Heart Attack!  
A Community Problem

Youth Taking Action  
For Early Heart Attack Care

A Community Solution

A Student Council Resource Guide

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The Paul Dudley White Coronary Care System  
St. Agnes Hospital  
Baltimore, Maryland  
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## FOREWORD

America is in the midst of major change through health care and education reform.

Heart disease remains the #1 health problem in the United States. Its biggest contributor, heart attack, kills more Americans each year than all of the American soldiers killed in all of the wars. None of this needs to take place if we develop effective strategies aimed at wiping out heart attack deaths.

Nothing is impossible when you focus on a problem and rally behind it in an effort to eliminate it. What is most important is to concentrate on efforts to achieve the obtainable goal.

Each of us has both a very personal and a community role to play in preventing disease and promoting health for ourselves, those we care about, and society as a whole. This guide encourages collaboration among youth, the medical and the educational communities, and is designed to provide a "how to" approach to stimulate youth involvement in a most critical issue ... Early Heart Attack Care. Thus, the future quality and quantity of our lives can be enhanced through meaningful and enthusiastic Youth Taking Action!

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This guide, Youth Taking Action for Early Heart Attack Care, was developed as a community education outreach service from the Dudley White Coronary Care System at St. Agnes Hospital in Baltimore, Maryland. It is designed to present strategies for youth to turn creative thinking into community action by being involved in the prevention of heart attacks... The number one killer!

The authors are Jamie Kendrick, Student Member of the Maryland State Board of Education (1992-1993) and Amy Lorenzo, President of the Maryland Association of Student Councils (1992-1993). Editorial support was provided by Dr. Raymond D. Bahr, Director of the Paul Dudley White Coronary Care System at St. Agnes Hospital and Dr. Helen Stemler, Prevention Consultant. The authors and editors wish to express appreciation to the following persons for their dedication, ongoing support and input:

• Sam Copeland, R.N., B.A., St. Agnes Hospital
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Howard County Public School System staff are recognized for developing the curriculum and piloting instruction in the Early Heart Attack Care Program. Lastly, appreciation is extended to Student Council leaders and advisors throughout Maryland. Their commitment and willingness to get involved as “deputies” in educating others about

INTRODUCTION

It is estimated that last year, Americans paid in taxes and out of pocket expenses $1,964 for health care (for every man, woman, and child). Increasingly, Americans’ wallets are repeating the words of Ben Franklin’s wise adage, “An ounce of prevention is worth a pound of cure!” Reflect on the following story:

Faris is celebrating his 15th birthday. Grandpa thinks he's great, even calling him “the cat's meow.” They are getting ready to take a three-generation picture of grandfather, father, and son to surprise the women with on Valentine’s Day. This year, the traditional family photo will be even more special; i.e., Faris has just received his learning permit to practice driving and he will be photographed in front of his grandpa’s red classic ‘66 Mustang convertible... promised to him if he passes his driver’s test. As they pose, grandpa suddenly says, “You know, I feel a little uncomfortable, a little discomfort in my chest.” Faris, trained only in CPR, notices that he is breathing and talking normally and thus also discounts that it could be his heart. After dinner that night, the three generations of men decide to jog three miles to the beach. Faris first asks his grandpa how he feels and grandpa tells him, “Fine. That dull ache is gone.... Mustn't have been anything important.” Together, they work up a good sweat and reach the beach in fifteen minutes. Suddenly, grandpa has to sit and rest. The dull aching feeling of discomfort in his chest has returned. This time, Faris’ father says, ’Dad, we love you too much ... Let’s get you to the nearby Chest Pain Management Center at the Municipal Hospital and get you checked out. After all, Faris wants you around a long time to drive you to the golf course in that Mustang convertible!” Grandpa arrived at the center in twenty minutes and within a short period of time, the doctor told Faris’ family how wise they were to bring him in. He was already receiving treatment he needed, preventing heart muscle damage from occurring, and preserving his most precious possession...his heart.
The previous anecdote was fictitious. It could easily have ended with a different verdict: a heart attack killing grandpa the next day... And his family tormented with the thought, "Oh, if we only had gotten grandpa to medical attention yesterday when he was complaining about his chest discomfort - just maybe - grandpa would still be with us."

**What’s the Problem?**

Every American should know when to act to prevent the heart attack "killing fields" in America. To act, one has to have knowledge... But not just knowledge but an awareness of messages coming from our own bodies that need to be addressed. Many times, we hide behind the statement, "I don't know...I don't have a crystal ball." Yet for heart attack, the number one health problem in our nation, we don't need to see into a crystal ball to see what could take place if action is not taken when the early symptoms of a heart attack exist in someone around us. We need to stop, pause, and come through; for therein lies a form of prevention through intervention when it counts. The problem we hear so often is that "people do not act." This is not just a case of denial; it's more the fact that many people don't know that these early clues are important, and that "it's O.K. to have such patients checked out" in the hospital emergency room or chest pain center.

In the absence of scientific proof, spreading the word that heart attacks have beginnings... that these beginnings can be recognized... and that interception and action can save lives, and pull people from the throne of death, is one of the greatest humanitarian messages and a gift that we can give to one another.

**Why Involve Youth?**

Involving youth in advocating for the implementation of certain needed instructional programs in the curriculum not only may produce the end result of institutionalizing an important program such as Early Heart Attack Care, but also involves youth in the process of meaningful social action. The classroom is extended into the real world as interested student leaders collaborate with educators, parents and the medical community in addressing a real problem; i.e., how to improve the quality of life and reduce death and/or disability from heart attacks. Young people have a fresh view of life: they don't know all the reasons why something won't work, and they often come up with new ideas. Also, with careers in the health field rapidly escalating, linkages with professionals in the health care community can also have a potentially valuable indirect career awareness implication for many young people.

"One of the virtues of being very young is that you don’t let the facts get in the way of your imagination."
- Sam Levenson

**How Can This Guide Be Used?**

This booklet was developed in response to: (1) a voiced desire by selected Maryland student council leaders to share their experiences and insights about advocacy for education about Early Heart Attack Care programs with other youth leaders and members of the educational and/or medical communities throughout the nation and the world, and (2) requests for guidance from health care personnel, especially staff from chest pain centers in community hospitals, which would help them collaborate with local youth and educators to initiate an Early Heart Attack Care Program in their community through their schools. The enclosed advocacy ideas, intended for use by student leaders in cooperation with their medical/educational communities, should offer the reader many suggestions for turning creative thinking into positive action.
POWER NETWORKING: A PROCESS FOR GAINING SUPPORT

Know Which Players are Important

The first step in networking is probably the most important because here is where you will begin to establish relationships with those who are important to starting the Early Heart Attack Care Program. You will want to involve yourself with people who can truly have an impact when it comes to implementing the program. For example, in Maryland, the local school system has the most impact where curriculum is concerned. Thus, we have targeted each local school system with our information. Below we have identified the following people as important in the process we have used to implement the program in Maryland:

- Medical Community; i.e., local cardiologists, nurses, hospital administrators, etc.
- State and local Supervisors of Health Education *
- State and local Directors of Public Health Education *
- PTA Officials -state and local levels (ask if there is a health chair) *
- Student Council officials

*Secure a local directors listing from the state agency office.

Know Where Those Players Are Coming From

Once you have identified these people in your area, you will want to research the organizational structure they come from, as well as those issues which are most important to them. You may want to secure and review organizational bylaws or any other documents which could impact the reception you receive from this group. The key here is to find a connection between the Early Heart Attack Care Program and the organization or person you are dealing with. It will be important to "put yourselves in their shoes" to understand the parameters which must be met in order
to get the program moving.

Plan Your Initial Contact

We would suggest that you start small, by meeting with one organization or person at a time. By doing this, you can identify and deal better with the individual needs and questions of that organization or person. Personal contacts by phone to arrange a meeting should always be followed up by written information. This is done so that the person can have enough information to prepare themselves for the meeting without feeling uncomfortable as to the meeting's content. Be friendly and be flexible are the two ideas to keep in mind during this critical first impression.

Conduct Your First Meeting

Be well prepared for your first meeting. The intent here is to tell them "WHY" they should be involved, and then ask them "HOW" they would like to be involved. Because of the structure of most organizations, don't expect an answer that is absolute. Generally, this representative person or group will have to take back the information to organizational "higher-ups." The keys to this stage are to take good NOTES, be ORGANIZED, and be PROFESSIONAL. As guidelines for this meeting, the five steps in planning and conducting your first meeting could include:

• Making A Connection
  For most organizations, a large factor in their decision will be their connection to this program. At this point, if you have done your research well, you should be able to identify for them the connection between the Early Heart Attack Care Program and their organization's mission. For example, the connection between the Maryland Association of Students Councils and the Early Heart Attack Care Program is the issue of empowering youth to be proactive in health and wellness-related issues. While the connection does not always have to be direct, it does need to have relevance to the organizational goals, objectives, platform, etc.

• Providing Supporting Data
  There can never be too much good data! Of course, you may be selective in what you present, but always be prepared to give more information, if asked. In your research, you might check with a local hospital to determine how many patients were treated for a heart attack or its symptoms to quantify how many lives can be saved through early intervention; or find out the rate of heart disease among people in your state/city/county; or give personal examples of why you want to start this program. The data is almost endless; do your homework and involve qualified cardiology experts and bio-statisticians.

• Providing the Rationale
  This should not be hard to do. Most people can identify with a relative, friend, co-worker, or other person that has had a heart attack and will realize the importance of getting early treatment. You should also show them the chart which displays the chances of saving heart muscle according to the amount of time lapsed before treatment is given. Let them know why it is so important to empower young people in the fight to save lives through the Early Heart Attack Care Program.

• Identifying Outcomes
  Next, you will want to tell the organization what is to be achieved by implementing an Early Heart Attack Care Program. The outcome is obvious; young people will be taught to recognize that heart attacks often have mild chest discomfort beginnings, and can be "deputized" to tell others that it is OK to come to a hospital Chest Pain Center at this point. Oftentimes, youth will be in a position to utilize their learned skills in terms of helping a person possibly overcome denial and procrastination ... to promptly seek medical attention. The word "outcomes" in the sense that we are using it means: the measurable achievements of people who have
received Early Heart Attack Care training in terms of short term changes in their knowledge, attitudes and skills, and long term trend analysis of changing patterns of Chest Pain Center utilization by Early Heart Attack Care Program trained citizens.

**• Asking Them How They Want To Be Involved**
At this point, hopefully you will be able to determine the level of comfort this person or organization has with the Early Heart Attack Care Program. When you ask them for help, be direct but not demanding! Ask them if and how they would like to be involved, and be prepared to give them some examples of how they could show their support. Again, don't be disappointed if they can't give you an answer as to whether they want to be involved right then; they will probably have to discuss this with selected others before anything becomes "official". It is generally not a good idea to seek any needed funding in the beginning stages of your joint involvement. As time goes on and a relationship is developed, they may be in a position to possibly offer financial support or lead you to others who may be potential benefactors for the promotion of this valuable concept.

**Follow-up! Follow-up! Follow-up!**
If you have taken effective notes (written or mental) during this meeting, you should have some idea of what still needs to be done. Effective follow-up will show the person that you are serious about this project. The first thing to be done is to send a thank you note. From here, you will want to review your notes and make sure that you provide them with the information they need to clear up any questions that went unanswered or that is new. The follow-up to the initial meeting is critical because here is where you can make or break the relationship. Essentially, the point to be made here is that the person or organization that you are working with must know that you are there to help them become more comfortable in understanding the Early Heart Attack Care Program... And that by spending your own time to volunteer to expand this valuable initiative, you really care. There can never be enough follow-up. BE PERSISTENT, BUT DON'T BE A PEST.

**Nurture the Relationship**
You have to do your part in making the working relationship successful. Scientifically speaking, for every action there is an opposite and equal reaction. Organizations will generally want something in return for their participation. This could mean extra publicity or expanded health education/wellness training for their staff. When an agreement is reached, you should do everything within your ability to see that it is kept. A key to this will be an ongoing evaluation process for the implementation of the early Heart Attack Care Program and the relationship between the partners. Keeping the lines of communication open and free will go a long way in making the relationship work.
Start Again

Earlier, you have read about the many people who can be partners in an Early Heart Attack Care Program. As you work with each person or organization, keep in mind how each of these partners can fit together. Once you have established individual relationships, try to bring everyone to the table to put together a more formal partnership that will help initiate the Early Heart Attack Care Program. At the end of this booklet, we have identified the staff director who works with student council associations in all states all over the nation. He can give you specific information for your own state’s current student council leadership contact(s). Through contacting this person at the state level, you will then be able to identify local county/city contacts throughout your region. Likewise, the Coordinator of Health Education in your State Department of Education can assist you in networking with local city/county health education directors. These listings, state by state, change each year; thus they are not printed here. It is wiser just to call their national office when you are ready to reach out for YOUTH TAKING ACTION! If there are any further problems or questions, do not hesitate to call or write us at St. Agnes Hospital in Baltimore. We’ll be glad to give you guidance. GOOD LUCK and THANK YOU.

GETTING THE POWER!

When taking action on an issue like education about Early Heart Attack care, there are a number of skills necessary to make your effort a success. The next section will give you some tips other students have used to get the POWER to make a difference.

Power Planning

You’ve learned about Early Heart Attack Care. You know it’s important. You want to do something. But, you can’t get anywhere without a PLAN. Before doing anything else, sit down and think about the following:

• Purpose
Your purpose is what you want to accomplish. Do you want to institute the Early Heart Attack Care Program in your class, your school, your school system, or your state? Be sure you choose a goal you are capable of reaching. Be specific and WRITE IT DOWN.

GOAL: I want the Early Heart Attack Care Program used in health education classes in my state.

• Learning
Unless you have been working with the Early Heart Attack Care Program for a long time, there are things you need to learn before you get started. Become as educated as possible on the topic by reading pamphlets, by doing research in the library, and by asking questions of medical professionals.
This learning also extends to skills such as those contained in this booklet.

• **Action**
Think about the specific steps it will take to reach the goal you have set. Write down as much as possible with target dates for completion. Each step should be definite so that you can evaluate your progress often. When setting up times to do things, think about when your audience would be most open to your ideas. For example, health education coordinators often review and rewrite curriculum over the summer. Contacting them in the early spring will make Early Heart Attack Care fresh in their minds. On the other hand, waiting until September might delay implementation for another entire school year.

• **Steps**

  **June**
Survey all 24 schools systems in Maryland to see who is using the Early Heart Attack Care Program. (Evaluation: Are all school systems surveyed? What useful information was gained?)

  **July**
Make appointments with health coordinators to discuss the program. (Evaluation: Has each health education coordinator been contacted? How influential were the meetings in gaining support for the program?)

• **Network**
Make a list of people who may be able to help you. Write down where to reach them. In addition, list organizations associated with health, education, or other related areas which may assist you.

• **Connections:**
Mom - Help put together meetings. Ask her next week.
John - 343-0092. Maybe his volunteering at the hospital would be helpful.
Mr. Jones - Health Education teacher. Ask him at school.
Parent/Teacher Association - Contact the president. Ask the principal for the name.

**Power Meetings**

Now that you know where you're going and how you are going to get there, you need to get other people on board. A smart way to do this is to gather the fundamental "helpers" from your networking list and hold a meeting. This is how you do it:

• As always, plan ahead. You need to know what people to invite and set a convenient date in advance.
• Decide the purpose of the meeting. What information needs to be shared? What decisions need to be made? What support/help is needed? What future plans need to be set?
• Make an Agenda (a list) of those items which need to be discussed. Put them in an order which seems logical.
• Have copies of important instructional materials such as Early Heart Attack Care Program pamphlets and videotapes available.
• Brainstorm with the group. At this first meeting, it will be helpful to go through the PLAN steps with the group. In order for them to give fully, they must have a sense of ownership. In addition, a great deal can be added to the networking lists. At any meeting, it is a good idea to let the group generate goals for the meeting which can be written on a large sheet of paper.
• Be flexible. Following the Agenda is great, but it’s alright to change things because of questions or because it’s logical.
• Allow others to give ideas freely. Your job as organizer is to guide the flow toward goals the group has set for the meeting.
• At the end, make sure everyone is comfortable with all plans and decisions. As a group, go back to the goals of the meeting and make sure you have accomplished all of them.
• Set future dates as necessary.
• Say THANK YOU to all who came.
• After the meeting, it may be helpful for each member to get a copy of important decisions, dates, timelines, etc. from the meeting.
Power Letter Writing

There are a number of situations in which letter writing is a powerful tool for successful action. With letters, you can request information or support, you can give information to those unfamiliar with Early Heart Attack Care, or you can state a position and give convincing arguments in favor of the program. To do things effectively, follow these guidelines.

• Use the correct form for this letter. In general, you will be writing business letters. In addition, be careful to address the recipient correctly. For example, Mr. Snyder would be addressed as "Dear Mr. Snyder" while Senator Snyder would be addressed as "The Honorable Senator Snyder."
• Use school or organization stationery if it's available to give a professional look to the letter.
• Be neat. Type, if possible. The person to whom you are writing will be more receptive if the letter is easily read.
• Be concise. Most people in positions of influence get piles of mail and phone calls every day on top of their regular workload. Be considerate of their time and state your purpose and reasoning quickly and clearly.
• Request the appropriate response. If you would like to phone call or additional information, be sure that intent is clear to the reader.
• Always be polite. Even if the recipient has disagreed with you in the past, you must not be confrontational or your message will be lost. Well thought out arguments are always the most effective.
• Draft! Draft! Draft! A good letter takes AT LEAST two drafts to make the ideas clear, the form correct, and eliminate errors.

Power Telephoning

As you put your plan into effect, calling people to set up meetings, to lobby, and to gather information will be a useful skill. This type of telephoning takes a bit of "know-how." Here are the keys to getting your messages across.

• Choose a time and place free of interruptions. Calling friends from the kitchen while the family is around is fine, but the noise will distract you during business calls, making you less productive.
• Remember business hours. Offices are generally open 9:00 a.m. to 5:00 p.m. It may take some planning to find a day when you can get to a phone during this time.
• Know with whom you want to talk. Sometimes this will be a name, while at other times you may have to ask for help reaching a person in charge of your area of interest.
• Be prepared! Write down the purpose of your call and the points you need to cover.
• Give your name and purpose. Most likely, you will first speak to a secretary, who will either relay your call or take a message. If the person you are trying to reach is unavailable, the secretary may be able to assist you. If not, leave your name, organization, purpose of the call, phone number, and time to reach you.
• Keep trying. If you are unable to get anyone, try again. Many of the people you are trying to reach are just plain busy, and it may take time to get them on the phone.
• Take notes. Write down important pieces of the conversation so you will have a record to refer to later.
• At the end of the conversation, check your list of items to cover to ensure that you have no further questions.
• Set up any later dates to talk, relay materials, or meet.
• File the name and number of the person you contacted as a part of your network list.

Power Presentations

While you are working toward your goal, you may need to meet with or make presentations to people or organizations. These meetings could consist of three people in an office or they could require a presentation before a large group; both are similar in terms of preparation.
• Set up a time in advance which is convenient for all parties. Keep this appointment if at all possible because rescheduling can be difficult and look bad.
• Plan ahead. Again, nothing works without forethought. Make a list of items to be covered. If you are speaking to a large group, you may want to outline precisely what you will say.
• Gather important materials.
• Look professional. This does not necessarily mean a suit, but it is important to be dressed well and to appear prepared. Come with pens and paper and have notes and materials organized.
• Be early. Coming five or ten minutes ahead of the meeting will give you a chance to collect your thoughts. And, if you’re early, you can’t be late!
• Listen to others. You may not be the first or only person to speak on an issue. Everyone in the room has vital information and commentary to which you should pay attention.
• Present yourself well. Be clear and concise. Make good eye contact and speak loudly enough to be heard.
• Answer questions ... when you can. Saying "I don’t know," won’t make you look bad. It is much better than giving information you are unsure about. Offer to get back with additional information if possible.
• Be yourself. You may be nervous or feel formal, but let your personality shine. Professionals are glad to see students getting involved in positive ways and will be receptive to your views.
• Check your list before you leave. Bring up new items. It is better to ask more questions than to go home feeling like the meeting was incomplete.
• Follow up. If you agree to get further information or to meet again, do it. Don’t let the issue rest with just one meeting. Check on the progress and update information. This contact can be vital to your success.

Power Proclamations

One helpful piece of supporting evidence that is often used when persuading others is the support of organizations. If you are working as part of a formal student organization such as a student government or are able to gain the support of an organization like the Parent/Teacher Association, it is often helpful to pass a resolution.

The Maryland Association of Student Councils (MASC) resolution in the resources section at the back of this booklet, serves as a sample for any state or local student council to modify as appropriate. By following this format, using the WHEREAS sections to give reasoning and the RESOLVED clauses to detail action, you can create your own document of support. Any resolution should be approved by the majority of members in the organization. If it is passed, you can make copies (a computer can do a great job) to send with letters and to distribute at meetings to show who supports your cause and why. Please send a copy for our files to our office in St. Agnes Hospital.

Soliciting Additional Support

The following organizations generally have state level offices which should be contacted to assist you in identifying the name, address, and telephone number of their organization’s contacts in your local county/city:

- (State) Department of Education, Coordinator of Health Education
- (State) Congress of PTA’s
- (State) Medical and Chirurgical Faculty (medical community)
- (State) Health Department, Coordinator of Health Education
- (State) AARP (for potential intergenerational linkages)
- (State) Division-American Heart Association

Note: If help is needed, ask your school system’s or health department’s public information director or librarian in any public library to assist you with identifying agency contacts/locations.
EPILOGUE

This booklet was designed not only to be used by student leaders throughout America and even internationally, it can also be used by members of health care and/or educational communities as they work with interested students in “institutionalizing” Early Heart Attack Care in their schools and community.

There has been a recent increase in the awareness of the role of schools, working in collaboration with the families, youth and the community, in assisting society to achieve healthy lifestyles. The American Medical Association asserts that "the school health program must be seen as part of the total community health program. Because schools, along with families, are the main institutions with a sustained influence over children and young adults during their formative years, they are strategic agencies for health-promoting activities."

In graphic format, a recent Harvard meta-analysis of professional literature on school health summarizes this concept, as follows:


It is hoped that, through education in middle and schools across our land, a new generation of citizens will know that heart attacks have beginning, and know how to act when they experience early warning signs of heart attack. In the future of American schooling, instruction about CPR (emergency care) should be preceded by all students first receiving education about Early Heart Attack Care; this can be taught in health education either in instructional units on Disease Prevention and Control, or in the unit on Safety, First Aid and CPR.

Comprehensive School Health Education prepares students to make responsible decisions to establish positive health practices that last a lifetime. As caring deputies, motivated young people can teach this message to their families and neighbors. Additionally, schools systems usually are one of the top four largest employers in a given community; thus, Early Heart Attack Care educational programs can serve as an important part of staff development in worksite wellness programs for all certificated (teacher and administrator) and non-certificated (secretaries, bus drivers, food service workers, custodial, etc.) school system employees in schools throughout America.

The objects and goals of the National Congress of Parents and Teachers, and local and state PTA divisions, also support health and safety programs through our schools. Many local PTA Program Chairpersons would willingly host training on Early Heart Attack Care for parents.

It is the authors’ and editors’ fondest hope that the enthusiasm for and potential program development to be generated through this Youth Taking Action for Early Heart Attack Care effort can become an integral part of the health care mission in your community; a truly collaborative effort where young people take the leadership to connect with their medical and educational communities in a meaningful and productive way.

As reflected by the late Will Rogers: *Even if you are on the right track, you’ll get run over if you just sit there.*
ABOUT THE AUTHORS

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Jamie M. Kendrick graduated from Howard High School, Howard County Public School System, Maryland, in June, 1993 and is now an undergraduate student in the Government and Politics Department at the University of Maryland. During the 1991-92 school year, he served as the Student Member of the Howard County Board of Education and was appointed by Maryland’s Governor William Donald Schaefer to the State Board of Education in 1992. In 1991, he founded Howard County’s Youth Taking Action, in cooperation with the Office of the County Executive and school system leadership. This was an organization formed to promote personal and environmental wellness among county students. Jamie resides with his family in Elkridge, Maryland just south of Baltimore, and is currently a candidate for election to the Howard County Board of Education.

AMY B. LORENZO

Amy B. Lorenzo graduated from Hereford High School, Baltimore County Public School System, Maryland, in June 1993, and currently attends Duke University in North Carolina on an A.B. Duke full scholarship. She lives in Baltimore County, Maryland where she was appointed by Governor William Donald Schaefer as the Student Member of the County Board of Education in the 1991-92 school year. Amy received the Project Recognition Award for Outstanding Service in Youth from the Baltimore County Children and Youth Council. For the 1992-93 school year, Amy was elected as the President of the Maryland Association of Student Councils (MASC). In that role she presided over the partnership between MASC and St. Agnes Hospital that began youth involvement on the Early Heart Attack Care Program.

RESOURCES

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The Paul Dudley White Coronary Care System *
St. Agnes Hospital
900 Caton Avenue
Baltimore, Maryland 21229
(410) 368-3200

* Call between 1:00 and 3:00 p.m. (eastern time), if possible.

Mr. Rocco Marano
Deputy Director of Student Activities
National Association of Secondary School Principals
1904 Association Drive
Reston, Virginia 22091
(703) 860-0200, ext. 240
Maryland Association of Student Councils
Affiliated with the National Association of Student Councils

(410) 333-2267
April 2, 1993

Dear NASC Executive Board Member:

As you know, NASC passed a resolution in favor of Early Cardiac Care at Legislative Session February 6. The systematic, required implementation of this program in each school system in America can save over 400,000 lives a year. I'm confident that you join me in wanting to implement this resolution, making Maryland the first state requiring Early Cardiac Care Education in all schools. To do this, your energy is needed in the next month.

We are asking that a person from your region contact the Health Education Coordinator in your school system (listed on the reverse side). Give/send them the enclosed curriculum and a copy of Dr. Bahr's letter. Then, either on the phone, or preferably in person, arrange a brief interview to complete the enclosed survey. This form should be returned to me by Dr. Travette's office by May 14, 1993 (SASE enclosed). This step is vital because the tabulated data will give us clear direction for expanding this program next year. Thanks for your time and effort in support of your program.

Sincerely,

Amy Lorenzo
MASC President

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EARLY CARDIAC CARE RESOLUTION

Whereas, every year, heart attacks kill 600,000 Americans; and

Whereas, heart attacks are the number one health problem in the United States; and

Whereas, people trained in Early Cardiac Care can recognize the warning signals of a heart attack and intervene to save the life of another; be it therefore

Resolved, that the Maryland Association of Student Councils supports the integration of an Early Heart Attack Care Program into the Health Education Curriculum; and be it further

Resolved, that the Maryland Association of Student Councils express to local boards of education and school systems the value and importance of this training; and be it further

Resolved, that the Maryland Association of Student Councils asks regions and member schools to take all necessary measures to see that this program is included in the health curriculum.

Author of bill: Faris Hawit
Early Heart Attack Care Giver's Oath

I hereby solemnly swear that when a person in my presence is experiencing the early symptoms of a heart attack, I will make every effort to get that person to go to the nearest hospital emergency room to get those symptoms checked out.