

Increasing knowledge and practical skills in CPR, first aid, and basic emergency care in Hawassa, Ethiopia

Elizabeth Wendt

Introduction (7 minutes)

Liz: Hi everyone! My name is Elizabeth Wendt, and we are all students from the University of Wisconsin – Madison in the United States. This afternoon, we will be teaching all of you about basic emergency care skills and hygiene that will hopefully help you feel more equipped to handle emergency situations when trained medical personnel are not present as well as lead healthier lives. We hope this workshop helps you feel empowered and confident in using your new skills. If you have any questions throughout the workshop, please feel free to ask any of the instructors who will introduce themselves now. *Introductions.*

Pretest (10 minutes)

Liz: Before we begin, we'd like to have you take a short pretest to see what you already know. Just answer the questions on the top worksheet to the best of your ability. We will read the questions, so simply follow along and choose the best option. There is no need to write your name on the pretest, and we will not know which of the pretests belongs to each individual.

Read questions aloud (take turns)

Liz: After you have finished all of the questions, please tear off the top sheet and raise your hand for one of the instructors to come around and pick it up. Please keep the bottom sheet somewhere that you will be able to remember because you will need it later. I would suggest putting it in your pocket or holding on to it throughout the workshop.

Icebreaker (15 minutes)

Liz: Thanks again for completing the pretest! Next, we'd like to do an icebreaker activity to get everyone talking and so that we can get to know all of you better. As I explain the activity, the other instructors will demonstrate, so please watch and listen carefully!

We will count you off and put you in three groups. Each group will get a piece of rope/spool of yarn. You will all hold hands and spread out to make a circle. One person in the group will start with the rope. He or she will say his or her name and his or her favorite food. He or she will then toss the rope or spool to another person in the circle while still holding on to the end. The next person will then say his or her name and favorite food and then pass the rope or spool while still holding the end he or she received. This will continue until each person in the circle has gone.

Count off, allow groups to form circles and do the activity. After each group has finished their circle....

Liz: Now that each of the circles has been completed, look at the web you have made. If each member of the group was not willing to communicate and share his or her name and favorite food, this web could never have been made. Communication is very important in our workshop today, both with the other students you are working with and with the instructors who are always more than happy to answer questions for you.

Community Mapping Activity (20 minutes)

Liz: For our next activity, we'd like you to think about which parts of your community might put you in a dangerous situation or might be unsanitary or unsafe. When we say go, we would like your group to go off to a separate part of the room. One of the instructors will bring you some materials to work with including paper, markers, sticks, rocks, and other things. Using these materials, we would like you to map out your community and areas that you would consider high risk. Before you start, we will ask some guiding questions to help get you thinking:

Whoever submitted the guiding question will speak...

1. (Liz) Where might there be sources of unclean drinking water in your community?
2. (Liz) Are there any areas in your community such as unsafe roadways or open cook fires that might lead to unnecessary accidents?
3. To Be Continued....

You will have ten minutes to put this together. Ready, Go!

Instructors should be prepared to take detailed notes about group discussions and take images of the projects.

Now that ten minutes have passed, we'd like each group to take two minutes to briefly share what they included on their map.

Thank you for participating in the mapping activity!

Large Group Activity – Disaster Response and Environmental Emergencies (20 minutes)

Liz: We'd like to move on to an activity about natural disasters and environmental emergencies that should be familiar to you. Can anyone tell what one of the major natural disasters you experience here in Ethiopia?

(Respond appropriately)

The four types of emergencies/disasters we'd like to talk about today are flood, drought, epidemic, and insect related emergencies. We will teach you some practical ways to stay safe in these types of disasters and situations.

Each topic could be lead by a different person in the group if others were comfortable leading.

First, let's talk about floods. Please get together in your small groups and take one minute to discuss how you would respond if you heard a flooding was occurring. Please write out your answer on the white board being passed out to your group right now. Once you have your answer written down, hold up your white board for the group to see.

(Respond appropriately)

There are three main things you should do if flooding should occur:

1. Move to higher ground if possible.
2. Do not try to walk across flowing rivers or washed out roads, as they may be unsafe.
3. Be sure to wash your hands or any other body parts that come in contact with floodwater using soap and disinfected water.

Next, let's talk about what to do in the event of a drought. Once again, please take one minute to talk with your group and write out on your white board how you would respond in the event of a drought. Once you have your answer written down, please hold up your white board.

(Respond appropriately)

There are three main things you should do in response to a drought:

1. If you know that the drought is coming, and it is possible to prepare, try to do so. You can prepare by beginning to keep clean water in your home.
2. Reduce the frequency of use of cooking fires and when cooking over an open fire, be sure that it is away from all other flammable objects such as dry grass.
3. Avoid an stagnant water that may be near the roads or in yards as it will likely contain unhealthy bacteria or microbes.

Next, we would like to hear how you would respond in the event of an epidemic (explain this term if necessary). Please discuss with your group how you would respond in this situation, write your response on your white board, and hold it up for the group.

(Respond appropriately)

There are three main things you should do in response to an epidemic:

1. Avoid touching others, especially young children as this spreads germs.
2. Wash your hands regularly using soap and clean water for at least 25 seconds each time. We will teach you a great way to do this later in the workshop!
3. Cover your mouth with a scarf as often as possible; at the very least, cover your mouth with your hand when you or others are coughing and wash your hands thoroughly after.

Finally, let's talk about what to do when there are a lot of potentially disease-carrying insects around. Please discuss this situation with your group, write what you would do in this scenario on your white board, and hold it up for the group.

(Respond appropriately)

There are three things you should do in response to large numbers of disease-carrying insects:

1. Use repellent if available. If repellent is not available, do your best to cover exposed skin with longer skirts or pants and long sleeved shirts.
2. Avoid standing water or drain standing water if possible.
3. Avoid areas with dense grass or wet/marshy areas.

Great! Now let's review quickly...

Can someone tell me one of the things you can do in response to a flood? A drought? An epidemic? Insects? *Provide those that answer with candy*

Don't worry if you can't remember all of that information. We have a handout for you to take home with you that talks about everything you will learn here today so that you don't forget this information and so that you have the opportunity to share it with family or friends. We will hand that out at this point.

Three Stations (20 minutes each w/ transition, total 60 minutes)

1. Basic Splinting, Bandaging, and Wound Care

Introduction - Hello, we are _____ and _____, and we will be teaching you about basic wound care, how to make a tourniquet to stop bleeding, how to properly bandage a wound, and how to make a splint/sling.

Instructors- Please demonstrate each of the following situations while explaining the steps involved in each. Ask different youth to volunteer for each part of the workshop to keep things interactive.

1. Minor Wound Care (Open wound on Arm)
 - Perform a brief patient assessment by first introducing yourself, then asking about the patient's level of pain (we are assuming the patient is conscious and will remain conscious throughout the incident). Tell

patient to sit or lay down depending on the location and severity of the wound.

-Assume the wound is bleeding severely. You will stop the severe bleeding by applying **direct pressure** to the wound. Make sure the hand of the person applying pressure is separated from that of the patient by some type of barrier, ideally a latex glove. To maintain direct pressure you will wrap dressing (you can use any type of t-shirt or cloth) around the wound snugly and securely. You will then **elevate** the limb. By the end of the scenario, you have successfully controlled the bleeding.

-You will now clean the wound by using a rag to apply warm water to the wounded area. Gradually introduce the use of soap as the patient can tolerate it. Do not scrub the wound, but gently pat it until it seems reasonably clean. Apply a dressing to the wound. Try to use some type of gauze, but any sterile dressing will do. The dressing should cover the entirety of the wound and some of the area beyond the wound. After the dressing is applied, you will bandage the wound. Bandage the wound just tightly enough to prevent further bleeding. Tuck the loose ends of the bandage in after wrapping around the wound. Check circulation to make sure the bandage is not too tight (simply asking the patient or checking color of appendage below the bandage will suffice).

2. Splinting (fracture to lower arm):

Do you know when to splint and injury?

(Respond appropriately)

You should always splint an injury if you know or suspect that a fracture has occurred.

Remove clothing from injured limb to inspect limb for open wounds or other injuries. Perform a basic patient assessment by introducing yourself and asking about patient pain levels. Cover/care for all open wounds before splinting!! Do not move the patient from their current position when splinting. Immobilize the joint below the injury site (wrist). Use your hands to support the site of injury when applying the splint. Any number of materials can be used as splints. In this scenario, you will use sticks (or cardboard). Splint the arm with sticks. Use bandages and tape to secure splint. Create a sling for the splinted arm. The elbow should be at 90 degrees. The sling should be tied loosely.

Does anyone have any questions?

If there is extra time upon completing the two tasks, help the youth to try the skills on each other.

2. Basic Hygiene – Hand washing, dental hygiene, water purity

Introduction – Hello, we are _____ and _____ and we will be teaching you about proper hand washing, oral hygiene, and how to purify water.

-Hand Washing

We'd like to start off this station by teaching you about proper hand washing. Hand washing is one of the easiest and best ways to prevent the spread of disease. Can anyone tell me when you should wash your hands?

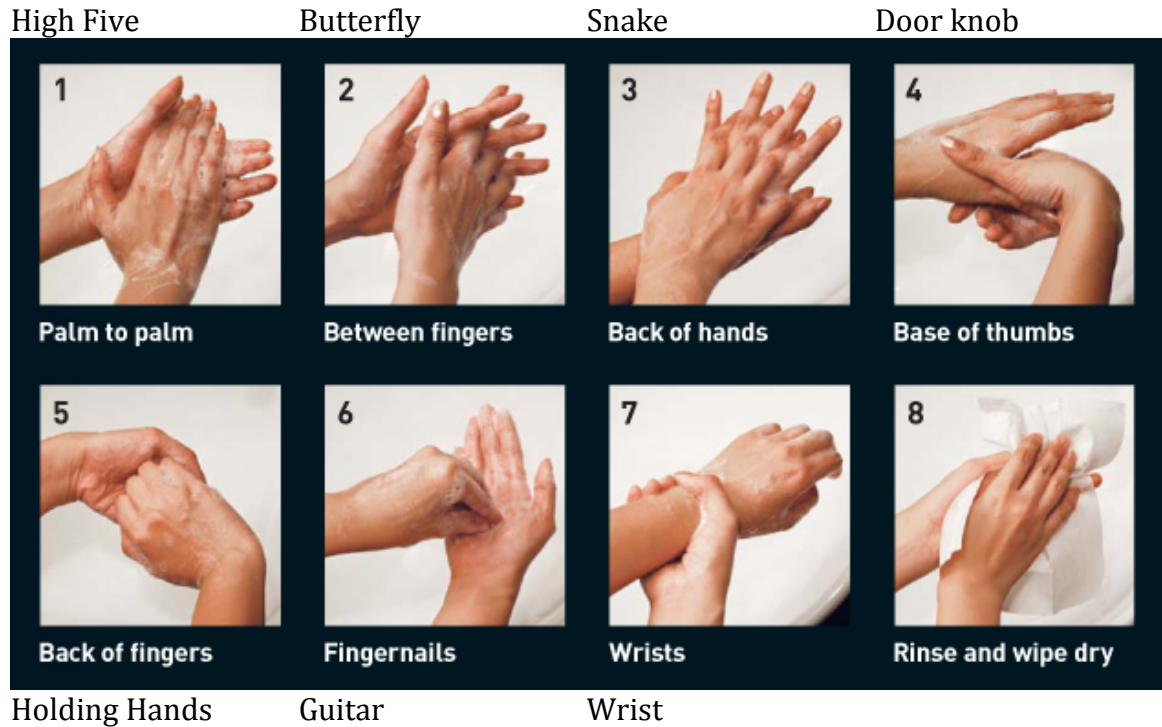
- **Before**, during, and after preparing food
- **Before** eating food
- **Before** and after caring for someone who is sick
- **Before** and after treating a cut or wound
- **After** using the toilet
- **After** changing diapers or cleaning up a child who has used the toilet
- **After** blowing your nose, coughing, or sneezing
- **After** touching an animal, animal feed, or animal waste
- **After** touching garbage

Prompt youth to answer these. Give an example or hints if need be.

Great! Now that we know when to wash our hands, let's learn a good technique for doing so. Does anyone know how long you should wash your hands for?

(Respond appropriately)

We recommend washing your hands for 30 seconds each time you wash them. You should wash them with soap and clean water. There is a really great technique you can use to wash every area of your hands.



For our workshop in Honduras, we named each of these steps in Spanish so that they were easy to remember. Here, I have labeled them in English with the intention of determining the Amharic names at some point! 😊

Can all of you try that technique with me?

Go through hand motions and words again slowly with the youth, then quickly. Have fun with it!

Awesome! Now that we've covered a good technique for hand washing and when to hand wash, let's move on and talk about good oral hygiene.

-Oral Hygiene

How many of you have a toothbrush or know what a toothbrush is?

(Respond appropriately) – If the answer is “no”, ask what they use to clean their teeth; if “yes”, ask them about how to use a toothbrush.

There's a really great way to brush your teeth if you don't have a toothbrush or toothpaste! You first take a clean piece of cloth and fold it into a small square. Wet the cloth with warm water and add a paste of baking soda and water (if available – toothpaste itself is unnecessary). Work the cloth around your top and bottom teeth in a kneading motion for about 30 seconds. Then

move your tongue back and forth under your top teeth to scrape it clean. Then rinse with clean water and spit.

Do you know when you are supposed to clean your mouth?

(Respond appropriately)

You should always clean your teeth after eating sugary or acidic foods. Can anyone give me an example of a sugary or acidic food that you should brush your teeth after eating?

(Respond appropriately)

Great! Throughout the workshop, we've been using the phrases "clean water" or "pure water", so next, we'd like to talk about what clean/pure water is and how to obtain it.

-Water Purification

Can anyone tell me what it means to have clean or pure water?

(Respond appropriately)

Drinking water is water safe enough to be consumed by humans or used with low risk of immediate or long term harm. Often times, water sources can be contaminated with disease vectors, pathogens or unacceptable levels of toxins or suspended solids. Drinking or using such water in food preparation leads to widespread acute and chronic illnesses and is a major cause of death and misery in many countries.

Can anyone think of a source of unclean or unpure water in your community?

3. CPR

Introduction – Hello, we are _____ and _____, and we will be working with you to help you learn basic CPR skills.

Ask the group, "When do you begin CPR? "

(Respond appropriately)

CPR should be started on all non-breathing, pulseless patients unless they are obviously dead.

1. Check and correct the patient's airway by tilting the head backwards (grip at forehead), looking at the chest for signs of movement, and

listening for signs of breathing from the mouth. If there is no sign of breathing (as there is in this scenario) then...

2. Check patient's pulse. Show youth how to check the carotid pulse in the neck. They are simply feeling for the presence of a pulse, not counting beats. If there is no carotid pulse, then....
3. Chest compressions. For chest compressions to be effective, the patient must be lying on a firm, horizontal surface. Immediately move patient to a firm, horizontal surface. Stand or kneel beside the patient's chest and face the patient. Use the steps below to place your hands in the proper position. Hand positioning is critical in administering proper CPR.
 - a. Locate the top and bottom of the sternum
 - b. Place heel of hand between the nipples
 - c. Place other hand on top
 - d. Interlock fingers
 - e. Compress the chest of an adult 1 and ½ to 2 inches straight down.

Stay close to the patient's side and lean forward so that your arms are directly over the patient. Keep your back straight and your elbows stiff so you can apply force properly. Keep hands on the patient's chest between compressions, but allow the chest to recoil. Compressions should be at the rate of 100 compressions per minute in all patients. After 30 compressions, pause to check the patient's pulse and breathing according to steps one and two above.

Ask the group, "When do you stop CPR?"

(Respond appropriately)

CPR should be discontinued only when effective circulation and breathing is restored, a trained medical professional tells you to stop, the patient has died, or you are too tired to continue resuscitation or your own health is in danger.

If time remains, allow youth to try compressions on the mini Annie compression doll.

Posttest (10 minutes)

At this time, we would like you to take a posttest to see what you have learned from this workshop. You may take a minute to read over the review sheet. Once you have finished reading over any parts of the workshop that you would like to, please put the review sheet away and begin your posttest. Once you have completed your posttest, please raise your hand so that one of the instructors can come pick it up.

Wrap-up (5 minutes)

Thank you so much for participating in our basic emergency care, CPR, and first aid workshop. Is there anyone who would like to share a positive experience they had during the workshop (instructors or youth)?

(Respond appropriately)

We really enjoyed working with you today and hope that you learned something! Over the next three weeks, we challenge you to share the information you learned with family, friends, and community members so that everyone can be as knowledgeable and prepared as you are.