

# How Incorporating Behavioral Science Principles Increases Lay Rescuer SCA Response

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# Presenter Disclosure Information

Renard Arsenault, EMT-P

- **How Incorporating Behavioral Science Principles Increases Lay Rescuer SCA Response**

## **FINANCIAL DISCLOSURE:**

- Employed by Emergency University

## **UNLABELED/UNAPPROVED USES DISCLOSURE:**

- None

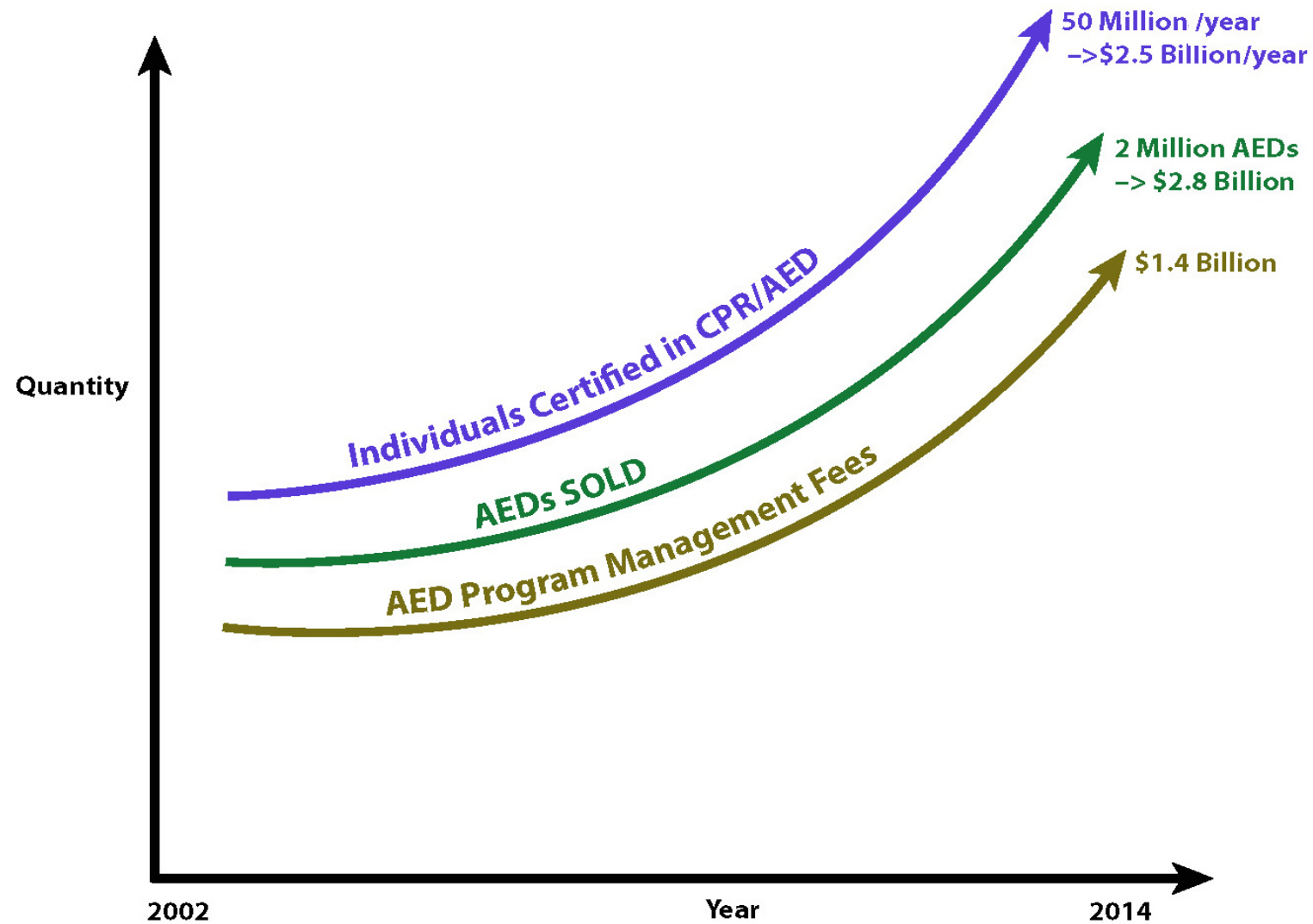
# Emergency Medical System



**ECCU2017**   
Emergency Cardiovascular Core Update

 **CITIZEN CPR  
FOUNDATION**  
helping citizens and communities save lives

# How Are We Doing?



- Survival rates exclude outliers.
- All figures are approximate based on available data.
- Response=Bystander CPR + AED attached prior to arrival of EMS.

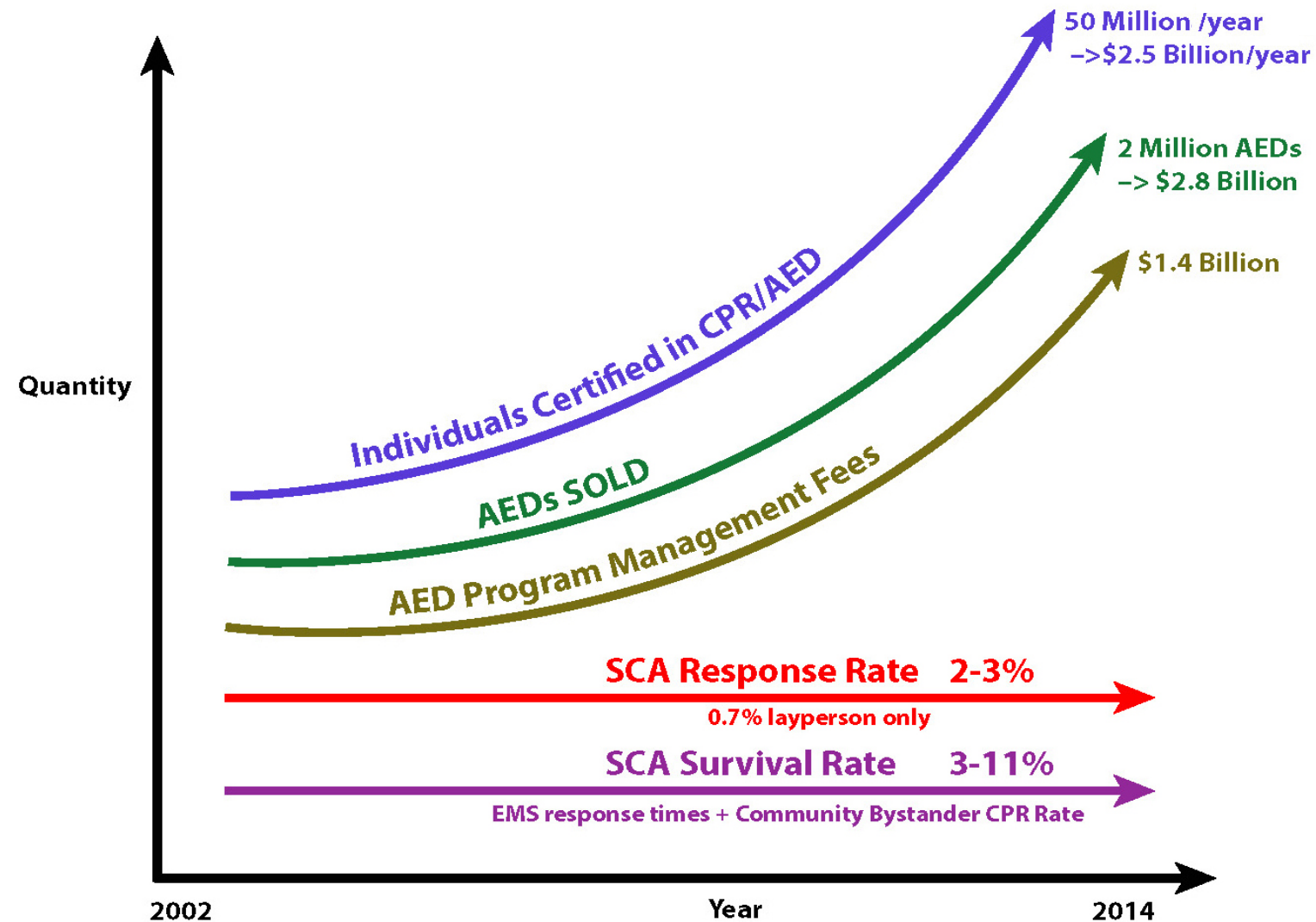
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# Common Emergency Medical Event Response??



# Emergency Medical System

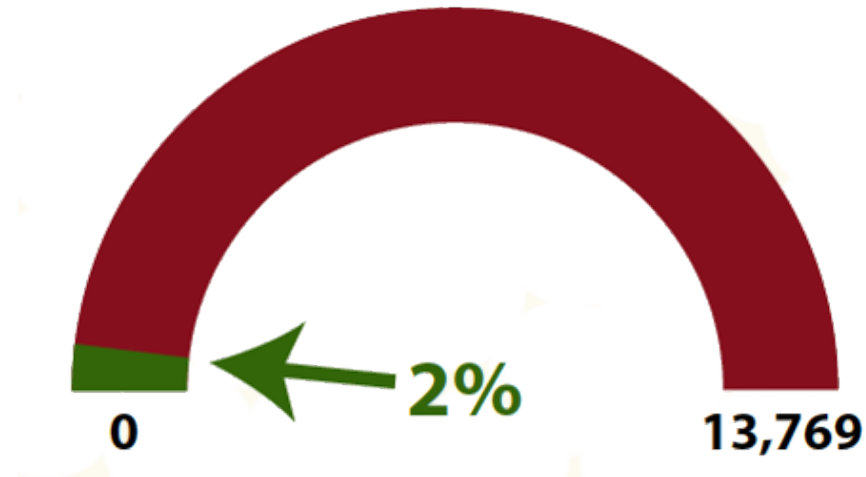


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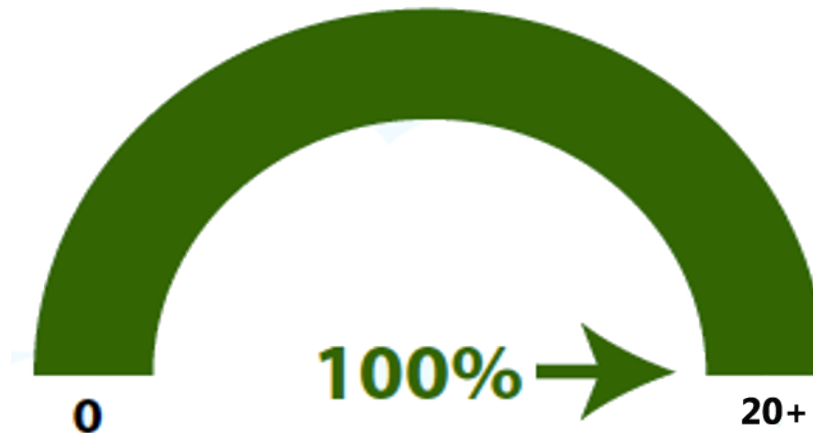
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# Emergency Medical System

**U.S. SCA Response Rate\***



**Client SCA Response  
FAA – CSX – Levi Strauss**



**\*J Am Coll Cardiol. Apr 20, 2010; 55(16): 1713–1720.**

# What's the Secret?



**Life Threatening  
Medical Emergencies**

**Behavioral  
Science**





# Our Audience

## Two Types of Responders

### Frequent Responders



Those who respond to emergencies for a living and/or vocation

### Infrequent Reluctant Responders



Those who do not do this for a living or vocation

# Frequent Responders

**First  
Responders**

**EMT's**

**RN's**

**MD's**

**Military**



**High level of comfort  
and motivation**



# Infrequent Reluctant Responders



**No level of  
comfort and  
needs motivation  
in order to act**

# Audience

## Lay Rescuer



Information needs to be simple and clear with a focus on building their **comfort and motivation.**

## Frequent Responders



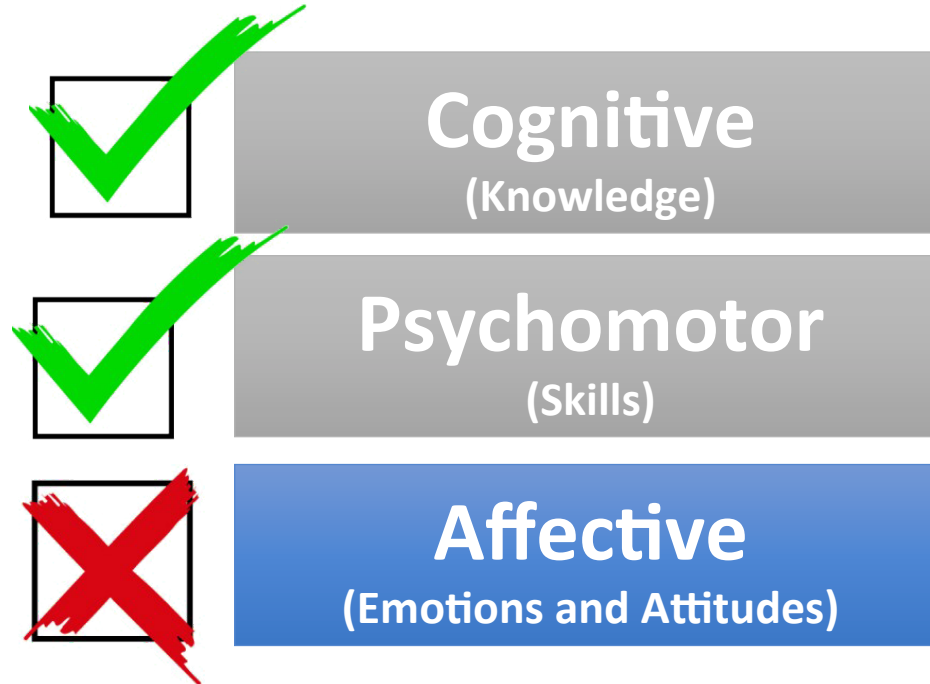
Enjoys and can digest science, facts and in-depth discussions.

# Certification does not create a Lay Responder!

Requires attendance



Meets a Regulatory Requirement

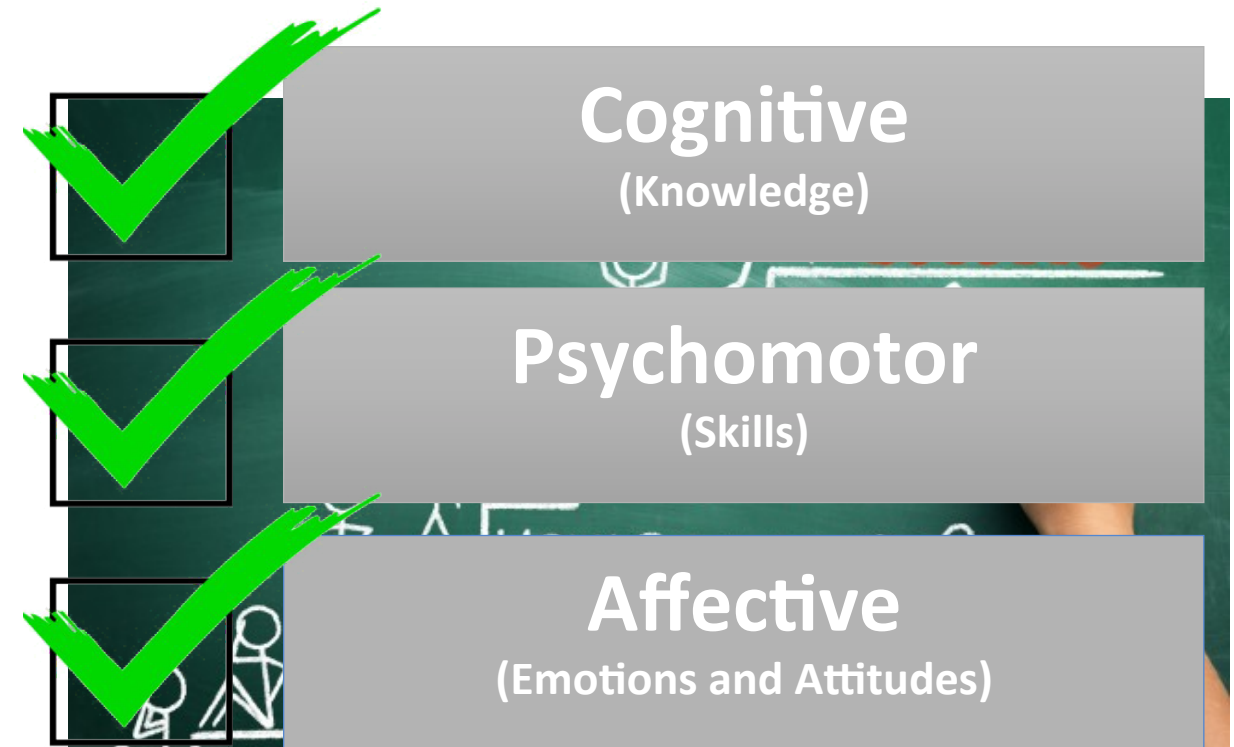


Results in students not responding during an emergency



# Complete Approach

- The knowledge and skills to perform interventions
- And the comfort and motivation to actually use what they have been taught



**Knowledge, Skills & Comfort**

# Barriers that limit the Lay Rescuer



In order to respond, students must overcome certain emotional and cultural hurdles:

- Death
- Failure in Public
- Touching Others
- Baring the Chest

**Dealing with death is the most uncomfortable and daunting emotional event of our lives!**

**Frank Poliafico, RN, EMT-P**





# Barriers – Death and Failure

Never give the student great or unrealistic expectations.

$$\text{DISAPPOINTMENT} = \frac{\text{EXPECTATION}}{\text{REALITY}}$$

Success is:

- Knowing their only responsibility is simply to respond with ability and do whatever they are capable of doing.
- You are not there to “*save their life*”. You are there to give them a “Second Chance at Life”.

# Focus on Controlled Factors

- ☒ **Prior State of Health**
  - ☒ **Severity of the Event**
  - ☒ **Advanced Medical Care**
- Rescuer has no control*

- ☒ **Call EMS + Start CPR + Apply AED**
- Process NOT Outcome*



# Make Practice Real



**Tap & Talk**



**Look**



**Feel**



# Realism – AED Practice



**At the time of a  
Sudden Cardiac Arrest...**

A student's ONLY Responsibility  
will be to

**Respond with Ability**







# Thank You

***For your service and  
contributions to “helping save  
hearts & brains that are too good to die”***

Peter Safar, MD

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