brain
   d) heart and limbs

9. What happens when cardiac arrest occurs?
   a) the brain shuts down
   b) the lungs stop breathing
   c) the heart stops pumping blood
   d) both b and c

10. Rescue breathing is given to someone who is NOT breathing and has NO pulse.
    a) True
    b) False

11. Checking the ABC’s stands for checking what?
    a) airway, back, circulation
    b) airway, breathing, circulation
    c) airway, breathing, cycle
    d) airway, back, cycle

12. What may you need to do to make sure nothing is in the victim’s mouth?
    a) sweep the inside of it with your fingers
    b) hit them on the back to force them to cough up any possible items
    c) perform the Heimlich Maneuver
    d) nothing

13. What specifically should you not use to check for someone’s pulse?
    a) your thumb
    b) your forefinger
    c) more than one finger at a time
    d) your forefinger along with your middle finger

14. Pinching the person’s nose is effective in closing other airways while performing
    rescue breathing or CPR.
    a) True
    b) False

15. When performing rescue breathing, one breath is given every how many seconds?
    a) 2
    b) 3
    c) 5
    d) 10
16. When do you give CPR to a victim?
   a) they are breathing but have no pulse
   b) they have a pulse but are not breathing
   c) they have no pulse and they are not breathing
   d) none of the above

17. Where should you place your hands on the victim’s body when doing compressions?
   a) throat
   b) chest
   c) stomach
   d) on their side

18. At what rate should you push per minute for compressions?
   a) 50
   b) 100
   c) 150
   d) 200

19. Your elbows should be ___________ when doing compressions.
   a) locked
   b) bent
   c) pointed
   d) none of the above

20. How long should each breath be when giving CPR?
   a) 1 second
   b) 2 seconds
   c) 3 seconds
   d) 5 seconds

21. After how many compressions do you give breaths?
   a) 15
   b) 20
   c) 25
   d) 30

22. How many breaths do you give?
   a) 1
   b) 2
   c) 3
   d) 5

23. How long do you continue CPR?
   a) until the automated external defibrillator (AED) arrives
   b) the victim starts to move
   c) trained help arrives
   d) all of the above
24. What should you do before you begin rescue breathing or CPR?
   a) notify your supervisor
   b) make sure the area is secure
   c) have someone call medical personnel
   d) b and c

25. How many people can do CPR on one person at the same time?
   a) 1
   b) 2
   c) 3
   d) no limit
CPR in Correctional Facilities Exam Key

1. D
2. C
3. B
4. A
5. B
6. D
7. A
8. C
9. C
10. B
11. B
12. A
13. A
14. A
15. C
16. C
17. B
18. B
19. A
20. A
21. D
22. B
23. D
24. D
25. B
CPR in Correctional Facilities Quiz

What is the number one killer in the United States?
1.________________________________________________

How many people per year die of this killer?
2.________________________________________________

What percentage of heart attack victims die outside of the hospital because their heart stops?
3.________________________________________________

What is ventricular fibrillation?
4.________________________________________________

If a defibrillator is not readily available, how long will it take for brain death to occur?
5.________________________________________________

If someone is in cardiopulmonary arrest, what are they specifically not doing?
6.________________________________________________
7.________________________________________________

Where does CPR keep oxygenated blood flowing to?
8.________________________________________________
9.________________________________________________

What happens when cardiac arrest occurs?
10.________________________________________________
Checking the ABC’s stands for checking what?
11. ________________________________

What may you need to do to make sure nothing is in the victim’s mouth?
12. ________________________________

What specifically should you not use to check for someone’s pulse?
13. ________________________________

What is effective in closing other airways while performing rescue breathing or CPR?
14. ________________________________

When performing rescue breathing, one breath is given every how many seconds?
15. ________________________________

When do you give CPR to a victim?
16. ________________________________

Where should you place your hands on the victim’s body when doing compressions?
17. ________________________________

At what rate should you push per minute for compressions?
18. ________________________________

How should your elbows be positioned when doing compressions?
19. ________________________________

How long should each breath be when giving CPR?
20. ________________________________
After how many compressions do you give breaths?
21.____________________________________________

How many breaths do you give?
22.____________________________________________

Name one reason why you would stop doing CPR?
23.____________________________________________

Name one thing you should do before you begin rescue breathing or CPR?
24.____________________________________________

How many people can do CPR on one person at the same time?
25.____________________________________________
CPR in Correctional Facilities Quiz Key

1. heart disease
2. 330,000
3. 50%
4. a disturbance in the electrical rhythm of the heart
5. 10 minutes
6. breathing
7. having a heartbeat
8. heart
9. brain
10. the heart stops pumping blood
11. airway, breathing, and circulation
12. sweep the inside of it with your fingers
13. your thumb
14. pinching the person’s nose
15. 5
16. they have no pulse and they are not breathing
17. chest
18. 100
19. locked
20. 1 second
21. 30
22. 2
23. until the automated external defibrillator (AED) arrives/the victim starts to move/trained help arrives
24. make sure the area is secure/have someone call medical personnel
25. 2
Cardiopulmonary Resuscitation (CPR) Checklist

Directions: The scenario will consist of two or three inmates (actors) standing over the CPR dummy, indicating that something is wrong. The student is expected to secure the scene (have the inmates move to a location where they cannot attack the student), radio for medical help, and then begin CPR according to the steps outlined in the rubric. CPR should be given for at least one minute but the student should be able to give one of the reasons why they are stopping CPR.

<table>
<thead>
<tr>
<th>Task steps</th>
<th>1 point each (no partial credit)</th>
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<tbody>
<tr>
<td>1. Moved inmates to a secure location</td>
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<td>2. Radioed for medical help</td>
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<td>3. Checked the airway</td>
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<td>4. Checked for breathing</td>
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<td>5. Checked the pulse</td>
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<td>6. Tilted the head back</td>
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<td>7. Pinched the nose</td>
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<td>8. Performed compressions for 30 seconds</td>
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<td>9. Gave 2 breaths, one second a piece, and then continued compressions</td>
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<td>10. Performed compressions correctly (middle of chest, elbows locked)</td>
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Total points possible 10

Instructor’s Signature ___________________________ Date ___________
# Discussion Rubric

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<tr>
<td>Participates in group discussion</td>
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<td>Encourages others to join the conversation</td>
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<td>Keeps the discussion progressing to achieve goals</td>
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<td>Shares thoughts actively while offering helpful recommendations to others</td>
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<td>Gives credit to others for their ideas</td>
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<td>Respects the opinions of others</td>
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<td>Involves others by asking questions or requesting input</td>
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<td>Expresses thoughts and ideas clearly and effectively</td>
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**Total Points (32 pts.)**

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<td><strong>Follows directions</strong></td>
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<td>Student completed the work as directed, following the directions given, in order and to the level of quality indicated</td>
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<td><strong>Time management</strong></td>
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<td>Student used time wisely and remained on task 100% of the time</td>
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<td><strong>Organization</strong></td>
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<td>Student kept notes and materials in a neat, legible, and organized manner. Information was readily retrieved</td>
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<td><strong>Evidence of learning</strong></td>
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<td>Student documented information in his or her own words and can accurately answer questions related to the information retrieved</td>
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<tr>
<td>Student used a variety of methods and sources to gather information. Student took notes while gathering information</td>
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## Research Rubric

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<td><strong>Question/goal</strong></td>
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<td>Student identified and communicated a question or goal of the research</td>
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<td>Student used a variety of methods and sources to gather information. Student took notes while gathering information</td>
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<td><strong>Conclusion/Summary</strong></td>
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<td>Student drew insightful conclusions and observations from the information gathered. Information is organized in a logical manner</td>
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<td><strong>Communication</strong></td>
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<td>Student communicated the information gathered and summary or conclusions persuasively. Student demonstrated skill in the use of media used to communicate the results of research</td>
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<td><strong>Reflection</strong></td>
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<td>Student reflected on the importance of the research and its potential application</td>
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**Total Points (20 pts.)**

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# Role Play Rubric

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<td>Relates to the audience</td>
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<td>Provides fluent rendition of the scenario</td>
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<td>All required content is included</td>
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<td>Acts with feeling and expression</td>
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<td>Breaches are easily identified</td>
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