

Part 2

Emergency University: CPR/AED Training for Success

Emergency University's Methodology & Success

Blended training has been well documented to be a superior method for learning.** When applied to life supporting actions and developing the confidence to act at the time of a cardiac arrest, it has been especially beneficial. What also differentiates EU's programs from the many other available emergency care training curricula is not only its convenient, interactive, self-paced and multi-sensorial online training modules, but also the instructor-led, uniquely personal and individually validated hands-on skills practice classes. In the EU training model, emergency care instructors are not just reduced to "electronics technicians". Interaction and validation from EU's qualified instructors are an essential component of the emergency responder's learning and motivation.

Based on well-established behavioral science, EU's positive, personally relevant approach to learning focuses not only on correct CPR/AED techniques, but also on reducing all of the common barriers that prevent most infrequent responders from acting at what is likely to be one of the most daunting emotional moments of their lives. Prior to doing CPR on a manikin, EU students perform basic assessment skills on a fellow classmate and they utilize their own bodies as a reference to personalize hand placement for chest compressions and airway maintenance. During AED practice, they utilize EU's unique AED Training Chest and a tear-away shirt (which a classmate wears over his/her clothes) and perform the socially awkward task of "disrobing" and touching a co-worker while attaching AED training pads to a real person.

In addition, EU students have continued access to and are encouraged to review the online modules often (as well as share them with family members). They are also schooled in the conduct of simulated drills and scenarios which they are expected to periodically make part of their scheduled safety meetings. EU and its certified instructors, supply the inspiration, motivation and tools necessary for students to engage in essential ongoing learning and thus maintain the vital comfort factor needed to respond.

The end result of EU's innovative approach has been nothing less than remarkable. Clearly not all SCA victims will survive, especially when a collapse is unwitnessed. However, to give all SCA victims a 2nd chance at life, EU clients have achieved outstanding outcomes by establishing the following performance/response goals and then meeting them:

1. AEDs utilized during a cardiac arrest are fully functional;
2. Trained and confident personnel respond to cardiac event; and
3. Onsite responders used the AED appropriately at cardiac events.

Why is having a 100% compliance with performance/response goals so important?

- If all three Performance/Response Goals are not met, there is little chance of SCA victim survival.
- EU's clients have met Performance/Response goals 100% of the time during documented SCA events

EU/SCAA Chapter Relationship

Working in partnership with Sudden Cardiac Arrest Association (SCAA) chapters, EU can help prepare potential, initial emergency care providers to not only develop needed life support skills but also the all-important comfort-level required for responding to a sudden cardiac arrest or other life threatening event.

Earlier this year, EU and SCAA entered into a national alliance to work with and support SCAA's growing network of chapters in conceptualizing, organizing, and executing Sudden Cardiac Arrest Response programs within the communities they serve. SCAA chapters can now join the growing number of corporate and government clients as well as individual instructors and initial emergency care training centers who utilize EU's programs to serve their own clients' and communities' emergency care needs.

To assist local SCAA Chapters in accomplishing their mission to reduce premature death from sudden cardiac arrest, Emergency University provides Chapter leadership and interested members with **free** online webinars detailing the process of establishing and operating effective and successful SCA Response programs. To insure quality and consistency of hands-on skills practice and validation classes, selected SCAA Chapter instructors can receive **free** "Blended CPR/AED" instructor cross-certification including intensive training and orientation to EU's unique materials, methodologies and procedures.

By utilizing EU's nationally-accredited "Blended" emergency care training programs, SCAA Chapters and individual instructors can accomplish their personal and professional goals while also increasing revenue for their private or public training endeavors. Additionally, SCAA Chapters and approved EU Training centers receive the support of EU's **Instructor Concierge Service** to assist them in writing proposals, conducting training classes and maintaining student records. They have free access to EU's Maestro™ proprietary software application suite that includes an online database for protected client and student record keeping as well as significant discounts on EU's AED Program Management Solution (including medical oversight) that provides clients with a guaranteed 100% AED Program compliance.

EU's client companies, individuals and government agencies repeatedly comment on the quality and effectiveness of EU's approach, and also appreciate the ease and cost efficiency of EU's training. *(An hour "off the job" for skills training is a considerable savings to employers compared to 3-4 hours of traditional CPR/AED classes).* Most of all, they enjoy the comfort of not only knowing that their emergency response programs are fully compliant with applicable standards and regulations, but also that they will be offering a 2nd chance at life to a victim of a sudden cardiac arrest.

For more information how Emergency University can work with your SCAA Chapter or training enterprise achieve its goals, or contact info@emergencyuniversity.com or call 866-233-4357.

**US Dept. of Education Report: Evaluation of Evidence-Based Practices in Online Learning 2010 September