



First Aid/CPR/AED

INSTRUCTOR'S MANUAL



American Red Cross
Training Services



American Red Cross
Training Services

American Red Cross

First Aid

CPR

AED



Instructor's Manual



STOP
THE BLEED[®]

DoD recommends the use of CoTCCC approved tourniquets.



American Red Cross Training Services

This Instructor's Manual is part of the American Red Cross First Aid/CPR/AED program. The emergency care procedures outlined in the program materials reflect the standard of knowledge and accepted emergency practices in the United States at the time this manual was published. It is the reader's responsibility to stay informed of changes in emergency care procedures.

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Science and Technical Content

The scientific content and evidence within the American Red Cross First Aid/CPR/AED course is consistent with the *American Red Cross Focused Updates and Guidelines 2020* and the most current science and treatment recommendations from:

- The International Liaison Committee on Resuscitation (ILCOR)
- The International Federation of Red Cross and Red Crescent Societies
- The Policy Statements, Evidence Reviews and Guidelines of:
 - American Academy of Pediatrics (AAP)
 - American College of Emergency Physicians (ACEP)
 - American College of Obstetrics and Gynecology (ACOG)
 - American College of Surgeons (ACS)
 - Committee on Tactical Combat Casualty Care (CoTCCC)
 - Obstetric Life Support™ (OBSL)
 - Society of Critical Care Medicine (SCCM) and the American College of Critical Care Medicine (ACCM)
 - Surviving Sepsis Campaign (SSC)

Guidance for this course was provided by the American Red Cross Scientific Advisory Council, a panel of 60+ nationally and internationally recognized experts from a variety of medical, nursing, EMS, advanced practice, allied health, scientific, educational and academic disciplines. Members of the Scientific Advisory Council have a broad range of professional specialties including resuscitation, emergency medicine, critical care, obstetrics, pediatrics, anesthesia, cardiology, surgery, trauma, toxicology, pharmacology, education, sports medicine, occupational health, public health and emergency preparedness. This gives the Scientific Advisory Council the important advantage of broad, multidisciplinary expertise in evaluating existing and new assessment methodologies, technologies, therapies and procedures—and the educational methods to teach them.

More information on the science of the course content can be found at the following websites:

- ilcor.org
- redcross.org/science

Dedication

This program is dedicated to the thousands of employees and volunteers of the American Red Cross who contribute their time and talent to supporting and teaching lifesaving skills worldwide and to the thousands of course participants who have decided to be prepared to take action when an emergency strikes.

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PART 1

Program Administration

Chapter 1: Program Overview

Chapter 2: Being an American Red Cross Instructor

Chapter 3: Running First Aid/CPR/AED Courses

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CHAPTER 1

Program Overview

Program Purpose

The American Red Cross First Aid/CPR/AED program provides participants with the knowledge and skills they need to recognize and respond appropriately to cardiac, breathing and first aid emergencies.

The courses in this program teach participants the knowledge and skills needed to give immediate care to an injured or ill person and to decide whether advanced medical care is needed. This program offers a choice of first aid, CPR and AED courses to meet the various training needs of a diverse audience.

Program Objectives

It is your responsibility as an instructor to see that participants meet the objectives listed at the beginning of each lesson in this instructor's manual. After completing the course, participants will be able to:

- Describe how to recognize an emergency and gain confidence to act.
- Explain how to lower the risk for infection when giving care.
- Understand legal concepts as they apply to lay responders, such as consent.
- Describe the emergency action steps: CHECK—CALL—CARE.
- Identify when it is necessary to call 9-1-1 or the designated emergency number.
- Explain how to check an injured or ill person who appears to be unresponsive.
- Explain how to check a responsive injured or ill person.
- Demonstrate high-quality CPR and use of an automated external defibrillator (AED) for a person who is in cardiac arrest.
- Demonstrate first aid care for a person who is choking.
- Recognize the signs and symptoms of, and describe appropriate first aid care for, the following sudden illnesses: shock, asthma attack, anaphylaxis, heart attack, opioid overdose, diabetic emergencies, high fever, vomiting, diarrhea and dehydration.
- Describe methods used to control life-threatening bleeding, including the application of direct pressure and the application of a commercial tourniquet.
- Demonstrate the application of direct pressure to control life-threatening bleeding.
- Explain when a commercial tourniquet should be used, and describe the basic principles of using a tourniquet.
- Recognize the signs and symptoms of, and describe appropriate first aid care for, the following injuries and environmental illnesses: burns; head, neck and spinal injuries (including concussion); heat stroke; hypothermia; poison exposure.

Program Participants

The intended audience for the courses in this program includes lay responders in the workplace and community. The participants may be taking this training outside the traditional academic environment of a high school, college or university.

Successful instructors understand the backgrounds of and motivation for participants and may modify their teaching style (not the course) accordingly.

- The participants could represent a broad range of backgrounds.
- They may differ in levels of age or maturity.
- They may differ in levels of education or experience.
- They may be taking this course to fulfill employment requirements.
- They may be taking these courses to provide for the safety and well-being of their friends, family, and community or for personal satisfaction.

Program Courses and Modules

The First Aid/CPR/AED program includes the following modules:

- Course Introduction and Foundations
- Adult CPR and AED
- Pediatric CPR and AED
- Choking
- Sudden Illness
- Life-Threatening Bleeding
- Injuries and Environmental Emergencies
- Conclusion

Refer to the Red Cross Learning Center for Course Outlines, which detail how these modules can be combined to form specific course offerings.

The following optional skill boosts can be added to any course to provide additional training and certification:

- Skill Boost: Asthma and Quick-Relief Medication Administration
- Skill Boost: Anaphylaxis and Epinephrine Auto-Injector Administration
- Skill Boost: Opioid Overdose and Naloxone Administration
- Skill Boost: Life-Threatening Bleeding and Tourniquet Application
- Skill Boost: Head, Neck, Muscle, Bone, Joint Injuries and Splinting

For additional courses and certifications (e.g., Bloodborne Pathogens, Administering Emergency Oxygen), see the Red Cross Learning Center.

Program Delivery Methods

There are two delivery methods for the American Red Cross First Aid/CPR/AED program:

- An instructor-led course (ILT) conducted by a Red Cross-certified instructor.
- A blended learning course (BL) with an online session and a skills session conducted by a Red Cross-certified instructor.

This instructor's manual is intended for use with both the instructor-led training course (ILT) *and* the blended learning (BL) course. See the Instructor's Materials section for detailed information about lesson plans for instructor-led and blended learning courses.

Program Instructional Design

The lessons within this instructor's manual use a variety of methods to meet participants' needs for consistent, high-quality instruction and accurate information. To help participants acquire new information, build correct psychomotor skills and develop critical-thinking and problem-solving skills, lectures are integrated with videos, skill practice, assessment scenarios and instructor demonstrations. Participant competency is assessed via skill practice and assessment scenarios.

Icons are featured throughout the lessons to provide visual cues as to the forthcoming activity types.



Lecture



Guided Discussion



Video



Instructor Demonstration



Skill Practice



Assessment Scenario

Instructor-Led Course

The instructor-led course is designed to be fully taught in person by a Red Cross-certified instructor. The course is a mix of lecture, video and demonstration to provide knowledge-based learning and skill practice to provide hands-on learning. Participants are required to demonstrate skill competency during skill practice and assessment scenarios.

Blended Learning Course

The blended learning course is divided into two sessions: an online session and then a subsequent skills session that is similar to the instructor-led course.

Online Session

Participants are required to complete all elements of the online session prior to the skills session. Participants must present their Online Session Completion Record at the beginning of the skills session.






Instructors are not involved in the online session; however, it is helpful to have a basic knowledge of its structure. A demo version of the online session is available to instructors. Details on how to access the demo version of the online session are available on the Red Cross Learning Center.

Skills Session

The skills session is focused on skill practice and demonstration of skill competency for all required skills.

Program Activities

The following provides more information as to the activities featured in this course.

	<p>Lectures represent instructions, fundamental concepts and specific content that are essential to understanding first aid/CPR/AED content.</p>
	<p>Guided Discussions are designed to reinforce essential information that participants need to know and to enhance participant interaction and engagement through Q&A activities. The activities are to be conducted as designed and may not be changed or omitted (unless indicated as optional).</p>
	<p>Videos provide uniformly consistent explanations of key concepts and demonstrations of skills prior to skill practice. See <i>Instructor's Materials</i> for more information on videos.</p>
	<p>Instructor Demonstrations show how equipment functions (when needed). Note: Hands-on skills are demonstrated through the videos. Approximate course times do not allow for re-demonstration of skills after the videos have been played.</p>
	<p>Skill Practices are the very core of the course and focus on ensuring proficiency in all skills through hands-on practice with peers in an instructor-led format.</p> <p>Two references are provided to help instructors successfully conduct the skill practice and help participants achieve skill competency:</p> <ul style="list-style-type: none">■ Skill Practice Sheets for participants and instructors■ Participant Progress Log for instructors <p>See <i>Program References</i> for more information.</p>



Assessment Scenarios put skills into action by challenging participant groups to apply what they have learned in a comprehensive, "putting it all together," scenario-based activity.

References are provided to help instructors successfully conduct assessment scenarios and help participants achieve skill competency:

- Assessment Scenario Tools for instructors
- Assessment Scenario Flowcharts for participants
- Participant Progress Log for instructors

See *Program References* for more information.

Program References

Each program activity provides a list of the references available to you to successfully conduct the activity. The references, described below, are located outside of the lessons themselves and must be organized and made accessible for use prior to live instruction.

- The **Course Presentation** visually supports the lessons. The corresponding slides for each activity type are clearly indicated throughout each lesson. Instructions on how to download the First Aid/CPR/AED course presentations are available on the Red Cross Learning Center.
- The **Skill Practice Sheets** are a handy reference of the steps associated with the skill and are to be used during skill practice. They contain step-by-step written and visual instruction to guide participants through each skill. These are located in Appendix A and should be copied prior to class and distributed to participants during class.
- The **Assessment Scenario Flowcharts** effectively and visually guide participants through the scenarios by providing the path for each participant's role and step-by-step actions. They also include the instructor prompts that effectively continue the action at key points. These are located in Appendix B.
- The **Assessment Scenario Tool** assists instructors in guiding participants through each assessment scenario by providing a selection of setups to contextualize the scenarios (choose one that is appropriate for your participants' background) and instructor prompts when needed to effectively continue the action at key points. These tools also allow the instructor to evaluate participants' mastery of the skills used in each assessment scenario. They provide step-by-step first aid responder actions that participants must master to pass the course, along with a checklist of descriptions of those actions that constitute proficiency. These are located in Appendix C.
- The **Participant Progress Log** helps instructors keep track of individual participation throughout the course. Filling out the Participant Progress Log throughout the course can ensure proper documentation of participants' skill proficiencies and can be referred to later if a student does not pass. This is located in Appendix E.

See the Instructor's Materials section for a complete list of items in the appendices and resources on the Red Cross Learning Center.

Course Competency

To complete the course requirements and receive a completion certificate, a participant must be able to complete all required skills proficiently for the given course without any coaching or assistance during the assessment scenarios. A participant's performance is proficient or not proficient based on the performance of the critical components of a skill that are necessary to meet the objective.

Upon meeting the criteria for course completion and demonstration of competency, participants will receive a 2-year American Red Cross certification. See Chapter 5, Course Completion, for more information.

Criteria for Grading Students

Students are assigned one of the following grades:

- **Successful** is entered for a student who has successfully attended and participated in all class sessions, including skill practices and assessment scenarios, and demonstrated proficient competency.
- **Unsuccessful** is entered for a student who has not met course objectives and/or has not successfully attended and participated in all class sessions, including skill practices and assessment scenarios, or demonstrated proficient competency in all required skills.
- **Not Evaluated** is entered as the final grade for a student who is not attending the course with the intention of receiving a completion certificate. This grade should not be substituted for *Unsuccessful* for a student who attempts certification but is unable to pass the completion requirements. A student who chooses to audit must make their intent known to the instructor at the beginning of the class. The student auditing the course should not be provided an instructor's manual or any other instructor resources.

Participant's Materials

Skill Practice Sheets and Assessment Scenario Flowcharts

Skill Practice Sheets and Assessment Scenario Flowcharts are available for participants to use during skill practice and assessment scenarios. Skill Practice Sheets provide step-by-step written and visual instructions for each particular skill that participants will practice during the course. Assessment Scenario Flowcharts are a visual guide that the group will follow when participating in assessment scenarios during the course. They provide visual cues and prompts for how to progress through each scenario.

Participant's Manual

The *First Aid/CPR/AED Participant's Manual* provides a reference source for participants. It consists of chapters, appendices and a glossary.

- Chapters
 - Chapter 1: First Aid, CPR, AED Foundations
 - Chapter 2: Adult CPR and AED
 - Chapter 3: Pediatric CPR and AED
 - Chapter 4: Choking
 - Chapter 5: Sudden Illness
 - Chapter 6: Wounds and Bleeding
 - Chapter 7: Injuries and Environmental Emergencies
- Appendices
 - Appendix A: Emergency Moves
 - Appendix B: Injury Prevention
 - Appendix C: Skill Practice Sheets for Core Course
 - Appendix D: Skill Practice Sheets for Skill Boosts
 - Glossary
 - Index

Ready Reference Cards

The Ready Reference cards can be used during skill sessions or as a reference after the course. These cards feature quick step-by-step written and visual instruction of the "Putting It All Together" steps to take in emergency situations. There are two versions of the First Aid/CPR/AED Ready Reference cards: adult and pediatric.

Ready Reference cards are available for purchase in the Red Cross Store. Instructors may have extra copies of the Ready Reference cards for use during skill practice sessions.

Online Session (Blended Learning Participants Only)

The online session introduces participants to the knowledge-based aspects of First Aid/CPR/AED, as well as the skills they will practice and master during the skills session of the program. Details on how to access the demo version of the online session are available on the Red Cross Learning Center.

Mobile App

A Red Cross First Aid mobile app is available to all participants to use and to share with their co-workers, family and friends. The purpose of the app is to guide people in providing step-by-step care in an emergency situation. In addition, it contains videos, FAQs, quizzes, an emergency facility finder, and in-depth information on various injuries and illnesses.

Instructor's Materials

Instructor's Manual


The *First Aid/CPR/AED Instructor's Manual* is required to conduct courses in the First Aid/CPR/AED program. The manual is divided into three parts.

Part 1: Program Administration contains information needed to conduct a First Aid/CPR/AED course, including this program overview, instructor requirements and responsibilities, information about setting up and running the course, information about conducting effective skill practice and scenarios, and requirements for successful course completion.

Part 2: Lesson Plans contains the lessons for the First Aid/CPR/AED program. There are separate color-coded lesson plans for the instructor-led courses and the blended learning courses, as well as adult-only and pediatric-only versions. Four color-coded lesson plans are included in this instructor's manual. Additional lesson plans are available on the Red Cross Learning Center. All lesson plans provide comprehensive instruction on each topic, including guidelines for all activities conducted in the training. The lessons contained in the instructor's manual are detailed below.


■ Lesson Plan A: Adult First Aid/CPR/AED Instructor-Led Training

- Module 1: Course Introduction and Foundations
- Module 2: Adult CPR and AED
- Module 3: Choking
- Module 4: Sudden Illness
- Module 5: Life-Threatening Bleeding
- Module 6: Injuries and Environmental Emergencies
- Module 7: Conclusion

 **Instructor's Note** Use Lesson Plan A when teaching adult-only instructor-led training courses, including Adult First Aid/CPR/AED, Adult CPR/AED and Adult First Aid/CPR.

■ Lesson Plan B: Adult and Pediatric First Aid/CPR/AED Instructor-Led Training

- Module 1: Course Introduction and Foundations
- Module 2: Adult CPR and AED
- Module 3: Pediatric CPR and AED
- Module 4: Choking
- Module 5: Sudden Illness
- Module 6: Life-Threatening Bleeding
- Module 7: Injuries and Environmental Emergencies
- Module 8: Conclusion

 **Instructor's Note** Use Lesson Plan B when teaching adult and pediatric instructor-led training courses, including Adult and Pediatric First Aid/CPR/AED, Adult and Pediatric CPR/AED and First Aid.

■ **Lesson Plan C: Adult First Aid/CPR/AED Blended Learning**

- Module 1: Course Introduction and Foundations
- Module 2: Adult CPR and AED
- Module 3: Choking
- Module 4: Life-Threatening Bleeding
- Module 5: Conclusion



Instructor's Note Use Lesson Plan C when teaching skills sessions for adult-only blended learning, including Adult First Aid/CPR/AED and Adult CPR/AED.

■ **Lesson Plan D: Adult and Pediatric First Aid/CPR/AED Blended Learning**

- Module 1: Course Introduction and Foundations
- Module 2: Adult CPR and AED
- Module 3: Pediatric CPR and AED
- Module 4: Choking
- Module 5: Life-Threatening Bleeding
- Module 6: Conclusion



Instructor's Note Use Lesson Plan D when teaching skill sessions for adult and pediatric blended learning, including Adult and Pediatric First Aid/CPR/AED and Adult and Pediatric CPR/AED.



Instructor's Note For other course options, see the Course Outlines on the Red Cross Learning Center.



Instructor's Note The online session of the blended learning option teaches the Sudden Illness module and the Injuries and Environmental Emergencies module. These modules are **not** included in the classroom/skills session since there are no relevant skill practices.

The online session of the course also delivers didactic content on all skill-based modules, which allows for efficient review and a focus on skill practice and assessment scenarios during the skills session.

Additional color-coded Lesson Plans are available to download from the Red Cross Learning Center, including:

■ **Lesson Plan E: First Aid/CPR/AED Review Course and Challenge Course.** Abbreviated versions of the instructor-led course; allows experienced learners to obtain their certification in an expedited format.

■ **Lesson Plan F: Pediatric First Aid/CPR/AED Instructor-Led Training**

- Module 1: Course Introduction and Foundations
- Module 2: Pediatric CPR and AED
- Module 3: Choking
- Module 4: Sudden Illness
- Module 5: Life-Threatening Bleeding
- Module 6: Injuries and Environmental Emergencies
- Module 7: Conclusion

■ **Lesson Plan G: Pediatric First Aid/CPR/AED Blended Learning**

- Module 1: Course Introduction and Foundations
- Module 2: Pediatric CPR and AED
- Module 3: Choking
- Module 4: Life-Threatening Bleeding
- Module 5: Conclusion

- **Lesson Plan H: Stacked Course First Aid/CPR/AED Instructor-Led Training.** Designed for a mixed class of participants who are seeking certification in Adult First Aid/CPR/AED or Adult and Pediatric First Aid/CPR/AED. The adult course is taught first so that participants who are *not* being certified in caring for children and infants may be dismissed earlier.
- **Lesson Plan I: Stacked Course First Aid/CPR/AED Blended Learning.** Designed for a mixed class of participants who are seeking certification in Adult First Aid/CPR/AED or Adult and Pediatric First Aid/CPR/AED. The adult skills are assessed first so that participants who are *not* being certified in caring for children and infants may be dismissed earlier.
- **Lesson Plan J: First Aid/CPR/AED Virtual Skills Training Blended Learning.** Only available for blended learning; participants complete the online session of the blended learning course and then complete the skill practice and assessment scenarios in a virtual skills training format.

Part 3: Appendices includes supplemental materials to support the lessons in this course.

- Appendix A: Skill Practice Sheets for Core Course
- Appendix B: Assessment Scenario Flowcharts for Participants
- Appendix C: Assessment Scenario Tools for Instructors
- Appendix D: Common Participant Skill Errors
- Appendix E: Participant Progress Log
- Appendix F: Skill Boost: Asthma and Quick-Relief Medication Administration
- Appendix G: Skill Boost: Anaphylaxis and Epinephrine Auto-Injector Administration
- Appendix H: Skill Boost: Opioid Overdose and Naloxone Administration
- Appendix I: Skill Boost: Life-Threatening Bleeding and Tourniquet Application
- Appendix J: Skill Boost: Head, Neck, Muscle, Bone, Joint Injuries and Splinting
- Appendix K: Written Exam Answer Keys

The following additional resources are available on the Red Cross Learning Center:

- Course Outlines
- Video Segments
- Frequently Asked Questions

Skill Boosts

Optional Skill Boost modules are available and can be added to any course or lesson plan or taught at a later date. However, participants must be certified in First Aid and/or CPR or enrolled in an equivalent Red Cross course.

COURSE NAME	CERTIFICATION
Skill Boost: Asthma and Quick-Relief Medication Administration	Asthma and Quick-Relief Medication Administration
Skill Boost: Anaphylaxis and Epinephrine Auto-Injector Administration	Anaphylaxis and Epinephrine Auto-Injector
Skill Boost: Opioid Overdose and Naloxone Administration	Opioid Overdose Training—Nasal Spray or Atomizer
Skill Boost: Life-Threatening Bleeding and Tourniquet Application	Life-Threatening Bleeding—Tourniquet
Skill Boost: Head, Neck, Muscle, Bone, Joint Injuries and Splinting	Head, Neck, Muscle, Bone, Joint Injuries—Splinting

The Skill Boosts include in-depth information about recognizing and giving care for each available topic. Skill practices and assessment scenarios on administering medications, using a tourniquet and splinting are included in these modules.

Course Presentation

The course presentation provides a helpful in-class visual aid to dynamically support participants' understanding of the material as you lead them through a lesson. Lecture points, imagery, videos, and practice and assessment scenario overviews are presented within the course presentation. There is a course presentation to accompany every lesson plan featured in the First Aid/CPR/AED program.

Details on how to download the course presentation are available on the Red Cross Learning Center. Before conducting the program, become familiar with the presentation software and test the display of the system to be used.

Videos

The videos are an integral part of the course. Instructors are required to use the videos because they contain important information about key concepts and skills to help ensure the program objectives are met. The course cannot be conducted without the videos. They are available on DVD as well as in the course presentation. Videos can also be downloaded from the Red Cross Learning Center.



Instructor's Note When using videos posted to the Red Cross Learning Center, make sure you select the appropriate video for the course you are teaching. Within the Instructor Manual Lesson Plans, the appropriate version of each video is identified if there is more than one version of that particular video available. For example, if you are teaching Pediatric First Aid/CPR/AED, videos will be identified as Pediatric, for example, General Care for Sudden Illness (Pediatric).

The Red Cross Learning Center

The Red Cross Learning Center (redcrosslearningcenter.org) provides functionality for American Red Cross Training Services users to administer, track, report and deliver training as well as maintain certification data. The Red Cross Learning Center includes all the content used by students, instructors and training provider partner administrators in one place. Users will be able to access different resources and functionality based on user profile roles (as a student, as an instructor or as a partner administrator).

Students

Students (non-instructors; often called "participants" in Red Cross courses) taking online only or blended learning courses will use the Red Cross Learning Center—Student Portal to:

- Access and launch online courses.
- Access relevant digital course materials.
- View their certifications.
- Link to the Red Cross Store to purchase course materials and supplies.
- Learn more about the science behind the course content.
- Learn about other opportunities, such as becoming an instructor.
- Get help from the Training Support Center.

Instructors

Red Cross instructors must be affiliated with an organization with a Red Cross Training Provider Agreement, or be a Red Cross Training Services employee or volunteer, to access the password-protected instructor portal view of the Red Cross Learning Center.

As a Red Cross instructor, you will use the Red Cross Learning Center—Instructor Portal to:

- Access and launch any online or blended courses you are taking.
- Access all instructor resources for teaching and administering courses such as:
 - Program and course materials—digital versions of participant manuals, instructor manuals, written final exams and instructor bulletins.
 - Teaching resources—streaming video segments and course presentations.
 - How-to information and videos.
 - About the Science sections, including expert answers to technical questions and research topics.
- Manage classes you are teaching by being able to set up blended learning classes in advance, monitor student online course completion status, report and close out courses, and provide digital certificates to students immediately.
- View class history details on all the courses you have taught.
- Manage your instructor certifications with the ability to view your certifications, launch online instructor recertification and program update courses, and learn about bridging to become an instructor in other program areas or become an instructor trainer.
- Stay abreast of the latest information by networking with other instructors through the forum and reading the latest news and iConnection newsletter from the Red Cross.

Partner Administrators

Training provider organizations can designate one or more individuals to the role of “partner administrator” to allow them to manage Red Cross-certified instructors affiliated with their organization. The partner view provides access to all resources and functions of the instructor view, plus additional functionality to manage instructors. The administrator role does not require an instructor certification.

Partner administrators use the Red Cross Learning Center—Partner Portal to:

- Manage instructors.
 - Request to affiliate (add) and unaffiliate (remove) certified instructors to their organizations’ Red Cross Training Provider Agreement.
 - View instructor list and reports on certification and expiration dates.
- Manage classes.
 - Utilize the Class Posting Service to list classes being offered by the partner on the Red Cross website.
 - Set up blended learning classes and assign instructors.
 - View online course completion status for all blended learning classes.
 - Close out and report classes on behalf of instructors.
 - View class history details for all classes.

CHAPTER 2

Being an American Red Cross Instructor

Instructor Requirements

Others Eligible to Teach the First Aid/CPR/AED Program

Other currently certified Red Cross instructors and instructor trainers who may be eligible to teach courses in the First Aid/CPR/AED program include but are not limited to:

- Lifeguarding instructors and instructor trainers.
- Emergency Medical Response instructors and instructor trainers.
- CPR/AED for Professional Rescuers instructors and instructor trainers.
- Basic Life Support instructors and instructor trainers.

To be eligible to teach courses in the First Aid/CPR/AED program, these instructors and instructor trainers need to complete an online instructor bridge course. The Instructor Bulletin lists the bridging options available as well as qualification requirements. Please check the Red Cross Learning Center for additional information about the requirements for completing the instructor bridge.

Maintaining Instructor Certification

Certification as an instructor is valid for 2 years. To maintain certification as an instructor, an instructor must:

- Teach or co-teach at least one First Aid/CPR/AED Instructor-Led Training course or one First Aid/CPR/AED Blended Learning course during the 2-year certification period.
- Successfully complete an online recertification assessment, including achieving a score of 80 percent or higher within 90 days of the instructor certification expiration date.
- Complete all applicable course updates prior to the update deadline.
- Maintain an Adult CPR/AED basic-level certification.



Instructor's Note As an instructor, you have a responsibility to monitor and maintain your Red Cross Learning Center profile. You must periodically verify that your contact information is accurate in the Red Cross Learning Center, including a current email address, phone number and mailing address. The Red Cross Learning Center will automatically track the expiration date of your instructor certification. Monitoring your profile and certifications within the system allows you to take appropriate actions to stay current in your certification.

Eligibility to Teach Other American Red Cross Programs

American Red Cross First Aid/CPR/AED instructors may qualify to teach additional Red Cross basic-level courses after successfully completing an instructor bridge course.

Additional basic-level certifications may be necessary in addition to completing an instructor bridge course. Please check the Red Cross Learning Center for more information on bridging options available, as well as any qualification requirements needed to complete the instructor bridge.

Instructor Responsibilities

Your responsibilities as an American Red Cross-certified instructor include the following:

- Providing for the health and safety of participants by always ensuring that:
 - Manikins and other course equipment (e.g., medical and first aid supplies) have been properly cleaned and are in good working order. For current guidance on manikin and other course equipment decontamination and use, please see “Manikin and Course Equipment Decontamination and Use” on the Red Cross Learning Center.
 - Appropriate precautions have been taken when using “live” electrical equipment.
 - Participants are aware of health precautions and guidelines concerning the transmission of infectious diseases.
 - All participants have the physical ability to perform each skill and know to consult the instructor if they have concerns about their physical ability to do so.
 - The classroom and/or all practice areas are free of hazards.
- Determining if participants have the prerequisite knowledge and skills to take the course.
- Being familiar with and knowing how to effectively use course materials and training equipment.
- Informing participants about knowledge and skill evaluation procedures and course completion requirements.
- Creating a nonthreatening environment that is conducive to achieving the course objectives.
- Preparing participants to meet the course objectives.
- Adapting the teaching approach to match the experience and abilities of the participants, identifying participants who are having difficulty and developing effective strategies to help them meet course objectives.
- Guiding participants through the skill practices and scenarios and providing timely, positive and corrective feedback.
- Administering and evaluating all required assessments (i.e., skill practice and assessment scenarios) and helping participants achieve proficiency.
- Conducting courses in a manner consistent with course design.
- Teaching courses as designed, following course outlines, policies and procedures as noted in the instructor documents for the course.
- Submitting completed course records within 10 working days from course completion.
- Being familiar with, and informing participants of, other Red Cross courses and programs.
- Being prepared to answer participants' questions or knowing where to find the answers.
- Providing a positive example by being neat in appearance and not practicing unhealthy behaviors while conducting Red Cross courses.
- Identifying potential instructor candidates (if applicable) and referring them to the appropriate Red Cross representatives.
- Abiding by the obligations in the instructor's manual, Instructor Agreement and Code of Conduct and, if applicable, the Red Cross Training Provider Agreement.
- Representing the Red Cross in a positive manner.
- Demonstrating required course skills at an appropriate level of performance.
- Effectively using the Red Cross Learning Center to set up, manage and close out courses—in addition to the instructor's responsibility of maintaining a current personal profile in the system.
- Promoting volunteer opportunities available through the Red Cross.

Students as Appropriate Course Participants

Students (known as participants in most Red Cross courses) must demonstrate throughout the course that they are mature and responsible enough to be participants in the course. Instructors must assess participants' maturity and responsibility by observing certain behaviors. The behaviors include, but are not limited to:

- Arriving at class and returning from breaks on time.
- Being prepared for class activities.
- Coming to class dressed in clothing appropriate for the location of the class and the activities to be performed.
- Staying actively engaged and participating in course activities.
- Behaving appropriately during activities.
- Providing appropriate feedback, especially to peers as necessary and appropriate.
- Receiving feedback from the instructor and peers in a professional manner.
- Making an effort to improve their skills.
- Treating others with respect.

It is your responsibility to ensure that all participants who wish to be certified in a Red Cross program meet these standards in order to be eligible to participate in the course.

Maintaining Consistent Training Standards

Quality, consistency and standardized delivery of programs are priorities of the American Red Cross. Red Cross courses are designed with standardized instructor outlines and lesson plans based on well-defined objectives to provide an optimal learning experience for the variety of participants who participate in the courses. To meet the objectives of the course and ensure standardized course delivery, the course outline and lesson plans must be followed.

Facility availability or constraints, specific instructor-to-participant ratios, equipment-to-participant ratios or participant needs may necessitate adapting the outline while still maintaining the educational progression of the course. Adapting the training does not mean that you can add to, delete or change the content, with the exception of adapting to the organization's treatment guidelines or protocols provided they are implemented under direction of the organization's medical director and do not contradict the learning objectives of the course. The course is laid out in a progressive way to allow the participants to learn in a predictable order as well as have sufficient time to practice skills.

CHAPTER 3

Running First Aid/CPR/AED Courses

Setting Up and Reporting Courses

Administrative functions required by the instructor to set up and report courses vary depending on the delivery method of the course: instructor-led or blended learning.

First Aid/CPR/AED Instructor-Led Courses

Instructor-led courses are not set up in advance on the Red Cross Learning Center since participants do not need to access the Red Cross Learning Center for online content.

The instructor must report student evaluations after the course is completed through **Course Record Entry** on the Red Cross Learning Center. Courses should be reported once the course is completed, not to exceed 10 days after completion.

First Aid/CPR/AED Blended Learning Courses

Blended learning courses should be set up in the Red Cross Learning Center at least 2 weeks prior to the skills session to allow participants time to receive registration information and complete the online content before attending the skills session.

Once the blended learning course is set up and participants are enrolled, participants will have immediate access to the online course content and digital course materials in the Red Cross Learning Center—Student Portal.

The instructor is able to view the student roster and monitor the online completion status for all participants under *Current* in the Red Cross Learning Center—Instructor Portal. Student online progress will display for the instructor as one of three statuses: *Not Started*, *In Progress* or *Complete*. The instructor can send out a reminder to any participant that they must complete the online content prior to the skills session of the class.

Issuing Certificates to Participants

Once the instructor submits student evaluations through the Course Record Entry (instructor-led courses) or through Close a Class (blended learning courses), the Red Cross Learning Center automatically sends an email to each participant (if an email address was provided) that includes a copy of the certificate and CEU attached.

Alternately, the instructor can also access, download and print student certificates in the Red Cross Learning Center—Instructor Portal and provide to participants directly.

The instructor can also direct/inform students they can also access a digital certificate by visiting www.redcross.org/take-a-class/digital-certificate.

It is important that instructors communicate to course participants when they should expect their certificates.

To view step-by-step instructions on how to set up and report classes, from the Home page of the Red Cross Learning Center, navigate to “Resources” then “How-to Documents and Videos” to view:


- How to Report a Course Through Course Record Entry
- How to Set Up, Manage and Close Blended Learning Classes
- How to Print Student Certificates and the Student Certification Report

Course Lengths

Course lengths are given below.

COURSE	APPROXIMATE LENGTH	MINIMUM LENGTH
Adult First Aid/CPR/AED Instructor-Led Training	3 hours, 5 minutes	2 hours, 45 minutes
Adult and Pediatric First Aid/CPR/AED Instructor-Led Training	4 hours, 15 minutes	3 hours, 45 minutes
Adult First Aid/CPR/AED Blended Learning Skills Session	1 hour, 45 minutes	1 hour, 30 minutes
Adult and Pediatric First Aid/CPR/AED Blended Learning Skills Session	2 hours, 30 minutes	2 hours, 15 minutes

Course lengths do not include time for breaks and/or lunch. For additional course lengths, refer to the Course Outlines posted on the Red Cross Learning Center.

 **Instructor's Note** The length of the blended learning online session is variable, but ranges from 25 minutes to 3 hours, 30 minutes, depending on the course and results of the pre-assessment.

The times allotted in the lesson plans include the approximate time required for covering the required activities and do not include optional activities or breaks. **Approximate** course lengths are based on:

- A participant-to-instructor ratio of 12:1.
- The appropriate per-participant equipment recommendations. See *Materials, Equipment and Supplies* below for more information.
- Dividing participants into teams of three for skill practices and assessment scenarios.

Changing one or more of these ratios (e.g., dividing participants into groups of two for skill practices and assessment scenarios) may impact overall course time. However, courses should be scheduled and run for **at least** the designated minimum course lengths.

The lessons in the instructor's manual must be followed as closely as possible, but facility constraints, specific participant-to-instructor ratios, participant-to-equipment ratios and participant needs (e.g., breaks) may increase course length. Other factors that may influence lesson planning include the following:

- Classroom availability and layout
- Equipment availability
- Number of participants
- Skill level of participants
- Number of instructors

Class Size and Participant-to-Instructor Ratios

The First Aid/CPR/AED courses have been designed for a ratio of 12 participants to 1 instructor (12:1). If your class is larger, you may not be able to properly supervise the course activities, such as skill practice, in the allotted time.

If a class has more than 12 participants, another instructor should co-teach or the course should be extended by at least 30 minutes per every 3 additional participants.

Classroom Space

The First Aid/CPR/AED courses all require a classroom space suitable for lecture, videos, demonstrations, skill practice and assessment scenarios. The classroom should provide a safe, comfortable and appropriate learning environment. The room should be well lit, well ventilated and have a comfortable temperature.



Instructor's Note If the area where skill practice, assessment scenarios and instructor demonstrations will be conducted is not carpeted, provide knee protection (such as folded blankets or mats) for use by participants or request that they bring their own padding materials.

Materials, Equipment and Supplies

The specific materials, equipment and supplies needed for each lesson are included at the beginning of the lesson. Instructors should have the specific equipment needed for the lesson ready prior to the start of the lesson.

The materials, equipment, supplies and technology that instructors should have available are listed below.

■ Materials

- *First Aid/CPR/AED Instructor's Manual* and any downloaded lesson plans and resources from the Red Cross Learning Center, if applicable
- Course presentation, *First Aid/CPR/AED DVD* or First Aid/CPR/AED downloadable videos
- Final exams (A or B) for Adult, Adult and Pediatric, or Pediatric (optional; one copy for each participant; available on the Red Cross Learning Center)
- *First Aid/CPR/AED Participant's Manual* (optional)
- Ready Reference cards (optional)



Instructor's Note Use of the course presentation is optional; however, you are required to show all the videos as indicated in the lesson plans. The videos are available on DVD as well as in the course presentations, or they can be downloaded from the Red Cross Learning Center.

■ Equipment (all age-appropriate equipment should be based on the course taught)

- **CPR Manikins**
 - Adult CPR manikins (one for every two or three participants)
 - Infant CPR manikins (one for every two or three participants)
 - Child CPR manikins (optional; one for every two or three participants)
- **Breathing Barriers**
 - Face shields **OR** pocket masks and valves (adult, infant and child; one for each participant)
- **AED**
 - AED training devices (one for every two or three participants)
 - AED training pads (one set of adult *and* one set of pediatric training pads for every two or three participants)




Instructor's Note If you or your students prefer, you may give each student their own manikin, AED trainer and other training equipment. Ensure you have the space and time to accommodate this.

■ Supplies

- Latex-free disposable gloves (multiple sizes)
- Cleaning and decontamination supplies (decontaminating solution, 4" × 4" gauze pads, soap and water, brush, basins or buckets, and any accessories that may be recommended by the manufacturer of the manikin)
- Extra manikin equipment (e.g., airways, lungs and batteries) as appropriate
- Simulation device for bleeding control (e.g., pool noodle; one for every two or three participants)
- Blankets and/or mats (optional; one for each participant)
- Name tags (optional; one for each participant)

■ Technology

- Desktop/laptop computer or tablet with power source and speakers, projector and projection screen/area or large monitor; or, television with a DVD player
- Extension cord and grounded plug adapter, if needed

 **Instructor's Note** The use of gloves during skill practice and assessment scenarios is required to reinforce the importance of standard precautions. In addition, remind participants that they should always wear appropriate PPE when giving care in real-life situations.

Red Cross Store

Some equipment used during the course (such as latex-free disposable gloves) and a wide range of Red Cross retail products are available through the Red Cross Store (redcrossstore.org).

Class Safety and Supervision

As a Red Cross instructor, it is important for you to make the teaching environment as safe as possible and to protect participants from health risks.

The materials and procedures for teaching American Red Cross courses are designed to:

- Limit the risk of disease transmission.
- Limit the risk of one participant injuring another when practicing skills with a partner.
- Limit the risk that the activity involved in skill practice could cause injury or illness.

Participants who feel they are at risk for injury or illness may become distracted. These same feelings may also affect your ability to teach. It is important to talk with participants who feel they are at risk and inform them of the precautions that are taken to limit and reduce the risk for injury or illness.

There are several steps you can take to help increase class safety.

- **Prepare.** Consider possible hazards and manage safety concerns before a course starts. Often, you can foresee hazards and take steps to eliminate or control them long before participants arrive.
- **Arrange for assisting instructors, co-instructors or both.** Assisting instructors and co-instructors can help decrease risks by giving more supervision and reducing the instructor-to-participant ratio. They also increase participation and learning by providing more one-on-one attention to participants.
- When using assisting instructors or co-instructors, clearly define their roles and responsibilities. Doing so will help eliminate confusion and lapses in supervision. Remember that you are ultimately responsible for your participants' safety. To determine your staffing needs, consider the different ages and the individual abilities of participants. If your course has a large number of participants, you will need additional help.

Additional Adult Supervision—Teaching Youths

For courses with participants younger than 18 years, ensuring participant safety includes providing adequate adult supervision. (Some states may define an adult as a person older or younger than 18 years. Follow local regulations.) It is recommended that whenever a Red Cross course, activity or event is conducted involving youths, two adults should always be present at the facility to ensure participant safety. For Red Cross courses, the first adult would be the course instructor. The second adult might be a co-instructor, another participant or—in the event that the course audience is entirely composed of youth—an instructor teaching another course in the facility or other responsible facility staff or a parent/caregiver of a participant. Facilities should consider safety plans for young participants that include the time before and after class.

Health Precautions and Considerations for Participants with Disabilities

Provide participants and, if necessary, their parents or guardians, information about health requirements and safety before the course begins. As a Red Cross instructor, you must attempt to protect participants against health risks, and you must do your best to safeguard participants against any risk of injury while they are engaged in skill practice.

People with physical disabilities or certain health conditions may hesitate to take part in skill practice and assessment scenarios. You should suggest that these participants discuss their participation with a healthcare provider. Ask participants to tell you in advance if they are concerned about their ability to perform a specific skill. If a course participant requests an accommodation, the instructor should discuss the accommodation options with the participant to determine a reasonable approach that meets both the training objective and the participant's needs.

Each participant must be able to demonstrate a primary assessment and one cycle of CPR (breaths and compressions) on the ground one time during the course. All other practice and scenarios of CPR skills may be done on a raised surface.

Inform participants who cannot demonstrate the skills required for certification for the course that they will not receive a Red Cross course certificate. The Red Cross advocates that instructors adjust activity levels to facilitate learning and to help meet course objectives whenever possible.

Guidance for course modification for a participant with a disability is provided in the *American Red Cross Inclusion Resource Guide*, located in the Resources section of the Red Cross Learning Center.

CHAPTER 4

Conducting Effective Skill Practice and Assessment Scenarios

Skill practice and assessment scenarios are the central activities that allow participants to achieve all First Aid/CPR/AED core competencies.

They reflect a progressive method of teaching the skills needed to achieve certification and are therefore a primary concern for the instructor to ensure an effective learning experience. For maximum efficiency and the best learning outcomes, skill practice and assessment scenarios should be well organized and well managed.

Instructor Responsibilities

For successful skill practice and assessment scenarios, instructors must give direction and instruction, ample practice time, encouragement and positive reinforcement, and corrective feedback.

The instructor is responsible for:


- Guiding participants through the skill practice or assessment scenario as outlined in the lesson.
- Keeping the skill practices and assessment scenarios running smoothly.
- Ensuring that participants can see the video monitor when applicable.
- Helping participants form groups of two or three for skill practices and assessment scenarios, and making sure that participants have the necessary equipment for both skill practice and assessment scenario.
- Explaining the role of each participant in the group of two or three: First Aid Responder, Injured or Ill Person or Parent/Bystander and Coach.
- Explaining how peer-to-peer learning should work during skill practice and encouraging peer-to-peer learning within each group of two or three.
- Closely supervising participants as they practice.
- Identifying errors promptly and giving appropriate individual and global feedback to help participants improve. Common errors to look for are noted in the lesson plans. You may refer to these prior to beginning and during skill practice.
- Checking each participant for skill competency.
- Maintaining a safe, positive learning environment.
- Encouraging participants to improve and maintain their skills.
- Demonstrating the skill, if directed or necessary.
- Providing an appropriate scenario setup and appropriate prompts to guide the participant in the role of First Aid Responder through the assessment scenarios.
- Observing each participant in the role of First Aid Responder and determining their skill proficiency by using the Assessment Scenario Tool during the assessment scenarios.

Setting Up Skill Practice and Assessment Scenarios

When arranging the classroom for skill practice and assessment scenarios, ensure that there is an adequate amount of equipment and supplies for the number of participants in the class. Arrange the areas so that each participant has ample room to view the video monitor and move about, practice and perform the skill, ask questions and receive feedback on their performance. Also ensure all instructors can see the participants, move from person to person, and give feedback and oversight at all times.

Distribute copies of the Skill Practice Sheets and Assessment Scenario Flowcharts to each group of participants to use as a guide. Encourage team communication and peer-to-peer feedback.

As participants practice within their group of two or three, make sure you are able to see everyone; this allows you to judge skill competency as well as ensure participant safety.

 **Instructor's Note** The lengths of the skill practices and assessment scenarios are prescribed in the instructor's manual. These times are based on the complexity of the skill and the number of group members as outlined in the lesson plan.

Conducting Skill Practice

Skill practice provides participants with hands-on skill experience. For each skill, participants first watch a video segment demonstrating the skill, and then they practice the skill.

To conduct skill practice, the instructor divides the class into groups of **two or three** and assigns each participant in the group to the role of First Aid Responder, Injured or Ill Person or Parent/Bystander, or Coach. For groups of two, the second participant may play the roles of Injured or Ill Person, Parent/Bystander and/or Coach. After explaining the role of each participant in the group, the Coach then guides the First Aid Responder through each step of the skill using the Skill Practice Sheet. The instructor should circulate among the groups to check on participants and give feedback using the Skill Practice Sheet as a guide to skill competency. Each group practices the skill until all participants have had a chance to be the First Aid Responder.

Skill practice can be used to focus on a skill or part of a skill. This approach is particularly useful for introducing new skills that build on previously learned skills. A primary example is CPR, in which participants first practice compressions, then practice breaths, and then put both together in a CPR cycle.

Participants work in groups of two or three during skill practice, each in a different role (First Aid Responder, Injured or Ill Person or Parent/Bystander, or Coach). This allows participants not performing the skill to still be engaged in the activity through the other roles. For example, as Coach they provide prompts and feedback to their peers which not only helps their peers learning but is an active learning activity for themselves. The Injured or Ill Person or Parent/Bystander follows along and gets equipment as needed.

While actively engaging all students is the goal of peer-to-peer learning, the instructor facilitates the peer-to-peer process by:

- Circulating around the classroom and monitoring participants' progress.
- Giving assistance and corrective feedback as necessary.
- Ensuring participants meet the objectives of each component.
- Encouraging participants to offer each other help and peer-to-peer learning during the practice.

The instructor remains the evaluator of the participant and the reliable source of positive corrective feedback. This strategy will result in easier classroom management because the instructor is not solely responsible for the participants' attention.

When conducting skill practice, keep the following points in mind:

- Course skills are complex. Participants often have some difficulties when they first begin.
- The skills taught may be new to most participants; therefore, participants may require frequent one-on-one attention.
- Skills are learned by hands-on practice. Immediate success in demonstrating the skill is unlikely. Refinements in technique take time and practice. The course is designed to allow participants ample time to practice skills.
- Skills require a defined sequence of movements. Participants should consistently follow this sequence when learning skills.
- Learning times for each skill practice differ because some skills are easier than others.
- Participants have different learning rates. Take individual differences into account.
- Skills, especially the individual components, are quickly forgotten. Frequent practice improves skill retention.



Instructor's Note For reasons of educational quality and participant safety, the following skills taught in many American Red Cross courses are practiced only on a manikin or simulation device (for direct pressure) and never on a real person: chest compressions, breaths, automated external defibrillator (AED) use, applying direct pressure to control bleeding.

Conducting Assessment Scenarios

Through real-life situational experiences, assessment scenarios allow participants to apply their newly acquired hands-on skills and continue to work together in their group of **two or three**. Each group works in a first aid/CPR/AED sequence and each participant steps into the role of First Aid Responder, Injured or Ill Person or Parent/Bystander, or Coach. For groups of two, the second participant may play the roles of Injured or Ill Person, Parent/Bystander and/or Coach. For certain assessment scenarios, you (the instructor) may play the role of Bystander as noted throughout the lesson plans. Each assessment scenario is run until all participants have had a chance to be in the role of First Aid Responder. The participant in the role of Coach will follow along using the Assessment Scenario Flowchart and can repeat the instructor prompts as necessary but should **not** provide coaching or peer-to-peer feedback.

Assessment scenarios are an opportunity for each participant to demonstrate, without coaching or peer-to-peer feedback, the skill competencies and knowledge they have achieved through skill practice. The concept of instructor-led *prompting* is introduced during assessment scenarios. This concept will be discussed in further detail later in this chapter.

The role of the instructor while conducting the assessment scenarios is to provide an appropriate scenario setup and appropriate prompts throughout the scenario to guide the participant in the role of First Aid Responder through the scenario. In addition, the instructor should observe each participant in the role of First Aid Responder and determine their competency in the particular skill or skills being demonstrated in the scenario. To determine the participant's competency, the instructor should use the Assessment Scenario Tool.

Providing Feedback

One of your most difficult challenges as an instructor is to ensure that participants practice and perform correctly during skill practices and scenarios.

Continually monitor all participants, watching for errors participants make while practicing. A list of common errors is included in every skill practice within a lesson plan. Correct any problems you notice as soon as possible, using global or individual feedback to prevent participants from continuing to practice incorrectly.

While you are working closely with one participant, check others with an occasional glance. Encourage participants to ask questions if they are unsure how to perform any part of a skill.

A positive learning environment is important. Participants perform best when you keep them informed of their progress. When participants are practicing correctly, give positive feedback that identifies what they are doing correctly. If participants are practicing incorrectly, give specific corrective individual feedback and have them practice again. Before saying what they are doing incorrectly, tell them what they are doing correctly. Then, tactfully help them improve their performance.

When giving feedback, keep the following strategies in mind:

- Be specific when providing feedback.
- If the error is simple, explain directly and positively how to correct the skill performance. For example, if the participant is having trouble finding the proper hand placement for CPR, you might say, “The steps leading up to beginning CPR are good; now try finding the center of the chest for compressions. That will be the spot you want to aim for.”
- Show the participant what they should be doing. For example, in addition to telling the participant that the hands should be placed in the center of the chest for compressions, demonstrate the proper hand placement.
- Explaining why the skill should be performed in a certain way may help participants remember how to perform the skill correctly. For example, if a participant continually forgets to check for safety as part of CHECK—CALL—CARE, you might remind the participant that failing to check for safety before going to another’s aid can put the First Aid Responder at risk as well.
- If a participant has an ongoing problem with a skill, carefully observe what they are doing. Give specific instructions for performing the skill the correct way and lead the participant through the skill. It may help to have the participant state the steps back to you for reinforcement.
- Emphasize the critical performance steps, focusing on those steps that make a difference in the successful completion of a skill.
- Have the participant practice again after the corrective feedback.
- During skill practice, resist telling participants anecdotes, which can distract or confuse them.
- Remind participants what they are doing right and what they need to improve. Use phrases such as, “Your arms are lined up well, but try to keep them as straight as possible while giving compressions to help ensure that they are effective.” Help participants focus on the critical components of each skill.

Evaluating Skill Performance

Skill Practice Sheets, Assessment Scenario Flowcharts, Assessment Scenario Tools and Participant Progress Logs are provided in the instructor’s manual to assist you in evaluating participants’ mastery of the skill and keeping track of individual progress through the course. Before conducting a skill practice or scenario, become familiar with these references.

Using the Assessment Scenario Tools, instructors must focus on the successful completion of an objective as opposed to perfecting every individual skill. For example, a participant who has arthritis in their hands can still perform effective chest compressions by grasping the wrist of the hand positioned on the chest with their other hand, instead of placing one hand on top of the other and interlacing the fingers. In this example, the participant may continue the course and still receive certification, since the skills needed to prevent injury or save a life may need modification, but the result is the same.

Additional information on adjustments to training can be found in the *American Red Cross Inclusion Resource Guide*, located in the Resources section of the Red Cross Learning Center.

Coaching Versus Prompting Participants

The desired outcome of any American Red Cross program is for participants to demonstrate a skill correctly from beginning to end without receiving any assistance during the assessment scenario.

Because participants learn at different rates, bring different levels of knowledge to the course and learn in different ways, you will most likely need to coach or guide participants as they first learn skill elements.

Coaching occurs during skill practice and is primarily done by the participant in the role of Coach in each group of two or three. However, you, as the instructor, should circulate among the groups to provide coaching and feedback as needed. Coaching gives participants information that they need to establish the sequence, timing, duration and technique for a particular skill. When coaching, information such as the sequence of steps in a skill should be provided. Statements such as, "Give 30 chest compressions" or "Give 5 back blows" are examples of coaching.

Prompting is a technique that is introduced in assessment scenarios. It is a natural progression from skill practice. Prompting gives participants the opportunity to put the skills they have learned together, and it allows you to assess the participant's ability to make the right decision at the right time and give the appropriate care.

When you prompt the participant in the role of First Aid Responder, you provide only the information necessary for the participant to make a decision and give care. For example, you would say, "The scene is safe, the person appears unresponsive but you do not see life-threatening bleeding" instead of "Check for responsiveness, breathing and life-threatening bleeding (shout-tap-shout)."

As the instructor, your assessment of participants during skill practice and assessment scenarios is the central factor in participants successfully obtaining First Aid/CPR/AED certification.

See Chapter 5, Course Completion, for more information on the requirements for course completion.

CHAPTER 5

Course Completion

Criteria for Course Completion and Certification

Many agencies, organizations and individuals look to the American Red Cross for formal training that results in certification. *Red Cross certification* means that on a particular date an instructor verified that a course participant could demonstrate competency in all required skills in the course.

Competency is defined as being able to demonstrate correct decision-making processes, to sequence care steps properly and to demonstrate proficiency in completing all required skills without guidance. Achieving certification does not imply any future demonstration of the knowledge or skill at the level achieved on the particular date of course completion.

On successful completion of a First Aid/CPR/AED course, participants receive an American Red Cross First Aid/CPR/AED certification, which is valid for 2 years.

To successfully complete a First Aid/CPR/AED course, the participant must:

- Attend and participate in all class sessions and successfully complete the online session (blended learning courses only).
- Actively participate in all course activities, including assuming various roles during skill practices and assessment scenarios.
- Demonstrate competency in all required skills.
- Successfully complete all assessment scenarios.

In addition, you may choose to have participants take an optional final exam (passing grade is 80 percent).

Participants must be told of the requirements when they enroll in the course and again during the course introduction. Remember to give ongoing individual feedback to participants about their performance throughout the course. Feedback should be ongoing so there are no surprises if a participant's performance is evaluated as unacceptable.

Final Exam


Final exams are optional in First Aid/CPR/AED in order to receive certification. Two versions (A and B) of three final exams are available: Adult First Aid/CPR/AED, Adult and Pediatric First Aid/CPR/AED, and Pediatric First Aid/CPR/AED. Choose which exam to give based on which course you are teaching. If you are teaching any other course configuration *cross out or tell participants to skip appropriate portion(s) of the exam; for example, for the Adult CPR/AED course, cross out or tell participants to skip the First Aid portion of the exam.* For all course configurations, the "Foundations" section of the exam is required.

When administering the final exam, instructors must use the exam(s) provided and may not substitute exam questions. If requested, the instructor may read the exam questions to the participant. The final exams and answer sheets can be downloaded from the Red Cross Learning Center.

Administering the Exam

When administering the final exam, keep these points in mind:

- The final exam consists of 15 to 56 questions, depending on the exam.
- Participants must pass the final exam with an 80 percent or better.
 - If a participant fails the final exam, a retest is allowed using the other version of the exam.

 **Instructor's Note** It is acceptable for an instructor to read the exam to a participant as long as the participant determines the appropriate response.

Maintaining Exam Security

Exam security is the instructor's responsibility. It is not recommended that participants be allowed to see the final exam before it is distributed. Instruct participants to put away all course materials and mobile devices. As participants hand in their answer sheets, instructors may quickly grade the exam (using the answer keys located in Appendix K of the instructor's manual) and return it to the participant. This way, the participant can review any incorrect answers. Be sure to collect all answer sheets and exams before participants leave the class. Exams may be updated periodically, and it is the responsibility of the instructor to ensure that they are using the most current exam.

Handling Unsuccessful Course Completion

If a participant does not meet the criteria for course completion and certification, provide the participant with information about course topics and skills where remediation is needed. Advise the participant that they can repeat the course if they so choose.

Awarding Certification

Red Cross certification means that on a particular date an instructor verified that a participant demonstrated competency in all required skills taught in the course.

When submitting course records, instructors must include the email address of each participant so they can receive an email with a link to their digital certificate. Participants can access the digital certificate through an email with a link once the course record has been entered or participants can access their certificate by going to redcross.org/digitalcertificate. The digital certificate can be viewed, printed or shared online. It will contain an alpha-numeric identifier and Quick Response (QR) code.

Continuing Education Units for Professionals

Many course takers are professionals who need continuing education units to maintain a license, certification or both. The American Red Cross is an accredited provider of the International Association of Continuing Education and Training (IACET). IACET's Criteria for Quality Continuing Education and Training Programs are the standards by which hundreds of organizations measure their educational offerings. For additional information, please see the Red Cross Learning Center or redcross.org.

PART 2

Lesson Plans

Lesson Plan A: Adult First Aid/CPR/AED Instructor-Led Training

Lesson Plan B: Adult and Pediatric First Aid/CPR/AED Instructor-Led Training

Lesson Plan C: Adult First Aid/CPR/AED Blended Learning

Lesson Plan D: Adult and Pediatric First Aid/CPR/AED Blended Learning

LESSON PLAN A

Adult First Aid/ CPR/AED

Instructor-Led Training

This lesson plan can be used to teach the following instructor-led training courses, including:

- Adult First Aid/CPR/AED
 - Use Modules 1–7
- Adult CPR/AED
 - Use Modules 1–3, 7
- Adult First Aid/CPR
 - Use Modules 1–7

Note: For other course options, see the Course Outlines on the Red Cross Learning Center.

MODULE 1

Course Introduction and Foundations

Module Length: 35 minutes

Guidance for the Instructor

To complete this module and meet the learning objectives, you must:

- Discuss all points in the topic, "Introduction to the Course."
- Discuss all points in the topic, "Health and Safety Precautions."
- Show the video, "Lowering the Risk for Infection" (3:03).
- Show the video, "Removing Latex-Free Disposable Gloves" (0:53) and have students practice while they watch.
- Discuss all points in the topic, "Recognizing Emergencies and Gaining Confidence to Act."
- Show the video, "Recognizing Emergencies and Gaining Confidence to Act" (Adult) (1:21).
- Discuss all points in the topic, "Emergency Action Steps."
- Show the video, "CHECK—CALL—CARE" (Adult) (1:02).
- Show the video, "Recovery Position" (Adult) (0:47).
- Discuss all points in the topic, "Skill Practice: Checking a Person Who Appears Unresponsive" (optional).
- Show the video, "Skill Practice Walk-Through" (1:25) (optional).
- Conduct the skill practice, "Checking a Person Who Appears Unresponsive" (optional).


Learning Objectives

After completing this module, participants will be able to:

- State the course purpose.
- Identify the course completion requirements.
- Understand the different resources available to assist in responding to an emergency.
- Explain how to use personal protective equipment to lower the risk for infection.
- Demonstrate proper technique for removing disposable gloves.
- Recognize life-threatening conditions and situations that necessitate calling 9-1-1 or the designated emergency number.
- Have the confidence and knowledge needed to make the decision to take action in an emergency situation.
- Describe the emergency action steps, CHECK—CALL—CARE.


Materials, Equipment and Supplies

- Adult First Aid/CPR/AED Instructor-Led Training course presentation, downloadable videos or DVD
- Computer or tablet with speakers, projector and projection screen or monitor
- Student Training Kits for CPR and/or First Aid or equivalent training supplies:
 - CPR breathing barriers (face shield or pocket mask; one for each participant)
 - Latex-free disposable gloves (multiple sizes)
- Adult manikin (optional; one for every two or three participants)
- Skill Practice Sheet: Checking a Person Who Appears Unresponsive (optional; one for every two or three participants)
- Red Cross First Aid mobile app (optional)
- Ready Reference cards (optional)
- *First Aid/CPR/AED Participant's Manual* (optional)
- Participant Progress Log

 **Instructor's Note** Assessment Scenario Flowcharts, Assessment Scenario Tools and Participant Progress Logs can be copied from the Appendices of this instructor's manual or downloaded from the Red Cross Learning Center.

Introduction to the Course

7 minutes

 **Instructor's Note** Before class begins, determine the internal WIFI capabilities of your training facility. If WIFI is available, make sure you have the network name and password for participants so they can easily download the Red Cross First Aid mobile app.

Welcome


LECTURE




REFERENCES

Course Presentation
Slides 1–4

- Welcome participants and briefly introduce yourself as an American Red Cross instructor.
- Review the following information:
 - Facility policies and procedures
 - Locations of restrooms, water fountains and break areas
 - Where emergency exits are located as well as where automated external defibrillators (AEDs) and first aid kits are located

 **Instructor's Note** Do not have participants introduce themselves at this time. They may briefly introduce themselves to their team members when they break into groups for the first skill practice.

- Tell participants the following:
 - Emergencies can happen anytime, anywhere.
 - EMS professionals and healthcare providers are prepared to give the best medical care, but they're not the first ones to respond. **You are!** You must take the critical first steps in giving care until help arrives.
 - The purpose of the American Red Cross First Aid/CPR/AED program is to give you the confidence, knowledge and skills to recognize a **life-threatening emergency** and give immediate care. So, when minutes matter, you'll be prepared to be the best first *First Responder*.

 **Instructor's Note** Non-life-threatening illness and injuries (e.g., fainting, minor wounds, and strains/sprains) are not in the scope of this course. For more information on these topics, refer participants to the Red Cross First Aid mobile app or to the *First Aid/ CPR/AED Participant's Manual*.

Course Completion Requirements

LECTURE



REFERENCES

Course Presentation
Slide 5

- Inform participants of successful course completion requirements. They must:
 - Attend and participate in the entire class session.
 - Participate in all course activities.
 - Demonstrate competency in all required skills.
 - Successfully complete all assessment scenarios.
- Inform participants that upon successful course completion, they will receive a certificate from the American Red Cross that is valid for 2 years.
- Ask participants to inform you privately if they have any condition that might affect course participation.
- Tell participants that they should request a separate training manikin for CPR if they have a condition that would increase the risk of disease transmission.

First Aid Mobile App

LECTURE



REFERENCES

Course Presentation
Slide 6

- Encourage participants to download the First Aid app onto their mobile phones during a class break and encourage them to share the app information with family members, friends and co-workers.
- Tell participants that the primary purpose of the Red Cross First Aid mobile app is to guide people in giving step-by-step care in an emergency situation. In addition, it contains videos, FAQs, quizzes, an emergency facility finder and in-depth information on various injuries and illnesses.



Instructor's Note If participants ask questions beyond the scope of the course, refer them to the Red Cross First Aid mobile app or to the *First Aid/CPR/AED Participant's Manual*.

Health and Safety Precautions

6 minutes

Lowering the Risk for Infection

VIDEO



LECTURE



REFERENCES

Course Presentation
Slides 7–11
Participant's Manual
Chapter 1

- Explain to participants that they are going to watch a video about lowering the risk for infection.
- Show the video, "Lowering the Risk for Infection" (3:03).
- Hand out the Student Training Kits for CPR and/or First Aid or equivalent training supplies as applicable (face shields, pocket masks, latex-free disposable gloves, etc.) and explain how PPE will be used in skill practice and assessment scenarios.
- Explain that when giving care in real-life situations they should always follow facility protocols regarding use of PPE and reporting of exposure to blood or other bodily fluids.
- Tell participants that after skill practice or scenario assessment or after giving care in a real-life situation, any PPE that was used is considered contaminated and must be disposed of properly.
- Explain to participants that they are going to watch a video that will guide them through the steps for removing latex-free disposable gloves. Ask students to put on their gloves. Explain that while the video plays, they should follow along and practice removing their gloves.
- Show the video, "Removing Latex-Free Disposable Gloves" (0:53).

(Continued)



Instructor's Note The American Red Cross advises that responders use appropriate PPE when giving first aid care if PPE is available and circumstances allow. In accordance with this position, the responders depicted in the skill videos that support this training are consistently shown using PPE as availability and circumstances allow.

Preparing for an Emergency

LECTURE



REFERENCES

Course Presentation
Slide 12

Participant's Manual
Chapter 1

- Tell participants that it is important to prepare for emergencies.
 - Ensure you know where a first aid kit, bleeding control kit, AED and medications (e.g., epinephrine auto-injector, naloxone, aspirin, asthma inhaler) are kept in your workplace and at home and ensure that emergency action plans are in place, including having a family plan.

Recognizing Emergencies and Gaining Confidence to Act

2 minutes

Recognize an Emergency Exists and Gain Confidence to Act

LECTURE



VIDEO



REFERENCES

Course Presentation
Slides 13–15

Participant's Manual
Chapter 1

- Explain to participants that recognizing an emergency exists and deciding to take action are the most important first steps.
- Tell participants that recognizing an emergency exists and deciding to act could make the difference between life and death for the person who needs help.
- Explain to participants that they are going to watch a video about recognizing an emergency and gaining confidence to take action.
- Show the video, "Recognizing Emergencies and Gaining Confidence to Act" (Adult) (1:21).
- Explain to participants that the next topic will provide specific details on the actions to take in an emergency.

Emergency Action Steps

16 minutes

CHECK—CALL—CARE

GUIDED DISCUSSION



VIDEO



- Emphasize to participants that once they have recognized that an emergency exists and have decided to take action, they should follow the emergency action steps: CHECK—CALL—CARE.
- Conduct Guided Discussion:
 - Tell participants that they are going to watch a video about how to check, call and care for a person.
 - Tell them to prepare to answer questions about appropriate next steps each time the video is paused.

REFERENCES

Course Presentation
Slides 16–19

Participant's Manual
Chapter 1

- Encourage them to raise their hand or freely call out their answers.
- Allow time to respond, but prompt participants as needed to ensure all key points are conveyed.
- Be mindful of time during this activity.
- Show the video, “CHECK—CALL—CARE” (Adult) (11:02). Pause the video where indicated to ask each question.

Question 1: You hear a loud crash and turn to see your co-worker, McKenna, lying on the ground next to a ladder.

- What is the first thing you check?
 - *Check the scene for safety.*
- The scene is safe. What do you check next?
 - *Check the person by forming an initial impression. Remember, the initial impression is a quick scan as you approach the person to give you an idea of what's going on with them.*
- McKenna appears unresponsive. Consent is implied. What do you check next?
 - *Check for responsiveness using the shout-tap-shout sequence.*
 - *Check for breathing, life-threatening bleeding and other life-threatening conditions.*
- McKenna responds but is not fully awake. You notice a large lump on her head and suspect a severe head injury, which is a life-threatening condition. What do you do next?
 - *Stop the check step and immediately move to the call step.*
 - *While waiting for EMS, give care according to your level of training and continue your check to determine if additional care is needed.*

Question 2: You see your co-worker, Porter, clutching his arm and wincing in pain. The scene is safe. As you approach Porter, you do not notice any life-threatening conditions. You obtain consent.

- What do you do next?
 - *Continue your check as appropriate to determine if additional care is needed.*
 - *Interview Porter using SAM.*
 - *Conduct a focused check.*

Question 3: You have determined that your co-worker, Evan, is experiencing a life-threatening emergency and you need to call for help.

- What does the call step include?
 - *Call 9-1-1 or the designated emergency number.*
 - *Get equipment such as an AED, first aid kit or bleeding control kit.*
- You ask your co-worker, Jaden, to make the call. How should you communicate with Jaden to ensure the call is made and help is on the way?
 - *Always pick someone specific.*
 - *Make sure they come back and tell you the call has been made.*
 - *Look directly at them and say, “Jaden, call 9-1-1.”*

Question 4: Evan requires care for a life-threatening condition.

- What are general guidelines for anyone requiring care?
 - *Give care consistent with your knowledge and training.*
 - *Offer to assist the person with medication administration, if needed.*
 - *Help the person rest in the most comfortable position.*
 - *Keep the person from getting chilled or overheated.*
 - *Reassure the person by telling them that you will help and that EMS personnel has been called, if appropriate.*
 - *Continue to watch for changes in the person's condition including breathing and level of responsiveness.*

(Continued)

Placing the Person in a Recovery Position

VIDEO



REFERENCES

Course Presentation
Slides 20–21

Participant's Manual
Chapter 1

- Explain to participants that they are going to watch a video about how to put an adult in a recovery position, which is used if the person is unresponsive but breathing or is responsive but not fully awake.
- Show the video, "Recovery Position" (Adult) (0:47).
- Ask participants if anything in the video needs clarification.

Skill Practice: Checking a Person Who Appears Unresponsive (optional)

7 minutes

SKILL PRACTICE



VIDEO



REFERENCES

Course Presentation
Slides 22–25

Skill Practice Sheet:
Checking a Person
Who Appears
Unresponsive

Participant Progress
Log

- Tell participants that they will now practice checking the scene, forming an initial impression and checking a person who appears unresponsive.
- Show the video, "Skill Practice Walk-Through" (1:25).
- Divide the class into groups of **two or three** and assign the roles of "First Aid Responder," "Bystander" or "Coach." For groups of two, have the second participant play the roles of Bystander and Coach.
- Have groups get into position by their manikin to prepare for skill practice.
- Ensure that the manikins are on a firm, flat surface.
- Communicate the following to participants:
 - The **First Aid Responder** will check the scene, form an initial impression and check for responsiveness.
 - The **Bystander** will observe.
 - The **Coach** will give feedback and guide the First Aid Responder through the steps of checking the scene, forming an initial impression and checking for responsiveness using the Skill Practice Sheet: Checking a Person Who Appears Unresponsive.
 - In all rounds, the Coach should read each step of the skill aloud, as needed.



Instructor's Note You can modify the degree of coaching based on the participants' experience level. For example, if a participant in the role of First Aid Responder does not need guiding through the steps of the skill, the coach can just observe and give corrective feedback as needed.

- After all steps have been completed, participants should switch roles and the new First Aid Responder should check the scene and the person until all participants have had a turn.
- Participants should help each other achieve effective compressions through peer feedback.
- Circulate among the groups to give assistance and corrective global and individual feedback as necessary. Reinforce the key components of checking the scene and the person as you give feedback.
- Common errors to look for include:
 - Failing to check the scene for safety.
 - Failing to call 9-1-1 and get equipment or tell someone to do so.
 - Failing to perform the shout-tap-shout sequence.
- Ensure that the Coach gives step-by-step instructions during the rounds, as needed.
- Manage the time for each round of skill practice and rotate roles at the end of each round.
- Check off each participant's progress on the Participant Progress Log.
- Ask participants if anything from the skill practice needs clarification.

MODULE 2

Adult CPR and AED

Module Length: 70 minutes

Guidance for the Instructor

To complete this module and meet the learning objectives, you must:

- Discuss all points in the topic, “Recognizing Cardiac Arrest.”
- Discuss all points in the topic, “Components of High-Quality CPR.”
- Show the video, “High-Quality CPR for Adults” (1:14).
- Discuss all points in the topic, “Giving CPR.”
- Show the video, “CPR for Adults” (8:55).
- Discuss all points in the topic, “CPR Skill Practice.”
- Show the video, “Skill Practice Walk-Through” (1:25).
- Conduct the skill practice, “Giving Chest Compressions.”
- Conduct the skill practice, “Giving Breaths.”
- Conduct the skill practice, “Giving CPR Cycles.”
- Discuss all points in the topic, “Safe and Effective Use of AEDs.”
- Show the video, “Using an AED for Adults” (6:12).
- Discuss all points in the topic, “AED Skill Practice.”
- Conduct the skill practice, “Using an AED.”
- Discuss all points in the topic, “Assessment Scenario: Giving CPR and Using an AED.”
- Show the video, “Assessment Scenario Walk-Through” (1:48).
- Conduct the scenario, “Giving CPR and Using an AED for Adults.”

Learning Objectives


After completing this module, participants will be able to:


- Demonstrate how to perform high-quality CPR.
- Explain what to do if the chest does not rise with breaths.
- Understand the importance of CPR with breaths—and if unable or unwilling, the role of compression-only CPR.
- Understand the value of using an AED along with CPR.
- Identify precautions to take when using an AED.
- Demonstrate how to use an AED [CPR/AED course].

Materials, Equipment and Supplies

- Adult First Aid/CPR/AED Instructor-Led Training course presentation, downloadable videos or DVD
- Computer or tablet with speakers, projector and projection screen or monitor
- Student Training Kits for CPR and/or First Aid or equivalent training supplies:
 - CPR breathing barriers (face shield or pocket mask; one for each participant)
 - Latex-free disposable gloves (multiple sizes)
- AED training devices and pads (minimum of one for every two or three participants)
- Adult manikins (minimum of one for every two or three participants), based on the needs of participants
- Skill Practice Sheet: Giving Chest Compressions to Adults (one for every two or three participants)
- Skill Practice Sheet: Giving Breaths to Adults with a Face Shield/Pocket Mask (one for every two or three participants)
- Skill Practice Sheet: Giving CPR Cycles to Adults (one for every two or three participants)
- Skill Practice Sheet: Using an AED for Adults (one for every two or three participants)

- Assessment Scenario Flowchart: Giving CPR and Using an AED for Adults (one for every two or three participants)
- Assessment Scenario Tool: Giving CPR and Using an AED for Adults
- Red Cross First Aid mobile app (optional)
- Ready Reference cards (optional)
- *First Aid/CPR/AED Participant's Manual* (optional)
- Participant Progress Log

 **Instructor's Note** Skill Practice Sheets, Assessment Scenario Flowcharts, Assessment Scenario Tools and Participant Progress Logs can be copied from the Appendices of this instructor's manual or downloaded from the Red Cross Learning Center.

 **Instructor's Note** This module accommodates the CPR/AED and CPR-only courses. If you are conducting a CPR-only course, participants will be *exposed* to an AED in the topic, "Safe and Effective Use of AEDs." This exposure is intentional, as using an AED along with CPR is critical to save lives. If you are teaching a CPR-only course, teach all topics in this module **except** "AED Skill Practice." In addition, follow the instructor's notes throughout this module for how to conduct the lesson accordingly.

Recognizing Cardiac Arrest

2 minutes

LECTURE



REFERENCES



Course Presentation
Slides 26–30

Participant's Manual
Chapter 2

- Explain the following to participants:
 - Cardiac arrest occurs when the heart stops beating or beats too ineffectively to circulate blood to the brain and other vital organs.
 - Cardiac arrest frequently happens suddenly, without any signs and symptoms. Cardiac arrest is often due to a blockage of the blood vessels supplying oxygen to the heart muscle (heart attack).
 - Cardiac arrest may also occur due to effects of:
 - Drowning.
 - Breathing emergencies.
 - Trauma.
 - A person in cardiac arrest is not responsive, not breathing (or only has gasping breaths) and has no heartbeat.
 - You can make a difference by acting right away to save a life by giving CPR.
 - If you think a person is in cardiac arrest:
 - Call 9-1-1 and get equipment, or tell someone to do so.
 - Begin CPR immediately.
 - Use an AED as soon as possible.




Components of High-Quality CPR

2 minutes

<p>VIDEO</p>  <p>REFERENCES Course Presentation Slides 31–32 Participant's Manual Chapter 2</p>	<ul style="list-style-type: none"> ■ Explain to participants that they are going to watch a video about high-quality CPR for adults. ■ Show the video, “High-Quality CPR for Adults” (1:14). ■ Ask participants if anything in the video needs clarification.
<p>LECTURE</p>  <p>REFERENCES Course Presentation Slide 33 Participant's Manual Chapter 2</p>	<ul style="list-style-type: none"> ■ Explain to participants that they will learn to give high-quality CPR as a progression. They will be guided through each component of the skill, practice each component and then put it all together. The progression includes: <ul style="list-style-type: none"> ● Body position. ● Giving chest compressions. ● Opening the airway. ● Giving breaths. ● Giving CPR cycles.

Giving CPR

12 minutes

Giving CPR	
<p>LECTURE</p>  <p>VIDEO</p>  <p>REFERENCES Course Presentation Slides 34–37 Participant's Manual Chapter 2</p>	<ul style="list-style-type: none"> ■ Explain to participants that they are going to watch a video about giving CPR. ■ Show the video, “CPR for Adults” (8:55). ■ Ask participants if they have any questions about how to perform the skill. ■ Remind participants that CPR cycles begin with 30 compressions followed by 2 breaths. However, when drowning is the suspected cause of cardiac arrest, the responder should give 2 initial breaths before starting CPR. ■ Tell participants that if more than one responder is available and trained in CPR, the additional responder should switch with the original responder whenever the original responder giving compressions indicates that they are tiring or after every five cycles of CPR (about every 2 minutes). Switching responsibility for CPR frequently reduces responder fatigue, which improves the quality of chest compressions and leads to a better chance of survival for the person.
Compression-Only CPR	
<p>LECTURE</p>  <p>REFERENCES Course Presentation Slide 38 Participant's Manual Chapter 2</p>	<ul style="list-style-type: none"> ■ Communicate the following to participants: <ul style="list-style-type: none"> ● If you are unable or unwilling for any reason to give full CPR (chest compressions with breaths), give continuous chest compressions at a rate of 100 to 120 per minute after calling 9-1-1. ● Continue giving chest compressions until the person shows an obvious sign of life like breathing; the scene becomes unsafe; an AED is ready; you're too exhausted to continue; a trained responder takes over; or EMS personnel arrive and begin their care of the person.

CPR Skill Practice

24 minutes

DEMO



VIDEO



REFERENCES

Course Presentation
Slides 39–40

- Orient the participants to the manikins that will be used for skill practice.
- Give a brief demonstration of how the manikins you are using in class function.
- Show the video, “Skill Practice Walk-Through” (1:25), if you did not conduct the optional skill practice in Module 1, “Checking a Person Who Appears Unresponsive.”

Giving Chest Compressions

SKILL PRACTICE



REFERENCES

Course Presentation
Slides 41–42

Skill Practice
Sheet: Giving Chest
Compressions to
Adults

Participant's Manual
Appendix C

Participant Progress
Log

- Conduct the skill practice, “Giving Chest Compressions.”
- Tell participants that they will now practice giving chest compressions.
- Divide the class into groups of **two or three** and assign the roles of “First Aid Responder,” “Bystander” or “Coach.” For groups of two, have the second participant play the roles of Bystander and Coach.
- Have groups get into position by their manikin to prepare for skill practice.
- Ensure that the manikins are on a firm, flat surface.
- Communicate the following to participants:
 - The **First Aid Responder** will give three sets of 30 chest compressions.
 - The **Bystander** will observe.
 - The **Coach** will give feedback and guide the First Aid Responder through the steps of body position and giving chest compressions using the Skill Practice Sheet: Giving Chest Compressions to Adults.
 - In all the rounds, the Coach should read each step of the skill aloud, as needed.



Instructor's Note You can modify the degree of coaching based on the participants' experience level. For example, if a participant in the role of First Aid Responder doesn't need guiding through the steps of the skill, the coach can just observe and give corrective feedback as needed.

- After all steps have been completed, participants should switch roles and the new First Aid Responder should give three sets of 30 chest compressions for approximately 1 minute until all participants have had a turn.
- Participants should help each other achieve effective compressions through peer feedback.
- Circulate among the groups to give assistance and corrective global and individual feedback as necessary. Reinforce the key components of high-quality chest compressions as you give feedback.
 - Common errors to look for include:
 - Giving compressions that are too shallow or too deep.
 - Interrupting compressions for too long or too frequently.
 - Incorrectly positioning the hands too low or too high.
 - Failing to use own weight to help with compressions by being over the center of the person's chest with own arms locked.
 - Failing to allow the chest to return to its normal position after each compression or giving compressions at an inappropriate rate.



Instructor's Note Manikins with a feedback device, such as a clicker or lights, indicate if participants are properly giving chest compressions. Be sure you and participants understand how your specific manikin feedback device works.

- Ensure that the Coach gives step-by-step instructions during the rounds, as needed.
- Manage the time for each round of skill practice and rotate roles at the end of each round.
- Check off each participant's progress on the Participant Progress Log.
- Ask participants if anything from the skill practice needs clarification.

Giving Breaths

SKILL PRACTICE



REFERENCES

Course Presentation
Slides 43–45

Skill Practice Sheet:
Giving Breaths to
Adults with a Face
Shield/Pocket Mask

Participant's Manual
Appendix C

Participant Progress
Log

- Conduct the skill practice, "Giving Breaths."
- Tell participants that they will now practice giving breaths.



Instructor's Note Participants should practice giving breaths using the breathing barrier (i.e., face shield or pocket mask) that they will have at their workplace or home. Distribute the appropriate skill practice sheet for the breathing barrier you are using.

- Have the groups of **two or three** stay in position by their manikin to prepare for skill practice.
- Communicate the following to participants:
 - The **First Aid Responder** will give five sets of 2 breaths using an adult breathing barrier for approximately 1 minute.
 - The participant should make sure to take a brief break between each set to catch their breath.
 - The participant must successfully achieve chest rise with each breath.
 - The **Bystander** will observe.
 - The **Coach** will give feedback and guide the First Aid Responder through the steps of opening the airway and giving breaths using the Skill Practice Sheet: Giving Breaths to Adults with a Face Shield/Pocket Mask.
 - In all rounds, the Coach should read each step of the skill aloud, as needed.



Instructor's Note You can modify the degree of coaching based on the participants' experience level. For example, if a participant in the role of First Aid Responder doesn't need guiding through the steps of the skill, the coach can just observe and give corrective feedback as needed.

- After all steps have been completed, participants should switch roles and the new First Aid Responder should continue giving five sets of 2 breaths using an adult breathing barrier for approximately 1 minute until all participants have had a turn.
- Participants should help each other achieve effective breaths through peer feedback.



Instructor's Note It is important to use appropriate cleaning procedures between participants.

(Continued)

- Circulate among the groups to give assistance and corrective global and individual feedback as necessary.
 - Common errors to look for include:
 - Leaning in toward the chest, which closes the airway.
 - Not properly pinching the nose and sealing the mouth if using a face shield; not properly sealing the pocket mask.
 - Using an improperly sized mask for the person.



Instructor's Note When the participants are properly giving breaths, the manikin's chest should clearly begin to rise. If it does not, make sure the participant is maintaining a good seal and an open airway. Sometimes they lose the seal by not completely covering the manikin's mouth due to pursed lips or not opening the mouth wide enough; or they close the airway as they lean down to give breaths. If this is not the problem, check the manikin's lung bag to make sure it is not twisted and check the one-way valve that connects the manikin's mouth and lungs.

- Ensure that the Coach gives step-by-step instructions during the rounds, as needed.
- Manage the time for each round of skill practice and rotate roles at the end of each round.
- Check off each participant's progress on the Participant Progress Log.
- Ask participants if anything from the skill practice needs clarification.

Giving CPR Cycles

SKILL PRACTICE



REFERENCES

Course Presentation
Slides 46–47

Skill Practice Sheet:
Giving CPR Cycles to
Adults

Participant's Manual
Appendix C

Participant Progress
Log

- Conduct the skill practice, "Giving CPR Cycles."
- Tell participants that they will now practice putting compressions and breaths together.
- Have the groups of **two or three** stay in position by their manikin to prepare for skill practice.
- Communicate the following to participants:
 - The **First Aid Responder** will give **three cycles of 30 compressions and 2 breaths** using an adult breathing barrier.
 - The **Bystander** will observe.
 - The **Coach** will give feedback and guide the First Aid Responder through the cycles of 30 compressions and 2 breaths using the Skill Practice Sheet: Giving CPR Cycles to Adults.
 - In all rounds, the Coach should read each step of the skill aloud, as needed.






Instructor's Note You can modify the degree of coaching based on the participants' experience level. For example, if a participant in the role of First Aid Responder doesn't need guiding through the steps of the skill, the coach can just observe and give corrective feedback as needed.

- After all steps have been completed, participants will switch roles and the new First Aid Responder will continue giving three cycles of 30 compressions and 2 breaths using an adult breathing barrier until all participants have had a turn.
- Participants should help each other count compressions and help each other achieve effective breaths through peer feedback.
- Circulate among the groups to give assistance and corrective global and individual feedback as necessary.
 - Common errors to look for include:
 - Interrupting chest compressions for 10 seconds or more.

- Ensure that the Coach gives step-by-step instructions during the rounds, as needed.
- Manage the time for each round of skill practice and rotate roles at the end of each round.
- Check off each participant's progress on the Participant Progress Log.
- Ask participants if anything from the skill practice needs clarification.


Safe and Effective Use of AEDs

8 minutes

<p>LECTURE</p>  <p>REFERENCES Course Presentation Slides 48–52 Participant's Manual Chapter 2</p>	<ul style="list-style-type: none"> ■ Communicate the following to participants: <ul style="list-style-type: none"> ● For someone in cardiac arrest, deciding to act is the most important first step. Calling 9-1-1 and getting equipment, or telling someone to do so, starting CPR immediately and using an AED as soon as possible gives the person the best chance for survival. ● Use the AED as soon as possible, but do not delay compressions to find or use the AED. ● A person must be removed from water (puddle or body of water) before using the AED. ● It is safe to use an AED on pregnant women, in rain and snow, and when the person is lying on a metal surface. An AED is also safe to use on a person with an implantable medical device (e.g., pacemaker) but the AED pads should not be placed directly over the device. ● It is not necessary to shave a person's chest hair before applying the AED pads nor remove jewelry or piercings before using the AED.
<p>VIDEO</p>  <p>REFERENCES Course Presentation Slide 53 Participant's Manual Chapter 2</p>	<ul style="list-style-type: none"> ■ Explain to participants that they are going to watch a video about using an AED. ■ Show the video, "Using an AED for Adults" (6:12). ■ Ask participants if anything in the video needs clarification.
<p>DEMO (optional)</p>  <p>REFERENCES Course Presentation Slide 54</p>	<ul style="list-style-type: none"> ■ If participants in your course will be using a different AED trainer than the one shown in the video, "Using an AED for Adults," give a brief demonstration of how the AED trainer you are using functions differently.

AED Skill Practice

7 minutes

 **Instructor's Note** If you are teaching a CPR-only course, skip over the topic, "AED Skill Practice." Resume teaching with the topic, "Assessment Scenario: Giving CPR and Using an AED."

SKILL PRACTICE



REFERENCES


Course Presentation
Slides 55–57

Skill Practice Sheet:
Using an AED for
Adults


Participant's Manual
Appendix C


Participant Progress
Log

- Conduct the skill practice, "Using an AED."
- Tell participants that they will now practice using an AED when they are the only trained responder on the scene.
- Have the groups of **two or three** get into position beside their manikin and assign the roles of "First Aid Responder," "Bystander" or "Coach." For groups of two, have the second participant play the roles of Bystander and Coach.
- Communicate the following to participants:
 - The **First Aid Responder** will operate the AED. After the shock is delivered, they will get into CPR position but they will **not** perform CPR.
 - The **Bystander** will observe.
 - The **Coach** will give feedback and guide the First Aid Responder through the skill practice as needed using the Skill Practice Sheet: Using an AED for Adults.
 - In all rounds, the Coach should read each step of the skill aloud, as needed.

 **Instructor's Note** You can modify the degree of coaching based on the participants' experience level. For example, if a participant in the role of First Aid Responder doesn't need guiding through the steps of the skill, the coach can just observe and give corrective feedback as needed.

- After all steps have been completed, participants should switch roles and the new First Aid Responder should complete all steps until all participants have had a turn attaching the AED pads and operating the AED.
- Participants should give each other peer feedback.

 **Instructor's Note** Ensure that each participant has the opportunity to place the AED pads appropriately and operate the AED until it delivers a shock at least once during this skill practice.

 **Instructor's Note** Tell participants that the AED training devices they will be using do not deliver a shock.

- Circulate among the groups to give assistance and corrective global and individual feedback as necessary.
 - Common errors to look for include:
 - Plugging the AED pad connector cable into the AED before placing the pads on the chest (causing the AED to start analyzing before the pads are placed).
 - Attaching the AED pads in the incorrect positions on the chest.
 - Touching the person while the AED is analyzing the rhythm because touching the person could adversely affect the analysis.

- Touching the person while the AED is delivering a shock because anyone touching the person could also receive a shock.
- Interrupting chest compressions for longer than 10 seconds.



Instructor's Note The goal is to minimize interruptions in chest compressions to less than 10 seconds. However, it may take a single first aid responder longer than 10 seconds to set up and operate the AED. This is acceptable providing they work as efficiently and effectively as possible and immediately begin CPR after analysis and shock (if needed). Even if an untrained bystander is present, the first aid responder should interrupt chest compressions to set up and operate the AED, because they may not have the skill and/or experience to direct an untrained bystander in the proper use of an AED while they are simultaneously giving high-quality CPR.

- Ensure that the Coach gives step-by-step instructions during the rounds, as needed.
- Manage the time for each round of skill practice and rotate roles at the end of each round (i.e., as soon as the person pushes the shock button and gets into position to give compressions).
- Check off each participant's progress on the Participant Progress Log.
- Ask participants if anything from the skill practice needs clarification.

Assessment Scenario: Giving CPR and Using an AED

15 minutes



Instructor's Note If you are teaching a CPR/AED course, conduct the entire scenario. If you are teaching a CPR-only course, stop the scenario after each First Aid Responder has completed three complete cycles of CPR.

SCENARIO



VIDEO



REFERENCES

Course Presentation
Slides 58–62

Assessment Scenario
Flowchart: Giving CPR
and Using an AED for
Adults

Assessment Scenario
Tool: Giving CPR and
Using an AED for Adults
Participant Progress Log

- Tell participants that they will now be assessed on putting everything together, from checking the scene and forming an initial impression through three cycles of CPR for a CPR-only course and through using an AED for a CPR/AED course.
- Show the video, “Assessment Scenario Walk-Through” (1:48).
- Have the groups of **two or three** get into position beside their manikin and assign the roles of “First Aid Responder,” “Bystander” or “Coach.” For groups of two, have the second participant play the roles of Bystander and Coach.
- Explain to participants that you will provide a scenario setup and appropriate prompts throughout the scenario.
 - Participants should wait for instructor prompts and not rush ahead in the scenario.

(Continued)



Instructor's Note Scenario setups are provided in the Assessment Scenario Tool. However, you can make up your own scenario setup specific to your facility's needs, as long as it achieves the objectives of checking the scene, forming an initial impression, using PPE, checking the person, calling 9-1-1 and getting equipment and giving CPR and, if applicable, using an AED.

- Communicate the following to participants:
 - **CPR-only course:**
 - The **First Aid Responder** will give CPR. The person in this role should follow instructor prompts and check the scene for safety, form an initial impression, use PPE, check the person, tell the bystander to call 9-1-1 and get equipment, and give CPR cycles.
 - The **Bystander** will verbalize calling 9-1-1 and getting an AED (if applicable) and a first aid kit when instructed.
 - The **Coach** will observe the First Aid Responder and reference the Assessment Scenario Flowchart: Giving CPR and Using an AED for Adults in preparation for their turn. If necessary, the Coach can repeat the instructor prompts during the scenario but should **not** provide coaching or peer-to-peer feedback.
 - **CPR/AED course:**
 - The **First Aid Responder** will give CPR and use the AED. The person in this role should follow instructor prompts and check the scene for safety, form an initial impression, use PPE, check the person, tell the bystander to call 9-1-1 and get equipment, give CPR cycles and use the AED when it arrives.
 - The **Bystander** will verbalize calling 9-1-1 and getting an AED and a first aid kit when instructed.
 - The **Coach** will observe the First Aid Responder and reference the Assessment Scenario Flowchart: Giving CPR and Using an AED for Adults in preparation for their turn. If necessary, the Coach can repeat the instructor prompts during the scenario but should **not** provide coaching or peer-to-peer feedback.
- Ensure that a breathing barrier and AED are available to each group.
- Hand out the Assessment Scenario Flowchart: Giving CPR and Using an AED for Adults to each group.
- Communicate the following to participants:
 - You will perform the assessment scenario until all participants have had an opportunity to be assessed in the role of First Aid Responder.
- Circulate among the groups to give assistance and corrective global and individual feedback as necessary during and after each round.
- Manage the time for each round of the scenario and rotate roles after each round of the scenario.
- Check off each participant's progress on the Participant Progress Log.
- Ask participants if anything from the scenario needs clarification.

MODULE 3

Choking

Module Length: 20 minutes

Guidance for the Instructor

To complete this module and meet the learning objectives, you must:

- Discuss all points in the topic, “Recognizing Choking.”
- Show the video, “Recognizing Choking” (Adult) (1:39).
- Discuss all points in the topic, “Caring for a Choking Adult.”
- Show the video, “Caring for a Responsive Choking Adult” (3:12).
- Show the video, “Caring for an Unresponsive Choking Adult” (1:30).
- Conduct the skill practice, “Giving Back Blows and Abdominal Thrusts to Adults.”
- Discuss all points in the topic, “Assessment Scenario: Caring for a Choking Adult.”
- Conduct the scenario, “Caring for a Choking Adult.”

Learning Objectives

After completing this module, participants will be able to:

- Recognize when a responsive adult is choking.
- Demonstrate how to care for an adult who is responsive and choking.
- Describe how to care for an adult who becomes unresponsive.

Materials, Equipment and Supplies



- Adult First Aid/CPR/AED Instructor-Led Training course presentation, downloadable videos or DVD
- Computer or tablet with speakers, projector and projection screen or monitor
- Latex-free disposable gloves (multiple sizes)
- Skill Practice Sheet: Giving Back Blows and Abdominal Thrusts to Adults and Children (one for every two or three participants)
- Skill Practice Sheet: Giving Back Blows and Abdominal Thrusts to Adults and Children (Without Physical Contact; one for every two or three participants)
- Assessment Scenario Flowchart: Caring for a Choking Adult or Child (one for every two or three participants)
- Assessment Scenario Tool: Caring for a Choking Adult or Child
- Red Cross First Aid mobile app (optional)
- Ready Reference cards (optional)
- *First Aid/CPR/AED Participant's Manual* (optional)
- Participant Progress Log



Instructor's Note Skill Practice Sheets, Assessment Scenario Flowcharts, Assessment Scenario Tools and Participant Progress Logs can be copied from the Appendices of this instructor's manual or downloaded from the Red Cross Learning Center.



Recognizing Choking

2 minutes

<p>LECTURE</p>  <p>REFERENCES Course Presentation Slides 63–66 Participant's Manual Chapter 4</p>	<ul style="list-style-type: none">■ Communicate the following to participants:<ul style="list-style-type: none">● Choking occurs when the airway becomes either partially or completely blocked by a foreign object (e.g., a piece of food, a small toy, or body fluids, such as vomit or blood).● Choking is especially common in young children and older adults, but a person of any age can choke.■ Communicate the following to participants:<ul style="list-style-type: none">● This training will empower you to act if you ever need to give care for an adult who is choking.● A person who is choking can become unresponsive, and if unresponsive and if left untreated, can go into cardiac arrest before EMS arrives. By taking action and giving immediate care, you can save a life.
<p>VIDEO</p>  <p>REFERENCES Course Presentation Slide 67 Participant's Manual Chapter 4</p>	<ul style="list-style-type: none">■ Tell participants that it is important to recognize when a person is choking and act quickly.■ Explain to participants that they are going to watch a video about recognizing choking.■ Show the video, "Recognizing Choking" (Adult) (1:39).■ Ask participants if anything in the video needs clarification.

Caring for a Choking Adult

11 minutes

<p>VIDEO</p>  <p>REFERENCES Course Presentation Slides 68–70 Participant's Manual Chapter 4</p>	<ul style="list-style-type: none">■ Explain to participants that they will now watch a video to learn how to care for a responsive choking adult.■ Show the video, "Caring for a Responsive Choking Adult" (3:12).■ Ask if participants have any questions about how to perform the skill. <div data-bbox="319 1396 1369 1516" style="border: 2px solid red; border-radius: 15px; padding: 10px;"><p> Instructor's Note If you are teaching a First Aid only course, you can skip the unresponsive choking for adults video and go straight into skill practice.</p></div> <ul style="list-style-type: none">■ Explain to participants that they will now watch a video to learn how to care for an unresponsive choking adult.■ Show the video, "Caring for an Unresponsive Choking Adult" (1:30).
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SKILL PRACTICE



REFERENCES

Course Presentation
Slides 71–73

Skill Practice Sheet:
Giving Back Blows and
Abdominal Thrusts to
Adults and Children

Skill Practice Sheet:
Giving Back Blows and
Abdominal Thrusts to
Adults and Children
(Without Physical
Contact)

Participant's Manual
Chapter 4

Participant Progress
Log

- Conduct the skill practice, “Giving Back Blows and Abdominal Thrusts to Adults.”
- Tell participants that they will now practice giving back blows and abdominal thrusts to an adult.
- Divide the class into groups of **two or three** and assign the roles of “First Aid Responder,” “Choking Person” or “Coach.” For groups of two, have the second participant play the roles of Choking Person and Coach.
- Participants who are comfortable with physical contact should be partnered with each other.
- Let participants know that while it is more realistic to practice with each other, if they are uncomfortable with practicing on someone or with someone practicing on them, there is an alternative skill approach available.
 - Participants who do not wish to have physical contact should be partnered with each other.
 - It is important to first demonstrate to participants how to position themselves and perform the “without physical contact” technique before they attempt it themselves.



Instructor's Note It is acceptable for a participant to ask for an alternative. They should be given this opportunity without penalty or judgment.

- Communicate the following to participants:
 - The **First Aid Responder** will care for a choking adult. The person in this role should complete all steps of caring for a choking adult by giving five cycles of 5 back blows and 5 abdominal thrusts.
 - The **Choking Person** should role-play as appropriate.
 - The **Coach** will give feedback and guide the First Aid Responder through the steps of the skill using the Skill Practice Sheet: Giving Back Blows and Abdominal Thrusts to Adults and Children.
 - In all rounds, the Coach should read each step of the skill aloud, as needed.



Instructor's Note You can modify the degree of coaching based on the participants' experience level. For example, if a participant in the role of First Aid Responder doesn't need guiding through the steps of the skill, the coach can just observe and give corrective feedback as needed.

- After all steps have been completed, participants should switch roles and the new First Aid Responder should complete all steps.
- Participants should help each other and give peer feedback.



Instructor's Note Emphasize that this skill practice will be simulation only; participants should *never* actually give abdominal thrusts and back blows to their partners.

- Circulate among the groups to give assistance and corrective global and individual feedback as necessary.
- Common errors to look for include:
 - Not properly positioning the hands during back blows.
 - Not placing one foot in between the feet of the choking person when giving abdominal thrusts.
 - Not using the thumb side of the fist for abdominal thrusts.
 - Placing the fist too high when giving abdominal thrusts.
- Ensure that the Coach gives step-by-step instructions during the rounds, as needed.
- Manage the time for each round of skill practice and rotate roles at the end of each round.
- Check off each participant's progress on the Participant Progress Log.
- Ask participants if anything from the skill practice needs clarification.

Assessment Scenario: Caring for a Choking Adult

7 minutes

SCENARIO



REFERENCES

Course Presentation
Slides 74–76

Assessment Scenario
Flowchart: Caring for a
Choking Adult or Child

Assessment Scenario
Tool: Caring for a
Choking Adult or Child

Participant Progress
Log

- Tell participants that they will now be assessed on putting everything together, from checking the scene and forming an initial impression through caring for an adult who is choking.
- Have the groups of **two or three** get into position and assign the roles of “First Aid Responder,” “Choking Person” or “Coach/Bystander.” For groups of two, have the second participant play the roles of Choking Person and Coach. You (the instructor) may play the role of Bystander.
 - Participants who are comfortable with physical contact should be partnered with each other.
 - Let participants know that while it is more realistic to practice with each other, if they are uncomfortable with practicing on someone or with someone practicing on them, there is an alternative approach available.
 - Participants who do not wish to have physical contact should be partnered with each other.



Instructor’s Note It is acceptable for a participant to ask for an alternative. They should be given this opportunity without penalty or judgment.

- Explain to participants that you will provide a scenario setup and appropriate prompts throughout the scenario.
 - Participants should wait for instructor prompts and not rush ahead in the scenario.



Instructor’s Note Scenario setups are provided in the Assessment Scenario Tool. However, you can make up your own scenario setup specific to your facility’s needs, as long as it achieves the objectives of checking the scene, forming an initial impression, obtaining consent, using PPE, checking the person, calling 9-1-1 and getting equipment and caring for an adult who is choking.

- Communicate the following to participants:
 - The **First Aid Responder** will care for the choking person. The person in this role should follow instructor prompts and check the scene for safety, form an initial impression, obtain consent, use PPE, check the person, tell the bystander to call 9-1-1 and get equipment, and give care for the choking adult.
 - The **Choking Person** should follow instructor prompts and role-play as appropriate.
 - The **Bystander** will verbalize calling 9-1-1 and getting an AED and a first aid kit when instructed. The **Coach** will observe the First Aid Responder and reference the Assessment Scenario Flowchart: Caring for a Choking Adult or Child in preparation for their turn. If necessary, the Coach can repeat the instructor prompts but should **not** provide coaching or peer-to-peer feedback.



Instructor’s Note Emphasize that this scenario will be simulation only; participants will not actually give abdominal thrusts and back blows to their partners.

	<ul style="list-style-type: none">■ Hand out the Assessment Scenario Flowchart: Caring for a Choking Adult or Child to each group.■ Communicate the following to participants:<ul style="list-style-type: none">● You will perform the assessment scenario until all participants have had an opportunity to be assessed in the role of First Aid Responder.■ Circulate among the groups to give assistance and corrective global and individual feedback as necessary during and after each round.■ Manage the time for each round of the scenario and rotate roles after each round of the scenario.■ Check off each participant's progress on the Participant Progress Log.■ Ask participants if anything from the scenario needs clarification.
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MODULE 4

Sudden Illness

Module Length: 20 minutes

Guidance for the Instructor

To complete this module and meet the learning objectives, you must:

- Discuss all points in the topic, “Sudden Illness.”
- Discuss all points in the topic, “Recognizing and Caring for Sudden Illness.”
- Show the videos, “General Approach to Sudden Illness” (Adult) (2:38), “Stroke” (Adult) (1:48), “Shock” (Adult) (1:27), “Asthma Attack” (Adult) (1:10), “Anaphylaxis” (1:23), “Heart Attack” (2:13), “Opioid Overdose” (1:10), and “Diabetic Emergency” (Adult) (1:47).
- Conduct the scenario, “Caring for a Person with a Sudden Illness” (optional).

Learning Objectives

After completing this module, participants will be able to:

- Recognize a sudden illness.
- Describe general care for common sudden illnesses.
- Describe how to assist an adult with medication.

Materials, Equipment and Supplies

- Adult First Aid/CPR/AED Instructor-Led Training course presentation, downloadable videos or DVD
- Computer or tablet with speakers, projector and projection screen or monitor
- Assessment Scenario Flowchart: Caring for a Person Experiencing a Sudden Illness (optional; one for every two or three participants)
- Assessment Scenario Tool: Caring for a Person Experiencing a Sudden Illness (optional)
- Red Cross First Aid mobile app (optional)
- Ready Reference cards (optional)
- *First Aid/CPR/AED Participant's Manual* (optional)



Instructor's Note If you are teaching any of the following Skill Boosts, they may be taught at the end of this module or at the end of the course:

- Skill Boost: Asthma and Quick-Relief Medication Administration
- Skill Boost: Anaphylaxis and Epinephrine Auto-Injector Administration
- Skill Boost: Opioid Overdose and Naloxone Administration

Sudden Illness

20 minutes

LECTURE



GUIDED DISCUSSION



REFERENCES

Course Presentation
Slides 77–82

Participant's Manual
Chapter 5

- Ask participants: **What are some examples of life-threatening sudden illnesses?**
Answers:
 - Heart attack
 - Asthma attack
 - Anaphylaxis
 - Diabetic emergency
 - Seizures
 - Shock
 - Opioid overdose
 - Stroke
- Tell participants that the signs and symptoms of sudden illness vary widely, depending on the cause of the illness. The person may have:
 - Trouble breathing.
 - Pain, such as chest pain, abdominal pain or a headache.
 - Changes in level of responsiveness, such as being confused or unaware of one's surroundings, or becoming unresponsive.
 - Extreme fatigue.
 - Light-headedness or dizziness.
 - Nausea, vomiting, diarrhea or stomach cramps.
 - A fever.
 - Pale, ashen (gray) or very flushed skin, which may be excessively sweaty or dry, or excessively hot or cold.
 - Problems seeing or speaking (e.g., blurred vision or slurred speech).
 - Numbness, weakness or paralysis.
 - Seizures.



Instructor's Note If participants have questions about changes in skin color in darker skin, explain that changes in skin color, including pale, gray (ashen) or flushed skin happens in all people and that it is simply a degree of change from the person's baseline skin color. To look for changes in skin color, it can be helpful to look at less pigmented areas of the skin, such as lips or mucous membranes. In addition, a person with a sudden illness will just not "look right" and will have other signs and symptoms of sudden illness, such as sweating, trouble breathing, nausea, and so on.

General Approach to Sudden Illness

VIDEO



REFERENCES

Course Presentation
Slide 83

Participant's Manual
Chapter 5

- Explain to participants that they are going to watch a video about a general approach to sudden illness for adults.
- Show the video, "General Approach to Sudden Illness" (Adult) (2:38).
- Ask participants if anything in the video needs clarification.
- Explain to participants that if, during the *initial impression*, they determine that the person appears to be experiencing a life-threatening sudden illness, they should immediately call 9-1-1, get the equipment and give general care for the condition found. *Then*, they should continue their check (as appropriate) to determine if additional care is needed.

Stroke

VIDEO



REFERENCES

Course Presentation
Slide 84

Participant's Manual
Chapter 5

- Explain to participants that they are going to watch a video about recognizing and caring for a person having a stroke.
- Remind participants that if they recognize signs and symptoms of stroke during their check of the person, they should always call 9-1-1 and get equipment before giving care.
- Show the video, "Stroke" (Adult) (1:48).
- Ask participants if anything in the video needs clarification.

Shock

VIDEO



REFERENCES

Course Presentation
Slide 85

Participant's Manual
Chapter 5

- Explain to participants that they are going to watch a video about recognizing and caring for a person in shock.
- Remind participants that if they recognize signs and symptoms of shock during their check of the person, they should always call 9-1-1 and get equipment before giving care.
- Show the video, "Shock" (Adult) (1:27).
- Ask participants if anything in the video needs clarification.

Asthma Attack

VIDEO



REFERENCES

Course Presentation
Slide 86

Participant's Manual
Chapter 5

- Explain to participants that they are going to watch a video about recognizing and caring for a person having an asthma attack.
- Remind participants that if they recognize signs and symptoms of an asthma attack during their check of the person, they should always call 9-1-1 and get equipment before giving care.
- Show the video, "Asthma Attack" (Adult) (1:10).
- Ask participants if anything in the video needs clarification.

Anaphylaxis

VIDEO



REFERENCES

Course Presentation
Slide 87

Participant's Manual
Chapter 5

- Explain to participants that they are going to watch a video about recognizing and caring for a person experiencing anaphylaxis.
- Remind participants that if they recognize signs and symptoms of anaphylaxis during their check of the person, they should always call 9-1-1 and get equipment before giving care.
- Show the video, "Anaphylaxis" (1:23).
- Ask participants if anything in the video needs clarification.

Heart Attack

VIDEO



REFERENCES

Course Presentation
Slide 88

Participant's Manual
Chapter 5

- Explain to participants that they are going to watch a video about recognizing and caring for a person having a heart attack.
- Remind participants that if they recognize signs and symptoms of a heart attack during their check of the person, they should always call 9-1-1 and get equipment before giving care.
- Show the video, "Heart Attack" (2:13).
- Ask participants if anything in the video needs clarification.

Opioid Overdose

VIDEO



REFERENCES

Course Presentation
Slide 89

Participant's Manual
Chapter 5

- Explain to participants that they are going to watch a video about recognizing and caring for a person experiencing opioid overdose.
- Remind participants that if they recognize signs and symptoms of an opioid overdose during their check of the person, they should always call 9-1-1 and get equipment before giving care.
- Show the video, "Opioid Overdose" (1:10).
- Ask participants if anything in the video needs clarification.

Diabetic Emergency

VIDEO



REFERENCES

Course Presentation
Slides 90–91

Participant's Manual
Chapter 5

- Explain to participants that they are going to watch a video about recognizing and caring for a person having a diabetic emergency.
- Remind participants that if they recognize signs and symptoms of a diabetic emergency and the person is not fully awake and alert during their check of the person, they should always call 9-1-1 and get equipment before giving care.
 - If the person is awake and alert, you can get equipment and give them oral sugar, as will be explained in the video, before calling 9-1-1. However, if the person's symptoms don't improve after giving sugar, then you need to call 9-1-1.
 - If you are unsure, the safest approach is always to call 9-1-1 and then get equipment and give care.
- Show the video, "Diabetic Emergency" (Adult) (1:47).
- Ask participants if anything in the video needs clarification.

Assessment Scenario: Caring for a Person Experiencing a Sudden Illness (optional)

7 minutes

SCENARIO



REFERENCES

Course Presentation
Slides 92–94

Assessment Scenario
Flowchart: Caring for a
Person Experiencing a
Sudden Illness

Assessment Scenario
Tool: Caring for a
Person Experiencing a
Sudden Illness

Participant Progress
Log

- Tell participants that they will now be assessed on putting everything together, from checking the scene through checking a person experiencing a sudden illness to determining care.
- Divide the class into groups of **two or three** and assign the roles of “First Aid Responder,” “Person Experiencing a Sudden Illness” or “Bystander/Coach.” For groups of two, have the second participant play the roles of Person Experiencing a Sudden Illness and Coach. You (the instructor) may play the role of Bystander.
- Explain to participants that you will provide a scenario setup and appropriate prompts throughout the scenario.
 - Participants should wait for instructor prompts and not rush ahead in the scenario.



Instructor's Note Scenario setups are provided in the Assessment Scenario Tool: two involving an adult and one involving a child. However, you can make up your own scenario setup specific to your facility's needs, as long as it achieves the objectives of checking the scene, forming an initial impression, obtaining consent, calling 9-1-1, using PPE, checking a person with a sudden illness and determining care.

- Communicate the following to participants:
 - The **First Aid Responder** will follow the instructor prompts and check the scene for safety, form an initial impression, obtain consent, use PPE and check the injured or ill person, tell the Bystander to call 9-1-1 and get equipment, and determine the appropriate care. The person in this role should complete all the check-call-care steps.
 - The **Person Experiencing a Sudden Illness** may choose to role-play one of the following conditions: asthma attack, anaphylaxis or diabetic emergency.
 - The **Bystander** will verbalize calling 9-1-1 and getting an AED and a first aid kit when instructed. The **Coach** will observe the First Aid Responder and reference the Assessment Scenario Flowchart: Checking a Person Experiencing a Sudden Illness in preparation for their turn. If necessary, the Coach can repeat the instructor prompts during the scenario but should **not** provide coaching or peer-to-peer feedback.
- Hand out the Assessment Scenario Flowchart: Checking a Person Experiencing a Sudden Illness to each group.
- Communicate the following to participants:
 - You will perform the assessment scenario until all participants have had an opportunity to be assessed in the role of First Aid Responder.
- Circulate among the groups to give assistance and corrective global and individual feedback as necessary during and after each round.
- Manage the time for each round of the scenario and rotate roles after each round of the scenario.
- Check off each participant's progress on the Participant Progress Log.
- Ask participants if anything from the scenario needs clarification.

MODULE 5

Life-Threatening Bleeding

Module Length: 28 minutes

Guidance for the Instructor

To complete this module and meet the learning objectives, you must:

- Discuss all points in the topic, “Recognizing Life-Threatening Bleeding.”
- Show the video, “Recognizing Life-Threatening Bleeding” (0:50).
- Discuss all points in the topic, “Caring for Life-Threatening Bleeding.”
- Show the video, “Using Direct Pressure and a Tourniquet to Control Life-Threatening Bleeding” (Adult) (9:16).
- Conduct the skill practice, “Using Direct Pressure to Control Life-Threatening Bleeding.”
- Discuss all points in the topic, “Assessment Scenario: Caring for Life-Threatening Bleeding.”
- Conduct the scenario, “Caring for Life-Threatening Bleeding.”

Learning Objectives

After completing this module, participants will be able to:


- Recognize life-threatening bleeding.
- Demonstrate how to control life-threatening bleeding using direct pressure and apply a bandage when the bleeding stops.
- Explain how to control life-threatening bleeding using a manufactured tourniquet.

Materials, Equipment and Supplies

- Adult First Aid/CPR/AED Instructor-Led Training course presentation, downloadable videos or DVD
- Computer or tablet with speakers, projector and projection screen or monitor
- Student Training Kits for CPR and/or First Aid or equivalent training supplies:
 - Latex-free disposable gloves (multiple sizes)
 - Gauze pads
 - Roller bandages
- Simulation device for bleeding control (e.g., pool noodle; one for every two or three participants)
- Skill Practice Sheet: Using Direct Pressure to Control Life-Threatening Bleeding (one for every two or three participants)
- Assessment Scenario Flowchart: Caring for Life-Threatening Bleeding (one for every two or three participants)
- Assessment Scenario Tool: Caring for Life-Threatening Bleeding
- Red Cross First Aid mobile app (optional)
- Ready Reference cards (optional)
- *First Aid/CPR/AED Participant's Manual* (optional)
- Participant Progress Log





Instructor's Note If you are teaching the Skill Boost: Life-Threatening Bleeding and Tourniquet Application, you do not need to teach this module.

 **Instructor's Note** Skill Practice Sheets, Assessment Scenario Flowcharts, Assessment Scenario Tools and Participant Progress Logs can be copied from the Appendices of this instructor's manual or downloaded from the Red Cross Learning Center.

Recognizing Life-Threatening Bleeding



3 minutes

<p>LECTURE</p>  <p>REFERENCES Course Presentation Slides 95–96 Participant's Manual Chapter 6</p>	<ul style="list-style-type: none"> ■ Emphasize to participants that this training will empower them to act if they ever need to give care for life-threatening bleeding. ■ Emphasize that when you recognize that an adult has life-threatening bleeding, it is important to do two things immediately: <ul style="list-style-type: none"> ● Call 9-1-1 or tell someone to do so. ● Get a bleeding control/first aid kit and an AED or tell someone to do so. ■ Emphasize that an adult with life-threatening bleeding can lose their life before EMS arrives. By taking action and giving immediate care, you can save a life.
<p>VIDEO</p>  <p>REFERENCES Course Presentation Slide 97 Participant's Manual Chapter 6</p>	<ul style="list-style-type: none"> ■ Explain to participants that they are going to watch a video about how to recognize if the bleeding is life-threatening. ■ Show the video, "Recognizing Life-Threatening Bleeding" (0:50). ■ Ask participants if anything in the video needs clarification.

Caring for Life-Threatening Bleeding

18 minutes

Using Pressure to Control Life-Threatening Bleeding

<p>LECTURE</p>  <p>VIDEO</p>  <p>REFERENCES Course Presentation Slides 98–100 Participant's Manual Chapter 6</p>	<ul style="list-style-type: none"> ■ Tell participants that pressure is the most effective way to stop all causes of bleeding. ■ Explain to participants that they are going to watch a video about how to use direct pressure and indirect pressure (a tourniquet) to control life-threatening bleeding. Although they will not practice applying a tourniquet, the video covers tourniquet use to inform them about this life-saving technique. ■ Show the video, "Using Direct Pressure and a Tourniquet to Control Life-Threatening Bleeding" (Adult) (9:16). ■ Tell participants that if they have applied a bandage after bleeding has stopped, they should: <ul style="list-style-type: none"> ● Monitor for bleeding through the dressing. ● If bleeding recurs, do not apply an additional dressing or bandage; instead remove the bandage and leave only the single dressing on the wound in place, and then apply direct manual pressure. ■ Tell participants that they should monitor for shock and give care, if necessary, until help arrives. ■ Ask participants if anything in the video or lecture needs clarification.
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SKILL PRACTICE



REFERENCES

Course Presentation
Slides 101–102

Skill Practice Sheet:
Using Direct Pressure
to Control Life-
Threatening Bleeding

Participant's Manual
Appendix C

Participant Progress
Log

- Conduct the skill practice, “Using Direct Pressure to Control Life-Threatening Bleeding.”
- Tell participants that they will practice controlling life-threatening bleeding using direct pressure and applying a bandage when the bleeding stops.
- Divide the class into groups of **two or three** and assign the roles of “First Aid Responder,” “Bystander” or “Coach.” For groups of two, have the second participant play the roles of Bystander and Coach.
- Have groups get into position by their simulated limb to prepare for skill practice. Tell them they should **not** practice direct pressure on each other. To ensure the safety of all participants, they should only practice on their simulated limb.
- Communicate the following to participants:
 - The **First Aid Responder** will use direct pressure to control life-threatening bleeding and apply a bandage when the bleeding stops.
 - The **Bystander** will observe.
 - The **Coach** will give feedback and guide the First Aid Responder through the steps of using direct pressure and applying a bandage once the bleeding stops using the Skill Practice Sheet: Using Direct Pressure to Control Life-Threatening Bleeding.
 - In all rounds, the Coach should read each step of the skill aloud, as needed.



Instructor's Note You can modify the degree of coaching based on the participants' experience level. For example, if a participant in the role of First Aid Responder doesn't need guiding through the steps of the skill, the coach can just observe and give corrective feedback as needed.

- After all steps have been completed, participants should switch roles and the new First Aid Responder should use direct pressure to control life-threatening bleeding and apply a bandage when the bleeding stops until all participants have had a turn.
- Participants should help each other and give peer feedback.
- Circulate among the groups to give assistance and corrective global and individual feedback as necessary.
- Common errors to look for include:
 - Not using both hands stacked on one another to apply direct pressure.
 - Not locking the elbows when applying direct pressure.
 - Not checking for circulation beyond the injury before and after bandaging.
- Ensure that the Coach gives step-by-step instructions during the rounds, as needed.
- Manage the time for each round of skill practice and rotate roles at the end of each round.
- Check off each participant's progress on the Participant Progress Log.
- Ask participants if anything from the skill practice needs clarification.

Assessment Scenario: Caring for Life-Threatening Bleeding

7 minutes

SCENARIO



REFERENCES

Course Presentation
Slides 103–105

Assessment Scenario
Flowchart: Caring
for Life-Threatening
Bleeding

Assessment Scenario
Tool: Caring for Life-
Threatening Bleeding

Participant Progress
Log

- Tell participants that they will now be assessed on putting everything together, including checking the scene, forming an initial impression, using direct pressure for an adult with life-threatening bleeding and applying a bandage when the bleeding stops.
- Have the groups of **two or three** get into position beside their simulated limb and assign the roles of “First Aid Responder,” “Bystander” or “Coach.” For groups of two, have the second participant play the roles of Bystander and Coach.
- Remind participants that they should **not** practice direct pressure on each other.
- Explain to participants that you will provide a scenario setup and appropriate prompts throughout the scenario.
 - Participants should wait for instructor prompts and not rush ahead in the scenario.



Instructor's Note Scenario setups are provided in the Assessment Scenario Tool. However, you can make up your own scenario setup specific to your facility's needs, as long as it achieves the objectives of checking the scene, forming an initial impression, obtaining consent, using PPE, calling 9-1-1 and getting equipment, using direct pressure for an adult with life-threatening bleeding and applying a bandage when the bleeding stops.

- Communicate the following to participants:
 - The **First Aid Responder** will care for the person with life-threatening bleeding. They should follow instructor prompts and check the scene for safety, form an initial impression, obtain consent, use PPE, tell the bystander to call 9-1-1 and get equipment, use direct pressure to care for an adult with life-threatening bleeding and apply a bandage when the bleeding stops.
 - The **Bystander** will verbalize calling 9-1-1 and getting a bleeding control/first aid kit and an AED, when instructed.
 - The **Coach** will observe the First Aid Responder and reference the Assessment Scenario Flowchart: Caring for Life-Threatening Bleeding in preparation for their turn. If necessary, the Coach can repeat the instructor prompts during the scenario but should **not** provide coaching or peer-to-peer feedback.
- Hand out the Assessment Scenario Flowchart: Caring for Life-Threatening Bleeding to each group.
- Communicate the following to participants:
 - You will perform the assessment scenario until all participants have had an opportunity to be assessed in the role of First Aid Responder.
- Circulate among the groups to give assistance and corrective global and individual feedback as necessary during and after each round.
- Manage the time for each round of the scenario and rotate roles after each round of the scenario.
- Check off each participant's progress on the Participant Progress Log.
- Ask participants if anything from the scenario needs clarification.

MODULE 6

Injuries and Environmental Emergencies

Module Length: 10 minutes

Guidance for the Instructor

To complete this module and meet the learning objectives, you must:

- Discuss all points in the topic, “Injuries and Environmental Emergencies.”
- Show the videos, “Burns” (Adult) (2:01), “Head, Neck and Spinal Injuries” (Adult) (2:53), “Heat Stroke” (Adult) (1:10), “Hypothermia” (Adult) (1:10) and “Poison Exposure” (1:14).

Learning Objectives

After completing this module, participants will be able to:

- Recognize and respond to common injuries, including burns and head, neck and spinal injuries.
- Recognize and respond to environmental injuries, including heat stroke, hypothermia and poison exposure.

Materials, Equipment and Supplies


- Adult First Aid/CPR/AED Instructor-Led Training course presentation, downloadable videos or DVD
- Computer or tablet with speakers, projector and projection screen or monitor
- Red Cross First Aid mobile app (optional)
- Ready Reference cards (optional)
- *First Aid/CPR/AED Participant’s Manual* (optional)




Instructor’s Note If you are teaching the Skill Boost: Head, Neck, Muscle, Bone, Joint Injuries and Splinting, it may be taught at the end of this module or at the end of the course.

Injuries and Environmental Emergencies


10 minutes

<p>LECTURE</p>  <p>REFERENCES Course Presentation Slides 106–108 Participant's Manual Chapter 7</p>	<ul style="list-style-type: none">■ Communicate the following to participants:<ul style="list-style-type: none">● Common life-threatening injuries include burns and head, neck and spinal injuries.● Life-threatening bleeding is covered in Module 5.● Common life-threatening environmental emergencies include heat stroke, hypothermia and poison exposure.● We are now going to cover a general approach to injuries and environmental emergencies.
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General Approach to Injuries and Environmental Emergencies

<p>LECTURE</p>  <p>REFERENCES Course Presentation Slide 109 Participant's Manual Chapter 7</p>	<ul style="list-style-type: none">■ Communicate the following to participants:<ul style="list-style-type: none">● Follow the emergency action steps, CHECK—CALL—CARE, as you have learned to do for any emergency situation.● There are specific Care actions you can take for:<ul style="list-style-type: none">○ Burns.○ Head, neck and spinal injuries.○ Heat stroke.○ Hypothermia.○ Poison exposure.
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Burns

<p>VIDEO</p>  <p>REFERENCES Course Presentation Slide 110 Participant's Manual Chapter 7</p>	<ul style="list-style-type: none">■ Explain to participants that they are going to watch a video about recognizing and caring for a person with burns.■ Show the video, “Burns” (Adult) (2:01).■ Ask participants if anything in the video needs clarification.
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Head, Neck and Spinal Injuries

<p>VIDEO</p>  <p>REFERENCES Course Presentation Slide 111 Participant's Manual Chapter 7</p>	<div data-bbox="319 1507 1369 1661" style="border: 2px solid red; padding: 10px;"><p> Instructor's Note If you are teaching the Skill Boost: Head, Neck, Muscle, Bone, Joint Injuries and Splinting at the same time or just after the First Aid/CPR/AED core course, skip this section, Head, Neck and Spinal Injuries.</p></div> <ul style="list-style-type: none">■ Explain to participants that they are going to watch a video about recognizing and caring for a person with a head, neck or spinal injury and for a person with a suspected concussion.■ Show the video, “Head, Neck and Spinal Injuries” (Adult) (2:53).■ Ask participants if anything in the video needs clarification.
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Heat Stroke

VIDEO



REFERENCES

Course Presentation
Slide 112

Participant's Manual
Chapter 7

- Explain to participants that they are going to watch a video about heat stroke.
- Show the video, "Heat Stroke" (Adult) (1:10).
- Ask participants if anything in the video needs clarification.

Hypothermia

VIDEO



REFERENCES

Course Presentation
Slide 113

Participant's Manual
Chapter 7

- Explain to participants that they are going to watch a video about hypothermia.
- Show the video, "Hypothermia" (Adult) (1:10).
- Ask participants if anything in the video needs clarification.

Poison Exposure

VIDEO



REFERENCES

Course Presentation
Slide 114

Participant's Manual
Chapter 7

- Explain to participants that they are going to watch a video about poison exposure.
- Show the video, "Poison Exposure" (1:14).
- Ask participants if anything in the video needs clarification.

MODULE 7

Conclusion

Module Length: 2 minutes (62 minutes with final exam)

Guidance for the Instructor

To complete this module and meet the learning objectives, you must:

- Administer final exam (optional).
- Discuss all points in the topic, “Closing.”

Learning Objectives

After completing this module, participants will be able to:

- Pass the final exam (optional).
- Receive a digital certificate after successfully meeting the requirements for course completion.

Materials, Equipment and Supplies


- Adult First Aid/CPR/AED Instructor-Led Training course presentation, downloadable videos or DVD
- Computer or tablet with speakers, projector and projection screen or monitor
- Final Exams, Answer Sheets and Answer Keys (optional)



Instructor's Note Final exams and answer sheets can be downloaded from the Red Cross Learning Center. Answer keys are included in Appendix K of this instructor's manual.

Final Exam (optional)

60 minutes

 **Instructor's Note** Written exams are not a required element of the First Aid/CPR/AED program. Written exams are provided for cases in which they are requested or required by an employer, course provider, or state or local regulations. Administer the exam that is appropriate for the course taken:

■ **Adult First Aid/CPR/AED**


If you are teaching a course other than Adult First Aid/CPR/AED, simply cross out or tell participants to skip appropriate portion(s) of the exam; for example, for the Adult CPR/AED course, cross out or tell participants to skip the First Aid portion of the exam.

EXAM
(optional)


REFERENCES

Course Presentation
Slides 115–117

- Communicate the following to participants:
 - You must score a minimum of 80 percent to pass the exam.
 - If you do not achieve a score of 80 percent, you will be given an opportunity to remediate and take another version of the exam.
 - If you pass the exam, you may review questions you missed; however, you must return graded answer sheets and written exams to the instructor.

 **Instructor's Note** Participants must pass the final exam with a score of 80 percent or better. Refer to the Program Administration section for guidelines on retesting participants who do not pass the final exam.

- Have participants put away all course materials and mobile devices. Tell participants that they may not refer to any materials during the exam.
- Hand out an exam and answer sheet to each participant. Tell participants to write only on the answer sheet and mark answers clearly.
- Remind participants to return these items to you once they have finished the exam, so you can grade them.
- Tell participants to come to you or raise their hand if they have questions.
- Grade the exams using the answer key.
- Return the final exams and answer sheets to participants for them to review.
- Answer participants' questions about the exam.
- If necessary, make arrangements for those participants who score less than 80 percent to review the material and retake the alternate version of the exam.

 **Instructor's Note** After reviewing the exam with the participants, collect all exams and answer sheets to protect the security of the exam.

Closing

2 minutes

LECTURE



REFERENCES

Course Presentation
Slides 118–119

- Thank participants for their efforts during class and ask for any remaining questions.
- Explain that participants will receive a certificate from the American Red Cross that is valid for 2 years.
- Remind participants that many resources are available to help them respond to an emergency:
 - The American Red Cross First Aid app is free and available for iPhone and Android devices.
 - Ready Reference cards can be kept handy in a medical emergency.
 - The *First Aid/CPR/AED Participant's Manual* contains detailed information on topics covered in the course as well as a wide range of additional topics not covered in the course.



Instructor's Note If participants did not receive Ready Reference cards or a participant's manual as part of their course materials, tell participants that these materials (as well as first aid kits and supplies) are available through the Red Cross store at redcross.org.

LESSON PLAN B

Adult and Pediatric First Aid/CPR/AED

Instructor-Led Training

This lesson plan can be used to teach the following instructor-led training courses, including:

- Adult and Pediatric First Aid/CPR/AED
 - Use Modules 1–8
- Adult and Pediatric CPR/AED
 - Use Modules 1–4, 8
- First Aid
 - Use Modules 1, 4–8

Note: For other course options, see the Course Outlines on the Red Cross Learning Center.

MODULE 1

Course Introduction and Foundations

Module Length: 35 minutes

Guidance for the Instructor

To complete this module and meet the learning objectives, you must:

- Discuss all points in the topic, “Introduction to the Course.”
- Discuss all points in the topic, “Health and Safety Precautions.”
- Show the video, “Lowering the Risk for Infection” (3:03).
- Show the video, “Removing Latex-Free Disposable Gloves” (0:53) and have students practice while they watch.
- Discuss all points in the topic, “Recognizing Emergencies and Gaining Confidence to Act.”
- Show the video, “Recognizing Emergencies and Gaining Confidence to Act” (Adult) (1:21).
- Discuss all points in the topic, “Emergency Action Steps.”
- Show the video, “CHECK—CALL—CARE” (Adult and Pediatric) (11:40).
- Show the video, “Recovery Position” (Adult) (0:47).
- Discuss all points in the topic, “Skill Practice: Checking a Person Who Appears Unresponsive” (optional).
- Show the video, “Skill Practice Walk-Through” (1:25) (optional).
- Conduct the skill practice, “Checking a Person Who Appears Unresponsive” (optional).


Learning Objectives

After completing this module, participants will be able to:

- State the course purpose.
- Identify the course completion requirements.
- Understand the different resources available to assist in responding to an emergency.
- Explain how to use personal protective equipment to lower the risk for infection.
- Demonstrate proper technique for removing disposable gloves.
- Recognize life-threatening conditions and situations that necessitate calling 9-1-1 or the designated emergency number.
- Have the confidence and knowledge needed to make the decision to take action in an emergency situation.
- Describe the emergency action steps, CHECK—CALL—CARE.


Materials, Equipment and Supplies

- Adult and Pediatric First Aid/CPR/AED Instructor-Led Training course presentation, downloadable videos or DVD
- Computer or tablet with speakers, projector and projection screen or monitor
- Student Training Kits for CPR and/or First Aid or equivalent training supplies:
 - CPR breathing barriers (face shield or pocket mask; one for each participant)
 - Latex-free disposable gloves (multiple sizes)
- Adult manikin (optional; minimum of one for every two or three participants)
- Skill Practice Sheet: Checking a Person Who Appears Unresponsive (optional; one for every two or three participants)
- Red Cross First Aid mobile app (optional)
- Ready Reference cards (optional)
- *First Aid/CPR/AED Participant’s Manual* (optional)
- Participant Progress Log

 **Instructor's Note** Assessment Scenario Flowcharts, Assessment Scenario Tools and Participant Progress Logs can be copied from the Appendices of this instructor's manual or downloaded from the Red Cross Learning Center.

Introduction to the Course

7 minutes

 **Instructor's Note** Before class begins, determine the internal WIFI capabilities of your training facility. If WIFI is available, make sure you have the network name and password for participants, so they can easily download the Red Cross First Aid mobile app.

Welcome


LECTURE




REFERENCES

Course Presentation
Slides 1–4

- Welcome participants and briefly introduce yourself as an American Red Cross instructor.
- Review the following information:
 - Facility policies and procedures
 - Locations of restrooms, water fountains and break areas
 - Where emergency exits are located as well as where automated external defibrillators (AEDs) and first aid kits are located

 **Instructor's Note** Do not have participants introduce themselves at this time. They may briefly introduce themselves to their team members when they break into groups for the first skill practice.

- Tell participants the following:
 - Emergencies can happen anytime, anywhere.
 - EMS professionals and healthcare providers are prepared to give the best medical care, but they're not the first ones to respond. **You are!** You must take the critical first steps in giving care until help arrives.
 - The purpose of the American Red Cross First Aid/CPR/AED program is to give you the confidence, knowledge and skills to recognize a **life-threatening emergency** and give immediate care. So, when minutes matter, you'll be prepared to be the best first *First Responder*.

 **Instructor's Note** Non-life-threatening illness and injuries (e.g., fainting, minor wounds, and strains/sprains) are not in the scope of this course. For more information on these topics, refer participants to the Red Cross First Aid mobile app or to the *First Aid/CPR/AED Participant's Manual*.

Course Completion Requirements

LECTURE



REFERENCES

Course Presentation
Slide 5

- Inform participants of successful course completion requirements. They must:
 - Attend and participate in the entire class session.
 - Participate in all course activities.
 - Demonstrate competency in all required skills.
 - Successfully complete all assessment scenarios.
- Inform participants that upon successful course completion, they will receive a certificate from the American Red Cross that is valid for 2 years.
- Ask participants to inform you privately if they have any condition that might affect course participation.
- Tell participants that they should request a separate training manikin for CPR if they have a condition that would increase the risk of disease transmission.

First Aid Mobile App

LECTURE



REFERENCES

Course Presentation
Slide 6

- Encourage participants to download the Red Cross First Aid app onto their mobile phones during a class break and encourage them to share the app information with family members, friends and co-workers.
- Tell participants that the primary purpose of the Red Cross First Aid mobile app is to guide people in giving step-by-step care in an emergency situation. In addition, it contains videos, FAQs, quizzes, an emergency facility finder and in-depth information on various injuries and illnesses.



Instructor's Note If participants ask questions beyond the scope of the course, refer them to the Red Cross First Aid mobile app or to the *First Aid/CPR/AED Participant's Manual*.

Health and Safety Precautions

6 minutes

Lowering the Risk for Infection

VIDEO



LECTURE



REFERENCES

Course Presentation
Slides 7–11

Participant's Manual
Chapter 1

- Explain to participants that they are going to watch a video about lowering the risk for infection.
- Show the video, "Lowering the Risk for Infection" (3:03).
- Hand out the Student Training Kits for CPR and/or First Aid or equivalent training supplies as applicable (face shields, pocket masks, latex-free disposable gloves, etc.) and explain how PPE will be used in skill practice and assessment scenarios.
- Explain that when giving care in real-life situations they should always follow facility protocols regarding use of PPE and reporting of exposure to blood or other bodily fluids.
- Tell participants that after skill practice or assessment scenarios or after giving care in a real-life situation, any PPE that was used is considered contaminated and must be disposed of properly.
- Explain to participants that they are going to watch a video that will guide them through the steps for removing latex-free disposable gloves. Ask students to put on their gloves. Explain that while the video plays, they should follow along and practice removing their gloves.
- Show the video, "Removing Latex-Free Disposable Gloves" (0:53).

(Continued)



Instructor's Note The American Red Cross advises that responders use appropriate PPE when giving first aid care if PPE is available and circumstances allow. In accordance with this position, the responders depicted in the skill videos that support this training are consistently shown using PPE as availability and circumstances allow.

Preparing for an Emergency

LECTURE



REFERENCES

Course Presentation
Slide 12

Participant's Manual
Chapter 1

- Tell participants that it is important to prepare for emergencies.
 - Ensure you know where a first aid kit, bleeding control kit, AED and medications (e.g., epinephrine auto-injector, naloxone, aspirin, asthma inhaler) are kept in your workplace and at home and ensure that emergency action plans are in place, including having a family plan.

Recognizing Emergencies and Gaining Confidence to Act

2 minutes

Recognize an Emergency Exists and Gain Confidence to Act

LECTURE



VIDEO



REFERENCES

Course Presentation
Slides 13–15

Participant's Manual
Chapter 1

- Explain to participants that recognizing an emergency exists and deciding to take action are the most important first steps.
- Tell participants that recognizing an emergency exists and deciding to act could make the difference between life and death for the person who needs help.
- Explain to participants that they are going to watch a video about recognizing an emergency and gaining confidence to take action.
- Show the video, “Recognizing Emergencies and Gaining Confidence to Act” (Adult) (1:21).
- Explain to participants that the next topic will provide specific details on the actions to take in an emergency.

Emergency Action Steps

20 minutes

CHECK—CALL—CARE

GUIDED DISCUSSION



VIDEO



REFERENCES

Course Presentation
Slides 16–19

Participant's Manual
Chapter 1

- Emphasize to participants that once they have recognized that an emergency exists and have decided to take action, they should follow the emergency action steps: CHECK—CALL—CARE.
- Conduct Guided Discussion:
 - Tell participants that they are going to watch a video about how to check, call and care for a person.
 - Tell them to prepare to answer questions about appropriate next steps each time the video is paused.
 - Encourage them to raise their hand or freely call out their answers.
 - Allow time to respond, but prompt participants as needed to ensure all key points are conveyed.
 - Be mindful of time during this activity.
 - Show the video, “CHECK—CALL—CARE” (Adult and Pediatric) (11:40). Pause the video where indicated to ask each question.

Question 1: You hear a loud crash and turn to see your co-worker, McKenna, lying on the ground next to a ladder.

- What is the first thing you check?
 - *Check the scene for safety.*
- The scene is safe. What do you check next?
 - *Check the person by forming an initial impression. Remember, the initial impression is a quick scan as you approach the person to give you an idea of what's going on with them.*
- McKenna appears unresponsive. Consent is implied. What do you check next?
 - *Check for responsiveness using the shout-tap-shout sequence.*
 - *Check for breathing, life-threatening bleeding and other life-threatening conditions.*
- McKenna responds but is not fully awake. You notice a large lump on her head and suspect a severe head injury, which is a life-threatening condition. What do you do next?
 - *Stop the check step and immediately move to the call step.*
 - *While waiting for EMS, give care according to your level of training and continue your check to determine if additional care is needed.*

Question 2: You see your co-worker, Porter, clutching his arm and wincing in pain. The scene is safe. As you approach Porter, you do not notice any life-threatening conditions. You obtain consent.

- What do you do next?
 - *Continue your check as appropriate to determine if additional care is needed.*
 - *Interview Porter using SAM.*
 - *Conduct a focused check.*

Question 3: You have determined that your student, Evan, is experiencing a life-threatening emergency and you need to call for help.

- What does the call step include?
 - *Call 9-1-1 or the designated emergency number.*
 - *Get equipment such as an AED, first aid kit or bleeding control kit.*
- You ask your co-worker, Jaden, to make the call. How should you communicate with Jaden to ensure the call is made and help is on the way?
 - *Always pick someone specific.*
 - *Make sure they come back and tell you the call has been made.*
 - *Look directly at them and say, “Jaden, call 9-1-1.”*

(Continued)

Question 4: Evan requires care for a life-threatening condition.

- What are general guidelines for anyone requiring care?
 - Give care consistent with your knowledge and training.
 - Offer to assist the person with medication administration, if needed.
 - Help the person rest in the most comfortable position.
 - Keep the person from getting chilled or overheated.
 - Reassure the person by telling them that you will help and that EMS personnel has been called, if appropriate.
 - Continue to watch for changes in the person's condition including breathing and level of responsiveness.

Placing the Person in a Recovery Position

VIDEO



REFERENCES

Course Presentation
Slides 20–21
Participant's Manual
Chapter 1

- Explain to participants that they are going to watch a video about how to put an adult, child and infant in a recovery position, which is used if the person is unresponsive but breathing or is responsive but not fully awake.
- Show the video, "Recovery Position" (Adult) (0:47).
- Ask participants if anything in the video needs clarification.

Skill Practice: Checking a Person Who Appears Unresponsive (optional)

7 minutes

SKILL PRACTICE



VIDEO



REFERENCES

Course Presentation
Slides 22–25
Skill Practice Sheet:
Checking a Person
Who Appears
Unresponsive
Participant Progress
Log

- Tell participants that they will now practice checking the scene, forming an initial impression and checking a person who appears unresponsive.
- Show the video, "Skill Practice Walk-Through" (1:25).
- Divide the class into groups of **two or three** and assign the roles of "First Aid Responder," "Bystander" or "Coach." For groups of two, have the second participant play the roles of Bystander and Coach.
- Have groups get into position by their manikin to prepare for skill practice.
- Ensure that the manikins are on a firm, flat surface.
- Communicate the following to participants:
 - The **First Aid Responder** will check the scene, form an initial impression and check for responsiveness.
 - The **Bystander** will observe.
 - The **Coach** will give feedback and guide the First Aid Responder through the steps of checking the scene, forming an initial impression and checking for responsiveness using the Skill Practice Sheet: Checking a Person Who Appears Unresponsive.
 - In all rounds, the Coach should read each step of the skill aloud, as needed.



Instructor's Note You can modify the degree of coaching based on the participants' experience level. For example, if a participant in the role of First Aid Responder does not need guiding through the steps of the skill, the coach can just observe and give corrective feedback as needed.

- After all steps have been completed, participants should switch roles and the new First Aid Responder should check the scene and the person until all participants have had a turn.
- Participants should help each other achieve effective compressions through peer feedback.
- Circulate among the groups to give assistance and corrective global and individual feedback as necessary. Reinforce the key components of checking the scene and the person as you give feedback.
- Common errors to look for include:
 - Failing to check the scene for safety.
 - Failing to call 9-1-1 and get equipment or tell someone to do so.
 - Failing to perform the shout-tap-shout sequence.
- Ensure that the Coach gives step-by-step instructions during the rounds, as needed.
- Manage the time for each round of skill practice and rotate roles at the end of each round.
- Check off each participant's progress on the Participant Progress Log.
- Ask participants if anything from the skill practice needs clarification.

MODULE 2

Adult CPR and AED

Module Length: 70 minutes

Guidance for the Instructor

To complete this module and meet the learning objectives, you must:

- Discuss all points in the topic, “Recognizing Cardiac Arrest.”
- Discuss all points in the topic, “Components of High-Quality CPR.”
- Show the video, “High-Quality CPR for Adults” (1:14).
- Discuss all points in the topic, “Giving CPR.”
- Show the video, “CPR for Adults” (8:55).
- Discuss all points in the topic, “CPR Skill Practice.”
- Show the video, “Skill Practice Walk-Through” (1:25).
- Conduct the skill practice, “Giving Chest Compressions.”
- Conduct the skill practice, “Giving Breaths.”
- Conduct the skill practice, “Giving CPR Cycles.”
- Discuss all points in the topic, “Safe and Effective Use of AEDs.”
- Show the video, “Using an AED for Adults” (6:12).
- Discuss all points in the topic, “AED Skill Practice.”
- Conduct the skill practice, “Using an AED”
- Discuss all points in the topic, “Assessment Scenario: Giving CPR and Using an AED.”
- Show the video, “Assessment Scenario Walk-Through” (1:48).
- Conduct the scenario, “Giving CPR and Using an AED for Adults.”

Learning Objectives


After completing this module, participants will be able to:


- Demonstrate how to perform high-quality CPR.
- Explain what to do if the chest does not rise with breaths.
- Understand the importance of CPR with breaths—and if unable or unwilling, the role of compression-only CPR.
- Understand the value of using an AED along with CPR.
- Identify precautions to take when using an AED.
- Demonstrate how to use an AED [CPR/AED course].

Materials, Equipment and Supplies

- Adult and Pediatric First Aid/CPR/AED Instructor-Led Training course presentation, downloadable videos or DVD
- Computer or tablet with speakers, projector and projection screen or monitor
- Student Training Kits for CPR and/or First Aid or equivalent training supplies:
 - CPR breathing barriers (face shield or pocket mask; one for each participant)
 - Latex-free disposable gloves (multiple sizes)
- AED training devices and pads (minimum of one for every two or three participants)
- Adult manikins (minimum of one for every two or three participants), based on the needs of participants
- Skill Practice Sheet: Giving Chest Compressions to Adults (one for every two or three participants)
- Skill Practice Sheet: Giving Breaths to Adults with a Face Shield/Pocket Mask (one for every two or three participants)
- Skill Practice Sheet: Giving CPR Cycles to Adults (one for every two or three participants)
- Skill Practice Sheet: Using an AED for Adults (one for every two or three participants)

- Assessment Scenario Flowchart: Giving CPR and Using an AED for Adults (one for every two or three participants)
- Assessment Scenario Tool: Giving CPR and Using an AED for Adults
- Red Cross First Aid mobile app (optional)
- Ready Reference cards (optional)
- *First Aid/CPR/AED Participant's Manual* (optional)
- Participant Progress Log

 **Instructor's Note** Skill Practice Sheets, Assessment Scenario Flowcharts, Assessment Scenario Tools and Participant Progress Logs can be copied from the Appendices of this instructor's manual or downloaded from the Red Cross Learning Center.

 **Instructor's Note** This module accommodates the CPR/AED and CPR-only courses. If you are conducting a CPR-only course, participants will be *exposed* to an AED in the topic, "Safe and Effective Use of AEDs." This exposure is intentional, as using an AED along with CPR is critical to save lives. If you are teaching a CPR-only course, teach all topics in this module **except** "AED Skill Practice." In addition, follow the instructor's notes throughout this module for how to conduct the lesson accordingly.

Recognizing Cardiac Arrest

2 minutes

LECTURE



REFERENCES



Course Presentation
Slides 26–30

Participant's Manual
Chapter 2

- Explain the following to participants:
 - Cardiac arrest occurs when the heart stops beating or beats too ineffectively to circulate blood to the brain and other vital organs.
 - Cardiac arrest frequently happens suddenly, without any signs and symptoms. Cardiac arrest is often due to a blockage of the blood vessels supplying oxygen to the heart muscle (heart attack).
 - Cardiac arrest may also occur due to effects of:
 - Drowning.
 - Breathing emergencies.
 - Trauma.
 - A person in cardiac arrest is not responsive, not breathing (or only has gasping breaths) and has no heartbeat.
 - You can make a difference by acting right away to save a life by giving CPR.
 - If you think a person is in cardiac arrest:
 - Call 9-1-1 and get equipment or tell someone to do so.
 - Begin CPR immediately.
 - Use an AED as soon as possible.



Components of High-Quality CPR

2 minutes

<p>VIDEO</p>  <p>REFERENCES Course Presentation Slides 31–32 Participant's Manual Chapter 2</p>	<ul style="list-style-type: none">■ Explain to participants that they are going to watch a video about high-quality CPR for adults.■ Show the video, “High-Quality CPR for Adults” (1:14).■ Ask participants if anything in the video needs clarification.
<p>LECTURE</p>  <p>REFERENCES Course Presentation Slide 33 Participant's Manual Chapter 2</p>	<ul style="list-style-type: none">■ Explain to participants that they will learn to give high-quality CPR as a progression. They will be guided through each component of the skill, practice each component and then put it all together. The progression includes:<ul style="list-style-type: none">● Body position.● Giving chest compressions.● Opening the airway.● Giving breaths.● Giving CPR cycles.

Giving CPR

12 minutes

Giving CPR	
<p>LECTURE</p>  <p>VIDEO</p>  <p>REFERENCES Course Presentation Slides 34–37 Participant's Manual Chapter 2</p>	<ul style="list-style-type: none">■ Explain to participants that they are going to watch a video about giving CPR.■ Show the video, “CPR for Adults” (8:55).■ Ask participants if they have any questions about how to perform the skill.■ Remind participants that CPR cycles begin with 30 compressions followed by 2 breaths. However, when drowning is the suspected cause of cardiac arrest, the responder should give 2 initial breaths before starting CPR.■ Tell participants that if more than one responder is available and trained in CPR, the additional responder should switch with the original responder whenever the original responder giving compressions indicates that they are tiring or after every five cycles of CPR (about every 2 minutes). Switching responsibility for CPR frequently reduces responder fatigue, which improves the quality of chest compressions and leads to a better chance of survival for the person.

Compression-Only CPR

LECTURE



REFERENCES

Course Presentation
Slide 38

Participant's Manual
Chapter 2

- Communicate the following to participants:
 - If you are unable or unwilling for any reason to give full CPR (chest compressions with breaths), give continuous chest compressions at a rate of 100 to 120 per minute after calling 9-1-1.
- Continue giving chest compressions until the person shows an obvious sign of life like breathing; the scene becomes unsafe; an AED is ready; you're too exhausted to continue; a trained responder takes over; or EMS personnel arrive and begin their care of the person.

CPR Skill Practice

24 minutes

DEMO



VIDEO



REFERENCES

Course Presentation
Slides 39–40

- Orient the participants to the manikins that will be used for skill practice.
- Give a brief demonstration of how the manikins you are using in class function.
- Show the video, "Skill Practice Walk-Through" (1:25), if you did not conduct the optional skill practice in Module 1, "Checking a Person Who Appears Unresponsive."

Giving Chest Compressions

SKILL PRACTICE



REFERENCES

Course Presentation
Slides 41–42

Skill Practice
Sheet: Giving Chest
Compressions to
Adults

Participant's Manual
Appendix C

Participant Progress
Log

- Conduct the skill practice, "Giving Chest Compressions."
- Tell participants that they will now practice giving chest compressions.
- Divide the class into groups of **two or three** and assign the roles of "First Aid Responder," "Bystander" or "Coach." For groups of two, have the second participant play the roles of Bystander and Coach.
- Have groups get into position by their manikin to prepare for skill practice.
- Ensure that the manikins are on a firm, flat surface.
- Communicate the following to participants:
 - The **First Aid Responder** will give three sets of 30 chest compressions.
 - The **Bystander** will observe.
 - The **Coach** will give feedback and guide the First Aid Responder through the steps of body position and giving chest compressions using the Skill Practice Sheet: Giving Chest Compressions to Adults.
 - In all rounds, the Coach should read each step of the skill aloud, as needed.



Instructor's Note You can modify the degree of coaching based on the participants' experience level. For example, if a participant in the role of First Aid Responder doesn't need guiding through the steps of the skill, the coach can just observe and give corrective feedback as needed.

- After all steps have been completed, participants should switch roles and the new First Aid Responder should give three sets of 30 chest compressions for approximately 1 minute until all participants have had a turn.
- Participants should help each other achieve effective compressions through peer feedback.
- Circulate among the groups to give assistance and corrective global and individual feedback as necessary. Reinforce the key components of high-quality chest compressions as you give feedback.
 - Common errors to look for include:
 - Giving compressions that are too shallow or too deep.
 - Interrupting compressions for too long or too frequently.
 - Incorrectly positioning the hands too low or too high.
 - Failing to use own weight to help with compressions by being over the center of the person's chest with own arms locked.
 - Failing to allow the chest to return to its normal position after each compression or giving compressions at an inappropriate rate.



Instructor's Note Manikins with a feedback device, such as a clicker or lights, indicate if participants are properly giving chest compressions. Be sure you and participants understand how your specific manikin feedback device works.

- Ensure that the Coach gives step-by-step instructions during the rounds, as needed.
- Manage the time for each round of skill practice and rotate roles at the end of each round.
- Check off each participant's progress on the Participant Progress Log.
- Ask participants if anything from the skill practice needs clarification.

Giving Breaths

SKILL PRACTICE



REFERENCES

Course Presentation
Slides 43–45

Skill Practice Sheet:
Giving Breaths to
Adults with a Face
Shield/Pocket Mask

Participant's Manual
Appendix C

Participant Progress
Log

- Conduct the skill practice, "Giving Breaths."
- Tell participants that they will now practice giving breaths.



Instructor's Note Participants should practice giving breaths using the breathing barrier (i.e., face shield or pocket mask) that they will have at their workplace or home. Distribute the appropriate skill practice sheet for the breathing barrier you are using.

- Have the groups of **two or three** stay in position by their manikin to prepare for skill practice.
- Communicate the following to participants:
 - The **First Aid Responder** will give five sets of 2 breaths using an adult breathing barrier for approximately 1 minute.
 - The participant should make sure to take a brief break between each set to catch their breath.
 - The participant must successfully achieve chest rise with each breath.
 - The **Bystander** will observe.
 - The **Coach** will give feedback and guide the First Aid Responder through the steps of opening the airway and giving breaths using the Skill Practice Sheet: Giving Breaths to Adults with a Face Shield/Pocket Mask.
 - In all rounds, the Coach should read each step of the skill aloud, as needed.

(Continued)



Instructor's Note You can modify the degree of coaching based on the participants' experience level. For example, if a participant in the role of First Aid Responder doesn't need guiding through the steps of the skill, the coach can just observe and give corrective feedback as needed.

- After all steps have been completed, participants should switch roles and the new First Aid Responder should continue giving five sets of 2 breaths using an adult breathing barrier for approximately 1 minute until all participants have had a turn.
- Participants should help each other achieve effective breaths through peer feedback.



Instructor's Note It is important to use appropriate cleaning procedures between participants.

- Circulate among the groups to give assistance and corrective global and individual feedback as necessary.
 - Common errors to look for include:
 - Leaning in toward the chest, which closes the airway.
 - Not properly pinching the nose and sealing the mouth if using a face shield; not properly sealing the pocket mask.
 - Using an improperly sized mask for the person.



Instructor's Note When the participants are properly giving breaths, the manikin's chest should clearly begin to rise. If it does not, make sure the participant is maintaining a good seal and an open airway. Sometimes they lose the seal by not completely covering the manikin's mouth due to pursed lips or not opening the mouth wide enough; or they close the airway as they lean down to give breaths. If this is not the problem, check the manikin's lung bag to make sure it is not twisted and check the one-way valve that connects the manikin's mouth and lungs.

- Ensure that the Coach gives step-by-step instructions during the rounds, as needed.
- Manage the time for each round of skill practice and rotate roles at the end of each round.
- Check off each participant's progress on the Participant Progress Log.
- Ask participants if anything from the skill practice needs clarification.

Giving CPR Cycles

SKILL PRACTICE



REFERENCES

Course Presentation
Slides 46–47

Skill Practice Sheet:
Giving CPR Cycles to
Adults

- Conduct the skill practice, "Giving CPR Cycles."
- Tell participants that they will now practice putting compressions and breaths together.
- Have the groups of **two or three** stay in position by their manikin to prepare for skill practice.
- Communicate the following to participants:
 - The **First Aid Responder** will give **three cycles of 30 compressions and 2 breaths** using an adult breathing barrier.
 - The **Bystander** will observe.
 - The **Coach** will give feedback and guide the First Aid Responder through the cycles of 30 compressions and 2 breaths using the Skill Practice Sheet: Giving CPR Cycles to Adults.
 - In all rounds, the Coach should read each step of the skill aloud, as needed.



Instructor's Note You can modify the degree of coaching based on the participants' experience level. For example, if a participant in the role of First Aid Responder doesn't need guiding through the steps of the skill, the coach can just observe and give corrective feedback as needed.

- After all steps have been completed, participants will switch roles and the new First Aid Responder will continue giving three cycles of 30 compressions and 2 breaths using an adult breathing barrier until all participants have had a turn.
- Participants should help each other count compressions and help each other achieve effective breaths through peer feedback.
- Circulate among the groups to give assistance and corrective global and individual feedback as necessary.
 - Common errors to look for include:
 - Interrupting chest compressions for 10 seconds or more.
- Ensure that the Coach gives step-by-step instructions during the rounds, as needed.
- Manage the time for each round of skill practice and rotate roles at the end of each round.
- Check off each participant's progress on the Participant Progress Log.
- Ask participants if anything from the skill practice needs clarification.

Safe and Effective Use of AEDs

8 minutes

LECTURE



REFERENCES

Course Presentation
Slides 48–52

Participant's Manual
Chapter 2

- Communicate the following to participants:
 - For someone in cardiac arrest, deciding to act is the most important first step. Calling 9-1-1 and getting equipment, or telling someone to do so, starting CPR immediately and using an AED as soon as possible gives the person the best chance for survival.
 - Use the AED as soon as possible, but do not delay compressions to find or use the AED.
 - A person must be removed from water (puddle or body of water) before using the AED.
 - It is safe to use an AED on pregnant women, in rain and snow, and when the person is lying on a metal surface. An AED is also safe to use on a person with an implantable medical device (e.g., pacemaker) but the AED pads should **not** be placed directly over the device.
 - It is not necessary to shave a person's chest hair before applying the AED pads nor remove jewelry or piercings before using the AED.

VIDEO



REFERENCES

Course Presentation
Slide 53

Participant's Manual
Chapter 2

- Explain to participants that they are going to watch a video about using an AED.
- Show the video, "Using an AED for Adults" (6:12).
- Ask participants if anything in the video needs clarification.

(Continued)

DEMO (optional)



REFERENCES

Course Presentation
Slide 54

- If participants in your course will be using a different AED trainer than the one shown in the video, “Using an AED for Adults,” give a brief demonstration of how the AED trainer you are using functions differently.

AED Skill Practice

7 minutes



Instructor's Note If you are teaching a CPR-only course, skip over the topic, “AED Skill Practice.” Resume teaching with the topic, “Assessment Scenario: Giving CPR and Using an AED.”

SKILL PRACTICE



REFERENCES

Course Presentation
Slides 55–57

Skill Practice Sheet:
Using an AED for
Adults

Participant's Manual
Appendix C

Participant Progress
Log

- Conduct the skill practice, “Using an AED.”
- Tell participants that they will now practice using an AED when they are the only trained responder on the scene.
- Have the groups of **two or three** get into position beside their manikin and assign the roles of “First Aid Responder,” “Bystander” or “Coach.” For groups of two, have the second participant play the roles of Bystander and Coach.
- Communicate the following to participants:
 - The **First Aid Responder** will operate the AED. After the shock is delivered, they will get into CPR position but they will **not** perform CPR.
 - The **Bystander** will observe.
 - The **Coach** will give feedback and guide the First Aid Responder through the skill practice as needed using the Skill Practice Sheet: Using an AED for Adults.
 - In all rounds, the Coach should read each step of the skill aloud, as needed.



Instructor's Note You can modify the degree of coaching based on the participants' experience level. For example, if a participant in the role of First Aid Responder doesn't need guiding through the steps of the skill, the coach can just observe and give corrective feedback as needed.

- After all steps have been completed, participants should switch roles and the new First Aid Responder should complete all steps until all participants have had a turn attaching the AED pads and operating the AED.
- Participants should give each other peer feedback.



Instructor's Note Ensure that each participant has the opportunity to place the AED pads appropriately and operate the AED until it delivers a shock at least once during this skill practice.



Instructor's Note Tell participants that the AED training devices they will be using do not deliver a shock.

- Circulate among the groups to give assistance and corrective global and individual feedback as necessary.
 - Common errors to look for include:
 - Plugging the AED pad connector cable into the AED before placing the pads on the chest (causing the AED to start analyzing before the pads are placed).
 - Attaching the AED pads in the incorrect positions on the chest.
 - Touching the person while the AED is analyzing the rhythm because touching the person could adversely affect the analysis.
 - Touching the person while the AED is delivering a shock because anyone touching the person could also receive a shock.
 - Interrupting chest compressions for longer than 10 seconds.



Instructor's Note The goal is to minimize interruptions in chest compressions to less than 10 seconds. However, it may take a single first aid responder longer than 10 seconds to set up and operate the AED. This is acceptable providing they work as efficiently and effectively as possible and immediately begin CPR after analysis and shock (if needed). Even if an untrained bystander is present, the first aid responder should interrupt chest compressions to set up and operate the AED, because they may not have the skill and/or experience to direct an untrained bystander in the proper use of an AED while they are simultaneously giving high-quality CPR.

- Ensure that the Coach gives step-by-step instructions during the rounds, as needed.
- Manage the time for each round of skill practice and rotate roles at the end of each round (i.e., as soon as the person pushes the shock button and gets into position to give compressions).
- Check off each participant's progress on the Participant Progress Log.
- Ask participants if anything from the skill practice needs clarification.

Assessment Scenario: Giving CPR and Using an AED

15 minutes



Instructor's Note When conducting this course, Adult and Pediatric First Aid/CPR/AED, you are required to conduct two scenarios related to giving CPR and using an AED: either the adult scenario and the infant scenario OR the child scenario and the infant scenario. If you choose to conduct the child and infant scenarios, please skip this topic and see Module 3.



Instructor's Note If you are teaching a CPR/AED course, conduct the entire scenario. If you are teaching a CPR-only course, stop the scenario after each First Aid Responder has completed three complete cycles of CPR.

SCENARIO



REFERENCES

VIDEO



Course Presentation
Slides 58–62

Assessment Scenario
Flowchart: Giving CPR
and Using an AED for
Adults

Assessment Scenario
Tool: Giving CPR and
Using an AED for
Adults

Participant Progress
Log

- Tell participants that they will now be assessed on putting everything together, from checking the scene and forming an initial impression through three cycles of CPR for a CPR-only course and through using an AED for a CPR/AED course.
- Show the video, “Assessment Scenario Walk-Through” (1:48).
- Have the groups of **two or three** get into position beside their manikin and assign the roles of “First Aid Responder,” “Bystander” or “Coach.” For groups of two, have the second participant play the roles of Bystander and Coach.
- Explain to participants that you will give a scenario setup and appropriate prompts throughout the scenario.
 - Participants should wait for instructor prompts and not rush ahead in the scenario.



Instructor’s Note Scenario setups are provided in the Assessment Scenario Tool. However, you can make up your own scenario setup specific to your facility’s needs, as long as it achieves the objectives of checking the scene, forming an initial impression, using PPE, checking the person, calling 9-1-1 and getting equipment, giving CPR and, if applicable, using an AED.

- Communicate the following to participants:
 - **CPR-only course:**
 - The **First Aid Responder** will give CPR. The person in this role should follow instructor prompts and check the scene for safety, form an initial impression, use PPE, check the person, tell the bystander to call 9-1-1 and get equipment, and give CPR cycles.
 - The **Bystander** will verbalize calling 9-1-1 and getting an AED (if applicable) and a first aid kit when instructed.
 - The **Coach** will observe the First Aid Responder and reference the Assessment Scenario Flowchart: Giving CPR and Using an AED for Adults in preparation for their turn. If necessary, the Coach can repeat the instructor prompts during the scenario but should **not** provide coaching or peer-to-peer feedback.
 - **CPR/AED course:**
 - The **First Aid Responder** will give CPR and use the AED. The person in this role should follow instructor prompts and check the scene for safety, form an initial impression, use PPE, check the person, tell the bystander to call 9-1-1 and get equipment, give CPR cycles and use the AED when it arrives.
 - The **Bystander** will verbalize calling 9-1-1 and getting an AED and a first aid kit when instructed.
 - The **Coach** will observe the First Aid Responder and reference the Assessment Scenario Flowchart: Giving CPR and Using an AED for Adults in preparation for their turn. If necessary, the Coach can repeat the instructor prompts during the scenario but should **not** provide coaching or peer-to-peer feedback.
- Ensure that breathing barriers and an AED are available to each group.
- Hand out the Assessment Scenario Flowchart: Giving CPR and Using an AED for Adults to each group.
- Communicate the following to participants:
 - You will perform the assessment scenario until all participants have had an opportunity to be assessed in the role of First Aid Responder.
- Circulate among the groups to give assistance and corrective global and individual feedback as necessary during and after each round.
- Manage the time for each round of the scenario and rotate roles after each round of the scenario.
- Check off each participant’s progress on the Participant Progress Log.
- Ask participants if anything from the scenario needs clarification.

MODULE 3

Pediatric CPR and AED

Module Length: 45 minutes

Guidance for the Instructor

To complete this module and meet the learning objectives, you must:

- Discuss all points in the topic, “Pediatric Cardiac Arrest.”
- Discuss all points in the topic, “Giving CPR to Children.”
- Show the video, “One-Hand CPR Technique” (0:32).
- Conduct the skill practice, “Giving CPR Cycles to Children” (optional).
- Discuss all points in the topic, “Giving CPR to Infants.”
- Show the video, “CPR for Infants” (8:37).
- Conduct the skill practice, “Giving CPR Cycles to Infants.”
- Discuss all points in the topic, “Safe and Effective Use of AEDs for Children and Infants.”
- Show the video, “AED Use for Children and Infants” (Adult and Pediatric) (1:50).
- Discuss all points in the topic, “Skill Practice: Using an AED for Children and Infants” (optional).
- Conduct the skill practice, “Using an AED for Children and Infants” (optional).
- Discuss all points in the topic, “Assessment Scenario: Giving CPR and Using an AED for Children” (optional).
- Conduct the scenario, “Giving CPR and Using an AED for Children” (optional).
- Discuss all points in the topic, “Assessment Scenario: Giving CPR and Using an AED for Infants.”
- Conduct the scenario, “Giving CPR and Using an AED for Infants.”

Learning Objectives


After completing this module, participants will be able to:


- Demonstrate how to perform high-quality CPR for children and infants.
- Demonstrate how to use an AED for children and infants [CPR/AED course].

Materials, Equipment and Supplies

- Adult and Pediatric First Aid/CPR/AED Instructor-Led Training course presentation, downloadable videos or DVD
- Computer or tablet with speakers, projector and projection screen or monitor
- Student Training Kits for CPR and/or First Aid or equivalent training supplies:
 - CPR breathing barriers (face shield or pocket mask [adult/child or child and infant]; one for each participant)
 - Latex-free disposable gloves (multiple sizes)
- AED training devices and pediatric pads (minimum of one for every two or three participants)
- Child (or adult) manikins (optional; minimum of one for every two or three participants), based on the needs of participants
- Infant manikins (minimum of one for every two or three participants), based on the needs of participants
- Skill Practice Sheet: Giving CPR Cycles to Children (optional; one for every two or three participants)
- Skill Practice Sheet: Giving CPR Cycles to Infants (one for every two or three participants)
- Skill Practice Sheet: Using an AED for Children and Infants (optional; one for every two or three participants)
- Assessment Scenario Flowchart: Giving CPR and Using an AED for Children (optional; one for every two or three participants)
- Assessment Scenario Flowchart: Giving CPR and Using an AED for Infants (one for every two or three participants)
- Assessment Scenario Tool: Giving CPR and Using an AED for Children (optional)
- Assessment Scenario Tool: Giving CPR and Using an AED for Infants
- Red Cross First Aid mobile app (optional)

- Ready Reference cards (optional)
- *First Aid/CPR/AED Participant's Manual* (optional)
- Participant Progress Log

 **Instructor's Note** Skill Practice Sheets, Assessment Scenario Flowcharts, Assessment Scenario Tools and Participant Progress Logs can be copied from the Appendices of this instructor's manual or downloaded from the Red Cross Learning Center.

 **Instructor's Note** This module accommodates the CPR/AED and CPR-only courses. If you are conducting a CPR-only course, participants will be *exposed* to an AED in the topic, "Safe and Effective Use of AEDs for Children and Infants." This exposure is intentional, as using an AED along with CPR is critical to save lives. If you are teaching a CPR-only course, teach all topics in this module **except** "AED for Children and Infants Skill Practice." In addition, follow the instructor's notes throughout this module for how to conduct the lesson accordingly.

Pediatric Cardiac Arrest

2 minutes

Causes of Cardiac Arrest in Children and Infants

LECTURE



REFERENCES

Course Presentation
Slides 63–65

Participant's Manual
Chapter 3

- Tell participants that the most common causes of cardiac arrest in children and infants include:
 - Breathing emergencies, such as asthma, bronchiolitis, drowning and choking.
 - Shock.
 - Abnormalities in heart structure or function from birth.
- Tell participants that responding to a cardiac arrest for a child or an infant is similar to responding to a cardiac arrest for an adult and uses all the skills they have already learned with a few differences, which will be explained later in this module.

Defining Children and Infants

LECTURE



REFERENCES

Course Presentation
Slide 66

Participant's Manual
Chapter 3

- Communicate the following to participants:
 - Children and infants are not small adults. Therefore, while in general the care is similar to adults, one needs to be aware of some differences.
 - Here is how you can distinguish between an infant and a child for the purposes of CPR/AED:
 - An infant is defined as someone under the age of 1. When giving care, follow **infant** techniques and use appropriately sized equipment.
 - A child is defined as someone from the age of 1 to the onset of puberty as evidenced by breast development in girls and underarm hair development in boys (usually around the age of 12). When giving care, follow **child** techniques and use appropriately sized equipment. The use of pediatric versus adult AED pads for children varies by age and weight.
 - An adolescent is defined as someone from the onset of puberty to adulthood. When giving care, follow **adult** techniques and use appropriately sized equipment.

Giving CPR to Children

5 minutes

High-Quality CPR for Children

LECTURE



REFERENCES

Course Presentation
Slides 67–68

Participant's Manual
Chapter 3

- Explain to participants that the components of high-quality CPR for children are the same as for adults with a few key differences.
- Tell participants that they will learn the differences in giving high-quality CPR for children compared to adults in this module.

Giving Chest Compressions Differences

LECTURE



VIDEO



REFERENCES

Course Presentation
Slides 69–70

Participant's Manual
Chapter 3

- Explain to participants that giving chest compressions to children is similar to giving compressions to an adult with a key difference in the depth of compressions.
- Remind participants of the following points:
 - Position one hand on top of the other in the center of the chest with your fingers interlaced and off the chest.
 - The compression rate of 100 to 120 per minute is the same for a child as for an adult.
 - The depth of compression, however, is different. For an adult, compress the chest *at least* 2 inches; however, for a child, compress only slightly less, *about* 2 inches.
- Explain to participants that for a smaller child, you may use one hand to give compressions.
- Show the video, “One-Hand CPR Technique” (0:32).

Giving Breaths Differences

LECTURE



REFERENCES

Course Presentation
Slides 71–72

Participant's Manual
Chapter 3

- Explain to participants that giving breaths to children is similar to giving breaths to an adult with a difference in positioning.
 - Subtle differences in positioning are applied when opening the airway of a child compared with an adult.
 - For a child, open the airway using the head-tilt/chin-lift technique by putting one hand on the forehead and two fingers on the bony part of the chin and tilting the head back to a *slightly past-neutral* position, which is a little less than for an adult.
 - The technique for giving breaths to a child in cardiac arrest is the same as for adults. Give smooth, effortless breaths that last about 1 second and make the chest begin to rise.
- Tell participants that when giving care to a child, it is essential that you use appropriately sized equipment.
 - If you are using a pocket mask, make sure it is sized appropriately.
 - Some pocket masks are one-size-fits all for adults and children. In this case, the mask can be rotated so that the narrow end fits over the child's chin.
 - In other instances, separate pocket masks are available for use with children.

Giving CPR Cycles

REFERENCES

Course Presentation
Slide 73

Participant's Manual
Chapter 3

- Remind participants that CPR cycles begin with 30 compressions followed by 2 breaths. However, when drowning is the suspected cause of cardiac arrest, the responder should deliver 2 initial breaths before starting CPR.

SKILL PRACTICE (optional)



REFERENCES

Course Presentation
Slides 74–75

Skill Practice Sheet:
Giving CPR Cycles to
Children

Participant's Manual
Appendix C



Participant Progress
Log

- Conduct the optional skill practice, "Giving CPR Cycles to Children."
- Tell participants that they will now practice giving CPR cycles to children.
- Divide the class into groups of **two or three** and assign the roles of "First Aid Responder," "Bystander" or "Coach." For groups of two, have the second participant play the roles of Bystander and Coach.
- Have groups get into position by their manikin to prepare for skill practice.
- Ensure that the manikins are on a firm, flat surface.
- Communicate the following to participants:
 - The **First Aid Responder** will give three cycles of 30 compressions and 2 breaths using a pediatric breathing barrier.
 - The **Bystander** will observe.
 - The **Coach** will give feedback and guide the First Aid Responder through the cycles of 30 compressions and 2 breaths using the Skill Practice Sheet: Giving CPR Cycles to Children.
 - In all rounds, the Coach should read each step of the skill aloud, as needed.






Instructor's Note You can modify the degree of coaching based on the participants' experience level. For example, if a participant in the role of First Aid Responder doesn't need guiding through the steps of the skill, the coach can just observe and give corrective feedback as needed.

- After all steps have been completed, participants will switch roles and the new First Aid Responder will continue giving three cycles of 30 compressions and 2 breaths using a pediatric breathing barrier until all participants have had a turn.
- Participants should help each other count compressions and help each other achieve effective breaths through peer feedback.
- Circulate among the groups to give assistance and corrective global and individual feedback as necessary.
 - Common errors to look for include:
 - Giving compressions that are too shallow or too deep.
 - Interrupting chest compressions for too long or too frequently.
 - Incorrectly positioning the hands too low or too high.
 - Failing to use own weight to help with compressions by being over the center of the child's chest with own arms locked.
 - Failing to allow the chest to return to its normal position after each compression or giving compressions at an inappropriate rate.
 - Leaning in toward the chest, which closes the airway.
 - Not properly pinching the nose and sealing the mouth if using a face shield; not properly sealing the pocket mask.
 - Using an improperly sized mask for the child.
 - Interrupting chest compressions for 10 seconds or more.

	<div style="border: 1px solid red; padding: 10px; margin-bottom: 10px;">  <p>Instructor's Note Manikins with a feedback device, such as a clicker or lights, indicate if participants are properly giving chest compressions. Be sure you and participants understand how your specific manikin feedback device works.</p> </div> <div style="border: 1px solid red; padding: 10px; margin-bottom: 10px;">  <p>Instructor's Note When the participants are properly giving breaths, the manikin's chest should clearly begin to rise. If it does not, make sure the participant is maintaining a good seal and an open airway. Sometimes they lose the seal by not completely covering the manikin's mouth due to pursed lips or not opening the mouth wide enough; or they close the airway as they lean down to give breaths. If this is not the problem, check the manikin's lung bag to make sure it is not twisted and check the one-way valve that connects the manikin's mouth and lungs.</p> </div> <ul style="list-style-type: none"> ■ Ensure that the Coach gives step-by-step instructions during the rounds, as needed. ■ Manage the time for each round of skill practice and rotate roles at the end of each round. ■ Check off each participant's progress on the Participant Progress Log. ■ Ask participants if anything from the skill practice needs clarification.
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Giving CPR to Infants

20 minutes

Giving CPR to Infants	
<p>LECTURE</p>  <p>VIDEO</p>  <p>REFERENCES Course Presentation Slides 76–80 Participant's Manual Chapter 3</p>	<ul style="list-style-type: none"> ■ Explain to participants that the technique of giving CPR to an infant is the same sequence of steps with small differences in technique from an adult and child because of the infant's smaller size. ■ Explain to participants that they are going to watch a video about how to give CPR to infants. ■ Show the video, "CPR for Infants" (8:37). ■ Ask if participants have any questions about how to perform the skills. ■ Tell participants that if they are not able to compress the infant's chest about 1½ inches using either the encircling thumbs technique (also known as the two-thumb/encircling hands technique) or the two-finger technique, they can use the one-hand technique.
<p>SKILL PRACTICE</p> 	<ul style="list-style-type: none"> ■ Conduct the skill practice, "Giving CPR Cycles to Infants." ■ Tell participants that they will now practice giving CPR cycles to infants. ■ Divide the class into groups of two or three and assign the roles of "First Aid Responder," "Bystander" or "Coach." For groups of two, have the second participant play the roles of Bystander and Coach. ■ Have groups get into position by their manikin to prepare for skill practice.

(Continued)

REFERENCES

Course Presentation
Slides 81–82

Skill Practice Sheet:
Giving CPR Cycles to
Infants

Participant's Manual
Appendix C

Participant Progress
Log

- Ensure that the manikins are on a firm, flat surface.
- Communicate the following to participants:
 - The **First Aid Responder** will give three cycles of 30 compressions and 2 breaths using a pediatric breathing barrier.
 - The **Bystander** will observe.
 - The **Coach** will give feedback and guide the First Aid Responder through the cycles of 30 compressions and 2 breaths using the Skill Practice Sheet: Giving CPR Cycles to Infants.
 - In all rounds, the Coach should read each step of the skill aloud, as needed.



Instructor's Note You can modify the degree of coaching based on the participants' experience level. For example, if a participant in the role of First Aid Responder doesn't need guiding through the steps of the skill, the coach can just observe and give corrective feedback as needed.

- After all steps have been completed, participants will switch roles and the new First Aid Responder will continue giving three cycles of 30 compressions and 2 breaths using a pediatric breathing barrier until all participants have had a turn.
- Participants should help each other count compressions and help each other achieve effective breaths through peer feedback.
- Circulate among the groups to give assistance and corrective global and individual feedback as necessary.
 - Common errors to look for include:
 - Giving compressions that are too shallow or too deep.
 - Interrupting chest compressions for too long or too frequently.
 - Incorrectly positioning the thumbs too low or too high.
 - Failing to allow the chest to return to its normal position after each compression or giving compressions at an inappropriate rate.
 - Leaning in toward the chest, which closes the airway.
 - Not properly sealing the nose and mouth if using a face shield; not properly sealing the pocket mask.
 - Using an improperly sized mask for the infant.
 - Interrupting chest compressions for 10 seconds or more.



Instructor's Note Manikins with a feedback device, such as a clicker or lights, indicate if participants are properly giving chest compressions. Be sure you and participants understand how your specific manikin feedback device works.








Instructor's Note When the participants are properly giving breaths, the manikin's chest should clearly begin to rise. If it does not, make sure the participant is maintaining a good seal and an open airway. Sometimes they lose the seal by not completely covering the manikin's mouth and nose due to pursed lips or not opening the mouth wide enough, or they close the airway as they lean down to give breaths. If this is not the problem, check the manikin's lung bag to make sure it is not twisted and check the one-way valve that connects the manikin's mouth and lungs.

	<ul style="list-style-type: none"> ■ Ensure that the Coach gives step-by-step instructions during the rounds. ■ Manage the time for each round of skill practice and rotate roles at the end of each round, as needed. ■ Check off each participant's progress on the Participant Progress Log. ■ Ask participants if anything from the skill practice needs clarification.
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Safe and Effective Use of AEDs for Children and Infants

3 minutes

<p>LECTURE</p>  <p>VIDEO</p>  <p>REFERENCES Course Presentation Slides 83–85 Participant's Manual Chapter 3</p>	<ul style="list-style-type: none"> ■ Communicate the following to participants: <ul style="list-style-type: none"> ● Although cardiac arrest in children and infants is less common than in an adult, the use of an AED remains a critical component of child and infant cardiac arrest care and can be lifesaving. ■ Explain to participants that they are going to watch a video about using an AED. ■ Show the video, "AED Use for Children and Infants" (Adult and Pediatric) (1:50). ■ Ask participants if anything in the video needs clarification. <div style="border: 2px solid red; padding: 10px; margin-top: 10px;">  <p>Instructor's Note Remember, AED models function differently. For example, some AEDs have a pediatric setting instead of pediatric AED pads. Always follow your facility's protocols and the manufacturer's instructions for the AED you have.</p> </div>
<p>DEMO (optional)</p>  <p>REFERENCES Course Presentation Slide 86</p>	<ul style="list-style-type: none"> ■ If participants in your course will be using a different AED trainer than the one shown in the video, "AED Use for Children and Infants," give a brief demonstration of how the AED trainer you are using functions differently. <div style="border: 2px solid red; padding: 10px; margin-top: 10px;">  <p>Instructor's Note The skill practice, Using an AED for Children and Infants, is optional. However, in the CPR/AED course, participants will use an AED during the Assessment Scenario: Giving CPR and Using an AED for Children and/or Assessment Scenario: Giving CPR and Using an AED for Infants. Therefore, they should be familiar with the AED trainer used in your course.</p> </div>

Skill Practice: Using an AED for Children and Infants (optional)

7 minutes

<p>SKILL PRACTICE (optional)</p> 	<ul style="list-style-type: none"> ■ Conduct the optional skill practice, "Using an AED for Children and Infants." ■ Tell participants that they will now practice using an AED when they are the only trained responder on the scene. ■ Have the groups of two or three get into position beside their manikin and assign the roles of the "First Aid Responder," "Bystander" or the "Coach." For groups of two, have the second participant play the roles of Bystander and Coach. <ul style="list-style-type: none"> ● Participants can practice on a child or an infant manikin for this skill.
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(Continued)

REFERENCES

Course Presentation
Slides 87–89

Skill Practice Sheet:
Using an AED for
Children and Infants

Participant's Manual
Appendix C

Participant Progress
Log

- Communicate the following to participants:
 - The **First Aid Responder** will operate the AED. After the shock is delivered, they will get into CPR position but they will **not** perform CPR.
 - The **Bystander** will observe.
 - The **Coach** will give feedback and guide the First Aid Responder through the skill practice using the Skill Practice Sheet: Using an AED for Children and Infants.
 - In all rounds, the Coach should read each step of the skill aloud, as needed.



Instructor's Note You can modify the degree of coaching based on the participants' experience level. For example, if a participant in the role of First Aid Responder doesn't need guiding through the steps of the skill, the coach can just observe and give corrective feedback as needed.

- After all steps have been completed, participants should switch roles and the new First Aid Responder should complete all steps until all participants have had a turn attaching the AED pads and operating the AED.
- Participants should give each other peer feedback.




Instructor's Note Ensure that each participant has the opportunity to place the AED pads appropriately and operate the AED until it delivers a shock at least once during this skill practice.




Instructor's Note Tell participants that the AED training devices they will be using do not deliver a shock.


- Circulate among the groups to give assistance and corrective global and individual feedback as necessary.
 - Common errors to look for include:
 - Plugging the AED pad connector cable into the AED before placing the pads on the chest (causing the AED to start analyzing before the pads are placed).
 - Attaching the AED pads in the incorrect positions on the chest.
 - Touching the child or infant while the AED is analyzing the rhythm because touching them could adversely affect the analysis.
 - Touching the child or infant while the AED is delivering a shock because anyone touching them could also receive a shock.
 - Interruptions in chest compressions for longer than 10 seconds.


	<div style="border: 2px solid red; padding: 10px;">  <p>Instructor's Note The goal is to minimize interruptions in chest compressions to less than 10 seconds. However, it may take a single first aid responder longer than 10 seconds to set up and operate the AED. This is acceptable providing they work as efficiently and effectively as possible and immediately begin CPR after analysis and shock (if needed). Even if an untrained bystander is present, the first aid responder should interrupt chest compressions to set up and operate the AED, because they may not have the skill and/or experience to direct an untrained bystander in the proper use of an AED while they are simultaneously giving high-quality CPR.</p> </div> <ul style="list-style-type: none"> ■ Ensure that the Coach gives step-by-step instructions during the rounds. ■ Manage the time for each round of skill practice and rotate roles at the end of each round (i.e., as soon as the person pushes the shock button and gets into position to give compressions). ■ Check off each participant's progress on the Participant Progress Log. ■ Ask participants if anything from the skill practice needs clarification.
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Assessment Scenario: Giving CPR and Using an AED for Children (optional)

15 minutes

	<div style="border: 2px solid red; padding: 10px;">  <p>Instructor's Note This topic is optional if Assessment Scenario: Giving CPR and Using an AED for Adults was conducted. If you did not conduct the Assessment Scenario: Giving CPR and Using an AED for Adults, then you must conduct this child scenario.</p> </div>
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	<div style="border: 2px solid red; padding: 10px;">  <p>Instructor's Note If you are teaching a CPR/AED course, conduct the entire scenario. If you are teaching a CPR-only course, stop the scenario after each First Aid Responder has completed three complete cycles of CPR.</p> </div>
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<p>SCENARIO</p>  <p>(optional)</p> <p>REFERENCES</p> <p>Course Presentation Slides 90–93</p> <p>Assessment Scenario Flowchart: Giving CPR and Using an AED for Children</p>	<ul style="list-style-type: none"> ■ Tell participants that they will now be assessed on putting everything together, from checking the scene and forming an initial impression through three cycles of CPR for a CPR-only course and through using an AED for a CPR/AED course. ■ Have the groups of two or three get into position beside their manikin and assign the roles of “First Aid Responder,” “Parent/Bystander” or “Coach.” For groups of two, have the second participant play the roles of Parent/Bystander and Coach. ■ Explain to participants that you will provide a scenario setup and appropriate prompts throughout the scenario. <ul style="list-style-type: none"> ● Participants should wait for instructor prompts and not rush ahead in the scenario.
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(Continued)



Instructor's Note Scenario setups are provided in the Assessment Scenario Tool. However, you can make up your own scenario setup specific to your facility's needs, as long as it achieves the objectives of checking the scene, forming an initial impression, obtaining consent, using PPE, checking the child, calling 9-1-1 and getting equipment, giving CPR and, if applicable, using an AED.

- Communicate the following to participants:
 - **CPR-only course:**
 - The **First Aid Responder** will give CPR. They should follow instructor prompts and check the scene for safety, form an initial impression, obtain consent, use PPE, check the child, tell the bystander to call 9-1-1 and get equipment, and give CPR cycles.
 - The **Parent/Bystander** will give consent as necessary and verbalize calling 9-1-1 and getting an AED and a first aid kit when instructed.
 - The **Coach** will observe the First Aid Responder and reference the Assessment Scenario Flowchart: Giving CPR and Using an AED for Children in preparation for their turn. If necessary, the Coach can repeat the instructor prompts during the scenario but should **not** provide coaching or peer-to-peer feedback.
 - **CPR/AED course:**
 - The **First Aid Responder** will give CPR and use the AED. They should follow instructor prompts and check the scene for safety, form an initial impression, obtain consent, use PPE, check the person, tell the bystander to call 9-1-1 and get equipment, give CPR cycles and use the AED when it arrives.
 - The **Parent/Bystander** will give consent as necessary and verbalize calling 9-1-1 and getting an AED and a first aid kit when instructed.
 - The **Coach** will observe the First Aid Responder and reference the Assessment Scenario Flowchart: Giving CPR and Using an AED for Children in preparation for their turn. If necessary, the Coach can repeat the instructor prompts during the scenario but should **not** provide coaching or peer-to-peer feedback.
- Ensure that breathing barriers and an AED are available to each group.
- Hand out the Assessment Scenario Flowchart: Giving CPR and Using an AED for Children to each group.
- Communicate the following to participants:
 - You will perform the assessment scenario until all participants have had an opportunity to be assessed in the role of First Aid Responder.
- Circulate among the groups to give assistance and corrective global and individual feedback as necessary during and after each round.
- Manage the time for each round of the scenario and rotate roles after each round of the scenario.
- Check off each participant's progress on the Participant Progress Log.
- Ask participants if anything from the scenario needs clarification.

Assessment Scenario: Giving CPR and Using an AED for Infants

15 minutes



Instructor's Note If you are teaching a CPR/AED course, conduct the entire scenario. If you are teaching a CPR-only course, stop the scenario after each First Aid Responder has completed three complete cycles of CPR.

SCENARIO



REFERENCES

Course Presentation Slides 94–97

Assessment Scenario Flowchart: Giving CPR and Using an AED for Infants

Assessment Scenario Tool: Giving CPR and Using an AED for Infants

Participant Progress Log

- Tell participants that they will now be assessed on putting everything together, from checking the scene and forming an initial impression through three cycles of CPR for a CPR-only course and through using an AED for a CPR/AED course.
- Have the groups of **two or three** get into position beside their manikin and assign the roles of “First Aid Responder,” the “Parent/Bystander” or the “Coach.” For groups of two, have the second participant play the roles of Parent/Bystander and Coach.
- Explain to participants that you will provide a scenario setup and appropriate prompts throughout the scenario.
 - Participants should wait for instructor prompts and not rush ahead in the scenario.



Instructor's Note Scenario setups are provided in the Assessment Scenario Tool. However, you can make up your own scenario setup specific to your facility's needs, as long as it achieves the objectives of checking the scene, forming an initial impression, obtaining consent, using PPE, checking the infant, calling 9-1-1 and getting equipment, giving CPR and, if applicable, using an AED.

- Communicate the following to participants:
 - **CPR-only course:**
 - The **First Aid Responder** will give CPR. They should follow instructor prompts and check the scene for safety, form an initial impression, obtain consent, use PPE, check the infant, tell the bystander to call 9-1-1 and get equipment, and give CPR cycles.
 - The **Parent/Bystander** will give consent as necessary and verbalize calling 9-1-1 and getting an AED and a first aid kit when instructed.
 - The **Coach** will observe the First Aid Responder and reference the Assessment Scenario Flowchart: Giving CPR and Using an AED for Infants in preparation for their turn. If necessary, the Coach can repeat the instructor prompts during the scenario but should **not** provide coaching or peer-to-peer feedback.
 - **CPR/AED course:**
 - The **First Aid Responder** will give CPR and use the AED. They should follow instructor prompts and check the scene for safety, form an initial impression, obtain consent, use PPE, check the infant, tell the bystander to call 9-1-1 and get equipment, give CPR cycles and use the AED when it arrives.
 - The **Parent/Bystander** will give consent as necessary and verbalize calling 9-1-1 and getting an AED and a first aid kit when instructed.
 - The **Coach** will observe the First Aid Responder and reference the Assessment Scenario Flowchart: Giving CPR and Using an AED for Infants in preparation for their turn. If necessary, the Coach can repeat the instructor prompts during the scenario but should **not** provide coaching or peer-to-peer feedback.

(Continued)

- Ensure that a breathing barrier and AED are available to each group.
- Hand out the Assessment Scenario Flowchart: Giving CPR and Using an AED for Infants to each group.
- Communicate the following to participants:
 - You will perform the assessment scenario until all participants have had an opportunity to be assessed in the role of First Aid Responder.
- Circulate among the groups to give assistance and corrective global and individual feedback as necessary during and after each round.
- Manage the time for each round of the scenario and rotate roles after each round of the scenario.
- Check off each participant's progress on the Participant Progress Log.
- Ask participants if anything from the scenario needs clarification.

MODULE 4

Choking

Module Length: 38 minutes

Guidance for the Instructor

To complete this module and meet the learning objectives, you must:

- Discuss all points in the topic, “Recognizing Choking.”
- Show the video, “Recognizing Choking” (Adult and Pediatric) (1:43).
- Discuss all points in the topic, “Caring for a Choking Adult or Child.”
- Show the video, “Caring for a Responsive Choking Adult or Child” (4:24).
- Show the video, “Caring for an Unresponsive Choking Adult or Child” (1:30).
- Conduct the skill practice, “Giving Back Blows and Abdominal Thrusts to Adults and Children.”
- Discuss all points in the topic, “Caring for a Choking Infant.”
- Show the video, “Caring for a Responsive Choking Infant” (2:14).
- Show the video, “Caring for an Unresponsive Choking Infant” (0:41).
- Conduct the skill practice, “Giving Back Blows and Chest Thrusts to Infants.”
- Discuss all points in the topic, “Assessment Scenario: Caring for a Choking Adult or Child.”
- Conduct the scenario, “Caring for a Choking Adult or Child.”
- Discuss all points in the topic, “Assessment Scenario: Caring for a Choking Infant.”
- Conduct the scenario, “Caring for a Choking Infant.”


Learning Objectives

After completing this module, participants will be able to:

- Recognize when a responsive adult, child or infant is choking.
- Demonstrate how to care for an adult, child or infant who is responsive and choking.
- Describe how to care for an adult, child or infant who becomes unresponsive.



Materials, Equipment and Supplies

- Adult and Pediatric First Aid/CPR/AED Instructor-Led Training course presentation, downloadable videos or DVD
- Computer or tablet with speakers, projector and projection screen or monitor
- Latex-free disposable gloves (multiple sizes)
- Infant manikin (minimum of one for every two or three participants)
- Skill Practice Sheet: Giving Back Blows and Abdominal Thrusts to Adults and Children (one for every two or three participants)
- Skill Practice Sheet: Giving Back Blows and Abdominal Thrusts to Adults and Children (Without Physical Contact; one for every two or three participants)
- Skill Practice Sheet: Giving Back Blows and Chest Thrusts to Infants (one for every two or three participants)
- Assessment Scenario Flowchart: Caring for a Choking Adult or Child (one for every two or three participants)
- Assessment Scenario Flowchart: Caring for a Choking Infant (one for every two or three participants)
- Assessment Scenario Tool: Caring for a Choking Adult or Child
- Assessment Scenario Tool: Caring for a Choking Infant
- Red Cross First Aid mobile app (optional)
- Ready Reference cards (optional)
- *First Aid/CPR/AED Participant's Manual* (optional)
- Participant Progress Log

 **Instructor's Note** Skill Practice Sheets, Assessment Scenario Flowcharts, Assessment Scenario Tools and Participant Progress Logs can be copied from the Appendices of this instructor's manual or downloaded from the Red Cross Learning Center.






Recognizing Choking

3 minutes

<p>LECTURE</p>  <p>REFERENCES Course Presentation Slides 98–103 Participant's Manual Chapter 4</p>	<ul style="list-style-type: none"> ■ Communicate the following to participants: <ul style="list-style-type: none"> ● Choking occurs when the airway becomes either partially or completely blocked by a foreign object (e.g., a piece of food, a small toy, or body fluids, such as vomit or blood). ● Choking is especially common in young children and older adults, but a person of any age can choke. ● Choking is a common cause of injury and death in children younger than 5 years. <ul style="list-style-type: none"> ○ Very young children explore by putting things in their mouths, which increases their risk for choking. ○ Children younger than 4 years often lack the skills needed to chew certain types of foods thoroughly. ○ Laughing, talking or running with the mouth full can also lead to choking. ○ Common choking hazards for young children and infants include hot dogs; apples; grapes; popcorn; peanut butter; hard, gooey or sticky candy; plastic bags; broken or uninflated balloons; coins; buttons; magnets; marbles; toys meant for older children, which may be small or have small parts. ■ Communicate the following to participants: <ul style="list-style-type: none"> ● This training will empower you to act if you ever need to give care for an adult, child or infant who is choking. ● A person who is choking can become unresponsive, and if unresponsive and if left untreated, can go into cardiac arrest before EMS arrives. By taking action and giving immediate care, you can save a life.
<p>VIDEO</p>  <p>REFERENCES Course Presentation Slide 104 Participant's Manual Chapter 4</p>	<ul style="list-style-type: none"> ■ Tell participants that it is important to recognize when a person is choking and act quickly. ■ Explain to participants that they are going to watch a video about recognizing choking. ■ Show the video, "Recognizing Choking" (Adult and Pediatric) (1:43). ■ Ask participants if anything in the video needs clarification.

Caring for a Choking Adult or Child

12 minutes

<p>VIDEO</p>  <p>REFERENCES Course Presentation Slides 105–107 Participant's Manual Chapter 4</p>	<ul style="list-style-type: none">■ Explain to participants that they will now watch a video to learn how to care for a responsive choking adult or child.■ Show the video, “Caring for a Responsive Choking Adult or Child” (4:24).■ Ask if participants have any questions about how to perform the skill. <div data-bbox="459 464 1513 619" style="border: 1px solid red; padding: 10px;"><p> Instructor's Note If you are teaching a First Aid-only course, you can skip the video, “Caring for an Unresponsive Choking Adult or Child” and go straight into skill practice.</p></div> <ul style="list-style-type: none">■ Explain to participants that they will now watch a video to learn how to care for an unresponsive choking adult or child.■ Show the video, “Caring for an Unresponsive Choking Adult or Child” (1:30).
<p>SKILL PRACTICE</p>  <p>REFERENCES Course Presentation Slides 108–110 Skill Practice Sheet: Giving Back Blows and Abdominal Thrusts to Adults and Children Skill Practice Sheet: Giving Back Blows and Abdominal Thrusts to Adults and Children (Without Physical Contact) Participant's Manual Appendix C Participant Progress Log</p>	<ul style="list-style-type: none">■ Conduct the skill practice, “Giving Back Blows and Abdominal Thrusts to Adults and Children.”■ Tell participants that they will now practice giving back blows and abdominal thrusts to an adult or child.■ Divide the class into groups of two or three and assign the roles of “First Aid Responder,” “Choking Person” or “Coach.” For groups of two, have the second participant play the roles of Choking Person and Coach.■ Participants who are comfortable with physical contact should be partnered with each other.■ Let participants know that while it is more realistic to practice with each other, if they are uncomfortable with practicing on someone or with someone practicing on them, there is an alternative skill approach available.<ul style="list-style-type: none">● Participants who do not wish to have physical contact should be partnered with each other.● It is important to first demonstrate to participants how to position themselves and perform the “without physical contact” technique before they attempt it themselves. <div data-bbox="459 1276 1513 1396" style="border: 1px solid red; padding: 10px;"><p> Instructor's Note It is acceptable for a participant to ask for an alternative. They should be given this opportunity without penalty or judgment.</p></div> <ul style="list-style-type: none">■ Communicate the following to participants:<ul style="list-style-type: none">● The First Aid Responder will care for a choking adult. The person in this role should complete all steps of caring for a choking adult by giving five cycles of 5 back blows and 5 abdominal thrusts.● The Choking Person should role-play as appropriate.● The Coach will give feedback and guide the First Aid Responder through the steps of the skill using the Skill Practice Sheet: Giving Back Blows and Abdominal Thrusts to Adults and Children.<ul style="list-style-type: none">○ In all rounds, the Coach should read each step of the skill aloud, as needed. <div data-bbox="459 1726 1513 1915" style="border: 1px solid red; padding: 10px;"><p> Instructor's Note You can modify the degree of coaching based on the participants' experience level. For example, if a participant in the role of First Aid Responder doesn't need guiding through the steps of the skill, the coach can just observe and give corrective feedback as needed.</p></div>

(Continued)

- After all steps have been completed, participants should switch roles and the new First Aid Responder should complete all steps.
- Participants should help each other and give peer feedback.



Instructor's Note Emphasize that this skill practice will be simulation only; participants should **never** actually give abdominal thrusts and back blows to their partners.

- Circulate among the groups to give assistance and corrective global and individual feedback as necessary.
- Common errors to look for include:
 - Not properly positioning the hands during back blows.
 - Not placing one foot in between the feet of the choking person when giving abdominal thrusts.
 - Not using the thumb side of the fist for abdominal thrusts.
 - Placing the fist too high when giving abdominal thrusts.
- Ensure that the Coach gives step-by-step instructions during the rounds, as needed.
- Manage the time for each round of skill practice and rotate roles at the end of each round.
- Check off each participant's progress on the Participant Progress Log.
- Ask participants if anything from the skill practice needs clarification.

Caring for a Choking Infant

9 minutes

VIDEO



REFERENCES

Course Presentation
Slides 111–113

Participant's Manual
Chapter 4

- Explain to participants that they will now watch a video to learn how to care for a responsive choking infant.
- Show the video, "Caring for a Responsive Choking Infant" (2:14).
- Ask if participants have any questions about how to perform the skill.



Instructor's Note If you are teaching a First Aid only course, you can skip the unresponsive choking for infants video and go straight into skill practice.

- Explain to participants that they will now watch a video to learn how to care for an unresponsive choking infant.
- Show the video, "Caring for an Unresponsive Choking Infant" (0:41).

SKILL PRACTICE



REFERENCES

Course Presentation
Slides 114–115

Skill Practice Sheet:
Giving Back Blows
and Chest Thrusts to
Infants

Participant's Manual
Appendix C

Participant Progress
Log

- Conduct the skill practice, “Giving Back Blows and Chest Thrusts to Infants.”
- Tell participants that they will now practice giving back blows and chest thrusts for an infant.
- Have the groups of **two or three** get into position beside their manikin and assign the roles of “First Aid Responder,” “Parent/Bystander” or “Coach.” For groups of two, have the second participant play the roles of Bystander and Coach.
- Communicate the following to participants:
 - The **First Aid Responder** will care for a choking infant. The person in this role should complete all steps of caring for a choking infant by giving five cycles of 5 back blows and 5 chest thrusts.
 - The **Bystander** should observe.
 - The **Coach** will give feedback and guide the First Aid Responder through the steps of the skill using the Skill Practice Sheet: Giving Back Blows and Chest Thrusts to Infants.
 - In all rounds, the Coach should read each step of the skill aloud, as needed.



Instructor's Note You can modify the degree of coaching based on the participants' experience level. For example, if a participant in the role of First Aid Responder doesn't need guiding through the steps of the skill, the coach can just observe and give corrective feedback as needed.

- After all steps have been completed, participants should switch roles and the new First Aid Responder should complete all steps.
- Participants should help each other and give peer feedback.
- Circulate among the groups to give assistance and corrective global and individual feedback as necessary.
- Common errors to look for include:
 - Not properly positioning the infant for back blows with the infant's head face-down and lower than their body.
 - Not properly supporting the infant's head and neck during back blows.
 - Covering the infant's mouth when supporting the head during back blows.
 - Not using the heel of hand to deliver back blows.
 - Not delivering 5 back blows between the infant's shoulder blades.
 - Not properly positioning the infant for chest thrusts with the infant's head face-up and lower than their body.
 - Not properly supporting the infant's head and neck during chest thrusts.
 - Not placing two fingers in center of infant's chest just below the nipple line.
 - Placing the two fingers horizontally instead of vertically in center of infant's chest.
 - Not delivering 5 chest thrusts about 1½ inches deep.
- Ensure that the Coach gives step-by-step instructions during the rounds, as necessary.
- Manage the time for each round of skill practice and rotate roles at the end of each round.
- Check off each participant's progress on the Participant Progress Log.
- Ask participants if anything from the skill practice needs clarification.

Assessment Scenario: Caring for a Choking Adult or Child

7 minutes

SCENARIO



REFERENCES

Course Presentation
Slides 116–118

Assessment Scenario
Flowchart: Caring for a
Choking Adult or Child

Assessment Scenario
Tool: Caring for a
Choking Adult or Child

Participant Progress
Log

- Tell participants that they will now be assessed on putting everything together, from checking the scene and forming an initial impression through caring for an adult or child who is choking.
- Have the groups of **two or three** get into position and assign the roles of “First Aid Responder,” “Choking Person” or “Coach/Bystander.” For groups of two, have the second participant play the roles of Choking Person and Coach. You (the instructor) may play the role of Bystander.
 - Participants who are comfortable with physical contact should be partnered with each other.
 - Let participants know that while it is more realistic to practice with each other, if they are uncomfortable with practicing on someone or with someone practicing on them, there is an alternative approach available.
 - Participants who do not wish to have physical contact should be partnered with each other.



Instructor's Note It is acceptable for a participant to ask for an alternative. They should be given this opportunity without penalty or judgment.

- Explain to participants that you will give a scenario setup and appropriate prompts throughout the scenario.
 - Participants should wait for instructor prompts and not rush ahead in the scenario.



Instructor's Note Scenario setups are provided in the Assessment Scenario Tool. However, you can make up your own scenario setup specific to your facility's needs, as long as it achieves the objectives of checking the scene, forming an initial impression, obtaining consent, using PPE, checking the person, calling 9-1-1 and getting equipment, and caring for an adult or child who is choking.

- Communicate the following to participants:
 - The **First Aid Responder** will care for the choking person. The person in this role should follow instructor prompts and check the scene for safety, form an initial impression, obtain consent, use PPE, check the person, tell the bystander to call 9-1-1 and get equipment, and give care for the choking adult or child.
 - The **Choking Person** should follow instructor prompts and role-play as appropriate.
 - The **Bystander** will verbalize calling 9-1-1 and getting an AED and a first aid kit when instructed. The **Coach** will observe the First Aid Responder and reference the Assessment Scenario Flowchart: Caring for a Choking Adult or Child in preparation for their turn. If necessary, the Coach can repeat the instructor prompts during the scenario but should **not** provide coaching or peer-to-peer feedback.





Instructor's Note Emphasize that this scenario will be simulation only; participants will not actually give abdominal thrusts and back blows to their partners.

- Hand out the Assessment Scenario Flowchart: Caring for a Choking Adult or Child to each group.
- Communicate the following to participants:
 - You will perform the assessment scenario until all participants have had an opportunity to be assessed in the role of First Aid Responder.

	<ul style="list-style-type: none"> ■ Circulate among the groups to give assistance and corrective global and individual feedback as necessary during and after each round. ■ Manage the time for each round of the scenario and rotate roles after each round of the scenario. ■ Check off each participant's progress on the Participant Progress Log. ■ Ask participants if anything from the scenario needs clarification.
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Assessment Scenario: Caring for a Choking Infant

7 minutes

<p>SCENARIO</p>  <p>REFERENCES</p> <p>Course Presentation Slides 119–121</p> <p>Assessment Scenario Flowchart: Caring for a Choking Infant</p> <p>Assessment Scenario Tool: Caring for a Choking Infant</p> <p>Participant Progress Log</p>	<ul style="list-style-type: none"> ■ Tell participants that they will now be assessed on putting everything together, from checking the scene and forming an initial impression through caring for an infant who is choking. ■ Have the groups of two or three get into position and assign the roles of “First Aid Responder,” “Parent/Bystander” or “Coach.” For groups of two, have the second participant play the roles of Parent/Bystander and Coach. ■ Explain to participants that you will provide a scenario setup and appropriate prompts throughout the scenario. <ul style="list-style-type: none"> ● Participants should wait for instructor prompts and not rush ahead in the scenario. <div style="border: 2px solid red; border-radius: 15px; padding: 10px; margin: 10px 0;"> <p> Instructor’s Note Scenario setups are provided in the Assessment Scenario Tool. However, you can make up your own scenario setup specific to your facility’s needs, as long as it achieves the objectives of checking the scene, forming an initial impression, obtaining consent, using PPE, checking the infant, calling 9-1-1 and getting equipment, and caring for an infant who is choking.</p> </div> <ul style="list-style-type: none"> ■ Communicate the following to participants: <ul style="list-style-type: none"> ● The First Aid Responder will care for the choking infant. The person in this role should follow instructor prompts and check the scene for safety, form an initial impression, obtain consent, use PPE, check the infant, tell the bystander to call 9-1-1 and get equipment, and give care for the choking infant. ● The Parent/Bystander will give consent as necessary and verbalize calling 9-1-1 and getting an AED and a first aid kit when instructed. ● The Coach will observe the First Aid Responder and reference the Assessment Scenario Flowchart: Caring for a Choking Infant in preparation for their turn. If necessary, the Coach can repeat the instructor prompts during the scenario but should not provide coaching or peer-to-peer feedback. ■ Hand out the Assessment Scenario Flowchart: Caring for a Choking Infant to each group. ■ Communicate the following to participants: <ul style="list-style-type: none"> ● You will perform the assessment scenario until all participants have had an opportunity to be assessed in the role of First Aid Responder. ■ Circulate among the groups to give assistance and corrective global and individual feedback as necessary during and after each round. ■ Manage the time for each round of the scenario and rotate roles after each round of the scenario. ■ Check off each participant's progress on the Participant Progress Log. ■ Ask participants if anything from the scenario needs clarification.
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MODULE 5

Sudden Illness

Module Length: 25 minutes

Guidance for the Instructor

To complete this module and meet the learning objectives, you must:

- Discuss all points in the topic, “Sudden Illness.”
- Show the videos, “General Approach to Sudden Illness” (Adult and Pediatric) (2:47), “Stroke” (Adult) (1:48), “Shock” (Adult) (1:27), “Asthma Attack” (Pediatric) (1:10), “Anaphylaxis” (1:23), “Heart Attack” (2:13), “Opioid Overdose” (1:10) and “Diabetic Emergency” (Adult and Pediatric) (1:54).
- Conduct the scenario, “Caring for a Person with a Sudden Illness” (optional).

Learning Objectives

After completing this module, participants will be able to:

- Recognize a sudden illness.
- Describe general care for common sudden illnesses.
- Describe how to assist an adult, child or infant with medication.

Materials, Equipment and Supplies

- Adult and Pediatric First Aid/CPR/AED Instructor-Led Training course presentation, downloadable videos or DVD
- Computer or tablet with speakers, projector and projection screen or monitor
- Assessment Scenario Flowchart: Caring for a Person Experiencing a Sudden Illness (optional; one for every two or three participants)
- Assessment Scenario Tool: Caring for a Person Experiencing a Sudden Illness (optional)
- Red Cross First Aid mobile app (optional)
- Ready Reference cards (optional)
- *First Aid/CPR/AED Participant's Manual* (optional)



Instructor's Note If you are teaching any of the following Skill Boosts, they may be taught at the end of this module or at the end of the course:

- Skill Boost: Asthma and Quick-Relief Medication Administration
- Skill Boost: Anaphylaxis and Epinephrine Auto-Injector Administration
- Skill Boost: Opioid Overdose and Naloxone Administration

Sudden Illness

25 minutes

GUIDED DISCUSSION



LECTURE



REFERENCES

Course Presentation
Slides 122–127

Participant's Manual
Chapter 5

- Ask participants: **What are some examples of life-threatening sudden illnesses?**

Answers:

- *Heart attack*
 - *Asthma attack*
 - *Anaphylaxis*
 - *Diabetic emergency*
 - *Seizures*
 - *Shock*
 - *Opioid overdose*
 - *Stroke*
 - *High fever in young children and infants*
 - *Vomiting, diarrhea and dehydration in young children and infants*
- Tell participants that the signs and symptoms of sudden illness vary widely, depending on the cause of the illness. The person may have:
 - Trouble breathing.
 - Pain, such as chest pain, abdominal pain or a headache.
 - Changes in level of responsiveness, such as being confused or unaware of one's surroundings, or becoming unresponsive.
 - Extreme fatigue.
 - Light-headedness or dizziness.
 - Nausea, vomiting, diarrhea or stomach cramps.
 - A fever.
 - Pale, ashen (gray) or very flushed skin, which may be excessively sweaty or dry, or excessively hot or cold.
 - Problems seeing or speaking (e.g., blurred vision or slurred speech).
 - Numbness, weakness or paralysis.
 - Seizures.



Instructor's Note If participants have questions about changes in skin color in darker skin, explain that changes in skin color, including pale, gray (ashen) or flushed skin happens in all people and that it is simply a degree of change from the person's baseline skin color. To look for changes in skin color, it can be helpful to look at less pigmented areas of the skin, such as lips or mucous membranes. In addition, a person with a sudden illness will not "look right" and will have other signs and symptoms of sudden illness, such as sweating, trouble breathing, nausea, and so on.

General Approach to Sudden Illness

VIDEO



REFERENCES

Course Presentation
Slide 128

Participant's Manual
Chapter 5

- Explain to participants that they are going to watch a video about a general approach to sudden illness for adults, children and infants.
- Show the video, "General Approach to Sudden Illness" (Adult and Pediatric) (2:47).
- Ask participants if anything in the video needs clarification.
- Explain to participants that if, during the *initial impression*, they determine that the person appears to be experiencing a life-threatening sudden illness, they should immediately call 9-1-1, get the equipment and give general care for the condition found. *Then*, they should continue their check (as appropriate) to determine if additional care is needed.

High Fever in Young Children and Infants

LECTURE



REFERENCES

Course Presentation
Slides 129–130

Participant's Manual
Chapter 5

- Explain to participants that fever is defined as an elevated body temperature above the normal range of 100.4° F (38° C).
- Tell participants that with the onset of a fever, children and infants can have something called a febrile seizure, which is due to a sudden rise in temperature.
- Tell participants that it is important to consult a healthcare provider if:
 - The infant is younger than 3 months and has a fever of 100.4° F (38° C) or greater.
 - The child is younger than 2 years and has a fever of 102.5° F (39.2° C) or greater.
 - The child or infant has a febrile seizure.
 - The fever is associated with change in behavior or activity, neck pain, poor feeding, decreased urination, trouble breathing, abdominal pain, pain with urination, back pain or a rash.

Vomiting, Diarrhea and Dehydration in Young Children and Infants

LECTURE



REFERENCES

Course Presentation
Slides 131–134

Participant's Manual
Chapter 5

- Explain to participants that in children, especially younger children and infants, vomiting, diarrhea or both can lead to **dehydration** (too little fluid in the body) and shock.
- Emphasize that young children and infants are at especially high risk for dehydration because they tend to lose more fluid, and at a faster rate, than adults do and often do not have the ability to obtain fluids themselves.
- Tell participants that priority care is to give fluids (e.g., water, popsicles or oral rehydration solutions designed specifically for children and infants).
- Emphasize that it is important to consult a healthcare provider if:
 - The diarrhea or vomiting persists for more than a few days.
 - The child or infant is not able to keep fluids down.
 - The child has not urinated for more than 6 hours.
 - The infant has not had a wet diaper in 3 or more hours.
 - The diarrhea is bloody or black.
 - The child is unusually sleepy or irritable.
 - The child has associated abdominal pain that is sharp or persistent.
 - The child cries without tears or has a dry mouth.
 - There is a sunken appearance to the child's abdomen, eyes or cheeks (or, in a very young infant, the soft spot at the top of the infant's head).
 - The child's skin remains "tenting" if pinched and released.

Stroke

VIDEO



REFERENCES

Course Presentation
Slide 135

Participant's Manual
Chapter 5

- Explain to participants that they are going to watch a video about recognizing and caring for a person having a stroke.
- Remind participants that if they recognize signs and symptoms of stroke during their check of the person, they should always call 9-1-1 and get equipment before giving care.
- Show the video, "Stroke" (Adult) (1:48).
- Ask participants if anything in the video needs clarification.

Shock

VIDEO



REFERENCES

Course Presentation
Slide 136

Participant's Manual
Chapter 5

- Explain to participants that they are going to watch a video about recognizing and caring for a person in shock.
- Remind participants that if they recognize signs and symptoms of shock during their check of the person, they should always call 9-1-1 and get equipment before giving care.
- Show the video, "Shock" (Adult) (1:27).
- Ask participants if anything in the video needs clarification.

Asthma Attack

VIDEO



REFERENCES

Course Presentation
Slide 137

Participant's Manual
Chapter 5

- Explain to participants that they are going to watch a video about recognizing and caring for a person having an asthma attack.
- Remind participants that if they recognize signs and symptoms of an asthma attack during their check of the person, they should always call 9-1-1 and get equipment before giving care.
- Show the video, "Asthma Attack" (Pediatric) (1:10).
- Ask participants if anything in the video needs clarification.

Anaphylaxis

VIDEO



REFERENCES

Course Presentation
Slide 138

Participant's Manual
Chapter 5

- Explain to participants that they are going to watch a video about recognizing and caring for a person experiencing anaphylaxis.
- Remind participants that if they recognize signs and symptoms of anaphylaxis during their check of the person, they should always call 9-1-1 and get equipment before giving care.
- Show the video, "Anaphylaxis" (1:23).
- Ask participants if anything in the video needs clarification.

Heart Attack

VIDEO



REFERENCES

Course Presentation
Slide 139

Participant's Manual
Chapter 5

- Explain to participants that they are going to watch a video about recognizing and caring for a person having a heart attack.
- Remind participants that if they recognize signs and symptoms of a heart attack during their check of the person, they should always call 9-1-1 and get equipment before giving care.
- Show the video, "Heart Attack" (2:13).
- Ask participants if anything in the video needs clarification.

Opioid Overdose

VIDEO



REFERENCES

Course Presentation
Slide 140

Participant's Manual
Chapter 5

- Explain to participants they are going to watch a video about recognizing and caring for a person experiencing opioid overdose.
- Remind participants that if they recognize signs and symptoms of an opioid overdose during their check of the person, they should always call 9-1-1 and get equipment before giving care.
- Show the video, "Opioid Overdose" (1:10).
- Ask participants if anything in the video needs clarification.

Diabetic Emergency

VIDEO



REFERENCES

Course Presentation
Slides 141–142

Participant's Manual
Chapter 5

- Explain to participants that they are going to watch a video about recognizing and caring for a person having a diabetic emergency.
- Remind participants that if they recognize signs and symptoms of a diabetic emergency and the person is not fully awake and alert during their check of the person, they should always call 9-1-1 and get equipment before giving care.
 - If the person is awake and alert, you can get equipment and give them oral sugar, as will be explained in the video, before calling 9-1-1. However, if the person's symptoms don't improve after giving sugar, then you need to call 9-1-1.
 - If you are unsure, the safest approach is always to call 9-1-1 and then get equipment and give care.
- Show the video, "Diabetic Emergency" (Adult and Pediatric) (1:54).
- Ask participants if anything in the video needs clarification.

Assessment Scenario: Caring for a Person Experiencing a Sudden Illness (optional)

7 minutes

SCENARIO



REFERENCES

Course Presentation
Slides 143–145

Assessment Scenario
Flowchart: Caring for a
Person Experiencing a
Sudden Illness

Assessment Scenario
Tool: Caring for a
Person Experiencing a
Sudden Illness

Participant Progress
Log

- Tell participants that they will now be assessed on putting everything together, from checking the scene through checking a person experiencing a sudden illness to determining care.
- Divide the class into groups of **two or three** and assign the roles of “First Aid Responder,” “Person Experiencing a Sudden Illness” or “Bystander/Coach.” For groups of two, have the second participant play the roles of Person Experiencing a Sudden Illness and Coach. You (the instructor) may play the role of Bystander.
- Explain to participants that you will provide a scenario setup and appropriate prompts throughout the scenario.
 - Participants should wait for instructor prompts and not rush ahead in the scenario.



Instructor's Note Scenario setups are provided in the Assessment Scenario Tool: two involving an adult and one involving a child. However, you can make up your own scenario setup specific to your facility's needs, as long as it achieves the objectives of checking the scene, forming an initial impression, obtaining consent, calling 9-1-1, using PPE, checking a person with a sudden illness and determining care.

- Communicate the following to participants:
 - The **First Aid Responder** will follow the instructor prompts and check the scene for safety, form an initial impression, obtain consent, use PPE and check the injured or ill person, tell the bystander to call 9-1-1 and get equipment, and determine the appropriate care. The person in this role should complete all the check-call-care steps.
 - The **Person Experiencing a Sudden Illness** may choose to role-play one of the following conditions: asthma attack, anaphylaxis or diabetic emergency.
 - The **Bystander** will verbalize calling 9-1-1 and getting an AED and a first aid kit when instructed. The **Coach** will observe the First Aid Responder and reference the Assessment Scenario Flowchart: Checking a Person Experiencing a Sudden Illness in preparation for their turn. If necessary, the Coach can repeat the instructor prompts during the scenario but should **not** provide coaching or peer-to-peer feedback.
- Hand out the Assessment Scenario Flowchart: Checking a Person Experiencing a Sudden Illness to each group.
- Communicate the following to participants:
 - You will perform the assessment scenario until all participants have had an opportunity to be assessed in the role of First Aid Responder.
- Circulate among the groups to give assistance and corrective global and individual feedback as necessary during and after each round.
- Manage the time for each round of the scenario and rotate roles after each round of the scenario.
- Check off each participant's progress on the Participant Progress Log.
- Ask participants if anything from the scenario needs clarification.

MODULE 6

Life-Threatening Bleeding

Module Length: 30 minutes

Guidance for the Instructor

To complete this module and meet the learning objectives, you must:

- Discuss all points in the topic, “Recognizing Life-Threatening Bleeding.”
- Show the video, “Recognizing Life-Threatening Bleeding” (0:50).
- Discuss all points in the topic, “Caring for Life-Threatening Bleeding.”
- Show the video, “Using Direct Pressure and a Tourniquet to Control Life-Threatening Bleeding” (Adult and Pediatric) (10:27).
- Conduct the skill practice, “Using Direct Pressure to Control Life-Threatening Bleeding.”
- Discuss all points in the topic, “Assessment Scenario: Caring for Life-Threatening Bleeding.”
- Conduct the scenario, “Caring for Life-Threatening Bleeding.”

Learning Objectives

After completing this module, participants will be able to:

- Recognize life-threatening bleeding.
- Demonstrate how to control life-threatening bleeding using direct pressure and apply a bandage when the bleeding stops.
- Explain how to control life-threatening bleeding using a manufactured tourniquet.

Materials, Equipment and Supplies

- Adult and Pediatric First Aid/CPR/AED Instructor-Led Training course presentation, downloadable videos or DVD
- Computer or tablet with speakers, projector and projection screen or monitor
- Student Training Kits for CPR and/or First Aid or equivalent training supplies:
 - Latex-free disposable gloves (multiple sizes)
 - Gauze pads
 - Roller bandages
- Simulation device for bleeding control (e.g., pool noodle; one for every two or three participants)
- Skill Practice Sheet: Using Direct Pressure to Control Life-Threatening Bleeding (one for every two or three participants)
- Assessment Scenario Flowchart: Caring for Life-Threatening Bleeding (one for every two or three participants)
- Assessment Scenario Tool: Caring for Life-Threatening Bleeding
- Red Cross First Aid mobile app (optional)
- Ready Reference cards (optional)
- *First Aid/CPR/AED Participant’s Manual* (optional)
- Participant Progress Log





Instructor’s Note If you are teaching the Skill Boost: Life-Threatening Bleeding and Tourniquet Application, you do not need to teach this module.



Instructor’s Note Skill Practice Sheets, Assessment Scenario Flowcharts, Assessment Scenario Tools and Participant Progress Logs can be copied from the Appendices of this instructor’s manual or downloaded from the Red Cross Learning Center.



Recognizing Life-Threatening Bleeding

3 minutes

<p>LECTURE</p>  <p>REFERENCES Course Presentation Slides 146–147 Participant's Manual Chapter 6</p>	<ul style="list-style-type: none">■ Emphasize to participants that this training will empower them to act if they ever need to give care for life-threatening bleeding.■ Emphasize that when you recognize that an adult, child or infant has life-threatening bleeding, it is important to do two things immediately:<ul style="list-style-type: none">● Call 9-1-1 or tell someone to do so.● Get a bleeding control/first aid kit and an AED or tell someone to do so.■ Emphasize that an adult, child or infant with life-threatening bleeding can lose their life before EMS arrives. By taking action and giving immediate care, you can save a life.
<p>VIDEO</p>  <p>REFERENCES Course Presentation Slide 148 Participant's Manual Chapter 6</p>	<ul style="list-style-type: none">■ Explain to participants that they are going to watch a video about how to recognize if the bleeding is life-threatening.■ Show the video, “Recognizing Life-Threatening Bleeding” (0:50).■ Ask participants if anything in the video needs clarification.

Caring for Life-Threatening Bleeding

20 minutes

Using Pressure to Control Life-Threatening Bleeding	
<p>LECTURE</p>  <p>VIDEO</p>  <p>REFERENCES Course Presentation Slides 149–151 Participant's Manual Chapter 6</p>	<ul style="list-style-type: none">■ Tell participants that pressure is the most effective way to stop all causes of bleeding.■ Explain to participants that they are going to watch a video about how to use direct pressure and indirect pressure (a tourniquet) to control life-threatening bleeding. Although they will not practice applying a tourniquet, the video covers tourniquet use to inform them about this life-saving technique.■ Show the video, “Using Direct Pressure and a Tourniquet to Control Life-Threatening Bleeding” (Adult and Pediatric) (10:27).■ Tell participants that if they have applied a bandage after bleeding has stopped, they should:<ul style="list-style-type: none">● Monitor for bleeding through the dressing.● If bleeding recurs, do not apply an additional dressing or bandage; instead remove the bandage and leave only the single dressing on the wound in place, and then apply direct manual pressure.■ Tell participants that they should monitor for shock and give care, if necessary, until help arrives.■ Ask participants if anything in the video or lecture needs clarification.

SKILL PRACTICE



REFERENCES

Course Presentation
Slides 152–153

Skill Practice Sheet:
Using Direct Pressure
to Control Life-
Threatening Bleeding

Participant Progress
Log

- Conduct the skill practice, “Using Direct Pressure to Control Life-Threatening Bleeding.”
- Tell participants that they will practice controlling life-threatening bleeding using direct pressure and applying a bandage after the bleeding stops.
- Divide the class into groups of **two or three** and assign the roles of “First Aid Responder,” “Bystander” or “Coach.” For groups of two, have the second participant play the roles of Bystander and Coach.
- Have groups get into position by their simulated limb to prepare for skill practice. Tell them they should **not** practice direct pressure on each other. To ensure the safety of all participants, they should only practice on their simulated limb.
- Communicate the following to participants:
 - The **First Aid Responder** will use direct pressure to control life-threatening bleeding and apply a bandage when the bleeding stops.
 - The **Bystander** will observe.
 - The **Coach** will give feedback and guide the First Aid Responder through the steps of using direct pressure and applying a bandage once the bleeding stops using the Skill Practice Sheet: Using Direct Pressure to Control Life-Threatening Bleeding.
 - In all rounds, the Coach should read each step of the skill aloud, as needed.



Instructor’s Note You can modify the degree of coaching based on the participants’ experience level. For example, if a participant in the role of First Aid Responder doesn’t need guiding through the steps of the skill, the coach can just observe and give corrective feedback as needed.

- After all steps have been completed, participants should switch roles and the new First Aid Responder should use direct pressure to control life-threatening bleeding and apply a bandage when the bleeding stops until all participants have had a turn.
- Participants should help each other and give peer feedback.
- Circulate among the groups to give assistance and corrective global and individual feedback as necessary.
- Common errors to look for include:
 - Not using both hands stacked on one another to apply direct pressure.
 - Not locking the elbows when applying direct pressure.
 - Not checking for circulation beyond the injury before and after bandaging.
- Ensure that the Coach gives step-by-step instructions during the rounds, as needed.
- Manage the time for each round of skill practice and rotate roles at the end of each round.
- Check off each participant’s progress on the Participant Progress Log.
- Ask participants if anything from the skill practice needs clarification.

Assessment Scenario: Caring for Life-Threatening Bleeding

7 minutes

SCENARIO



REFERENCES

Course Presentation
Slides 154–156

Assessment Scenario
Flowchart: Caring
for Life-Threatening
Bleeding

Assessment Scenario
Tool: Caring for Life-
Threatening Bleeding

Participant Progress
Log

- Tell participants that they will now be assessed on putting everything together, including checking the scene, forming an initial impression, using direct pressure for an adult, child or infant with life-threatening bleeding and applying a bandage when the bleeding stops.
- Have the groups of **two or three** get into position beside their simulated limb and assign the roles of the “First Aid Responder,” “Parent/Bystander” or “Coach.” For groups of two, have the second participant play the roles of Parent/Bystander and Coach.
- Remind participants that they should **not** practice direct pressure on each other.
- Explain to participants that you will provide a scenario setup and appropriate prompts throughout the scenario.
 - Participants should wait for instructor prompts and not rush ahead in the scenario.



Instructor's Note Scenario setups are provided in the Assessment Scenario Tool. However, you can make up your own scenario setup specific to your facility's needs, as long as it achieves the objectives of checking the scene, forming an initial impression, obtaining consent, using PPE, calling 9-1-1 and getting equipment, using direct pressure for an adult, child or infant with life-threatening bleeding and applying a bandage when the bleeding stops.

- Communicate the following to participants:
 - The **First Aid Responder** will care for the person with life-threatening bleeding. They should follow instructor prompts and check the scene for safety, form an initial impression, obtain consent, use PPE, tell the bystander to call 9-1-1 and get equipment, use direct pressure to care for an adult, child or infant with life-threatening bleeding and apply a bandage when the bleeding stops.
 - The **Parent/Bystander** will give consent as necessary and will verbalize calling 9-1-1 and getting a bleeding control/first aid kit and an AED, when instructed.
 - The **Coach** will observe the First Aid Responder and reference the Assessment Scenario Flowchart: Caring for Life-Threatening Bleeding in preparation for their turn. If necessary, the Coach can repeat the instructor prompts during the scenario but should **not** provide coaching or peer-to-peer feedback.
- Hand out the Assessment Scenario Flowchart: Caring for Life-Threatening Bleeding to each group.
- Communicate the following to participants:
 - You will perform the assessment scenario until all participants have had an opportunity to be assessed in the role of First Aid Responder.
- Circulate among the groups to give assistance and corrective global and individual feedback as necessary during and after each round.
- Manage the time for each round of the scenario and rotate roles after each round of the scenario.
- Check off each participant's progress on the Participant Progress Log.
- Ask participants if anything from the scenario needs clarification.

MODULE 7

Injuries and Environmental Emergencies

Module Length: 10 minutes

Guidance for the Instructor

To complete this module and meet the learning objectives, you must:

- Discuss all points in the topic, “Injuries and Environmental Emergencies.”
- Show the videos, “Burns” (Adult and Pediatric) (2:04), “Head, Neck and Spinal Injuries” (Pediatric) (2:58), “Heat Stroke” (Adult) (1:10), “Hypothermia” (Pediatric) (1:10) and “Poison Exposure” (1:14).

Learning Objectives

After completing this module, participants will be able to:

- Recognize and respond to common injuries, including burns and head, neck and spinal injuries.
- Recognize and respond to environmental injuries, including heat stroke, hypothermia and poison exposures.

Materials, Equipment and Supplies


- Adult and Pediatric First Aid/CPR/AED Instructor-Led Training course presentation, downloadable videos or DVD
- Computer or tablet with speakers, projector and projection screen or monitor
- Red Cross First Aid mobile app (optional)
- Ready Reference cards (optional)
- *First Aid/CPR/AED Participant's Manual* (optional)




Instructor's Note If you are teaching the Skill Boost: Head, Neck, Muscle, Bone, Joint Injuries and Splinting, it may be taught at the end of this module or at the end of the course.

Injuries and Environmental Emergencies


10 minutes

<p>LECTURE</p>  <p>REFERENCES Course Presentation Slides 157–159 Participant's Manual Chapter 7</p>	<ul style="list-style-type: none">■ Communicate the following to participants:<ul style="list-style-type: none">● Common life-threatening injuries include burns and head, neck and spinal injuries.● Life-threatening bleeding is covered in Module 6.● Common life-threatening environmental emergencies include heat stroke, hypothermia and poison exposure.● We are now going to cover a general approach to injuries and environmental emergencies.
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General Approach to Injuries and Environmental Emergencies

<p>LECTURE</p>  <p>REFERENCES Course Presentation Slide 160 Participant's Manual Chapter 7</p>	<ul style="list-style-type: none">■ Communicate the following to participants:<ul style="list-style-type: none">● Follow the emergency action steps, CHECK—CALL—CARE, as you have learned to do for any emergency situation.● There are specific Care actions you can take for:<ul style="list-style-type: none">○ Burns.○ Head, neck and spinal injuries.○ Heat stroke.○ Hypothermia.○ Poison exposure.
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Burns

<p>VIDEO</p>  <p>REFERENCES Course Presentation Slide 161 Participant's Manual Chapter 7</p>	<ul style="list-style-type: none">■ Explain to participants that they are going to watch a video about recognizing and caring for a person with burns.■ Show the video, “Burns” (Adult and Pediatric) (2:04).■ Ask participants if anything in the video needs clarification.
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Head, Neck and Spinal Injuries

<p>VIDEO</p>  <p>REFERENCES Course Presentation Slide 162 Participant's Manual Chapter 7</p>	<div data-bbox="319 1501 1369 1661" style="border: 2px solid red; border-radius: 15px; padding: 10px;"> Instructor's Note If you are teaching the Skill Boost: Head, Neck, Muscle, Bone, Joint Injuries and Splinting at the same time or just after the First Aid/CPR/AED core course, skip this section, Head, Neck and Spinal Injuries.</div> <ul style="list-style-type: none">■ Explain to participants that they are going to watch a video about recognizing and caring for a person with a head, neck or spinal injury and for a person with a suspected concussion.■ Show the video, “Head, Neck and Spinal Injuries” (Pediatric) (2:58).■ Ask participants if anything in the video needs clarification.
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Heat Stroke

VIDEO



REFERENCES

Course Presentation
Slide 163

Participant's Manual
Chapter 7

- Explain to participants that they are going to watch a video about heat stroke.
- Show the video, "Heat Stroke" (Adult) (1:10).
- Ask participants if anything in the video needs clarification.

Hypothermia

VIDEO



REFERENCES

Course Presentation
Slide 164

Participant's Manual
Chapter 7

- Explain to participants that they are going to watch a video about hypothermia.
- Show the video, "Hypothermia" (Pediatric) (1:10).
- Ask participants if anything in the video needs clarification.

Poison Exposure

VIDEO



REFERENCES

Course Presentation
Slide 165

Participant's Manual
Chapter 7

- Explain to participants that they are going to watch a video about poison exposure.
- Show the video, "Poison Exposure" (1:14).
- Ask participants if anything in the video needs clarification.

MODULE 8

Conclusion

Module Length: 2 minutes (62 minutes with final exam)

Guidance for the Instructor

To complete this module and meet the learning objectives, you must:

- Administer final exam (optional).
- Discuss all points in the topic, “Closing.”

Learning Objectives

After completing this module, participants will be able to:

- Pass the final exam (optional).
- Receive a digital certificate after successfully meeting the requirements for course completion.

Materials, Equipment and Supplies


- Adult and Pediatric First Aid/CPR/AED Instructor-Led Training course presentation, downloadable videos or DVD
- Computer or tablet with speakers, projector and projection screen or monitor
- Final Exams, Answer Sheets and Answer Keys (optional)



Instructor's Note Final exams and answer sheets can be downloaded from the Red Cross Learning Center. Answer keys are included in Appendix K of this instructor's manual.

Final Exam (optional)

60 minutes

 **Instructor's Note** Written exams are not a required element of the First Aid/CPR/AED program. Written exams are provided for cases in which they are requested or required by an employer, course provider, or state or local regulations. Administer the exam that is appropriate for the course taken:

■ **Adult and Pediatric First Aid/CPR/AED**


If you are teaching a course other than Adult and Pediatric First Aid/CPR/AED, simply cross out or tell participants to skip appropriate portion(s) of the exam; for example, for the Adult and Pediatric CPR/AED course, cross out or tell participants to skip the First Aid portion of the exam.

EXAM
(optional)


REFERENCES

Course Presentation
Slides 166–168

- Communicate the following to participants:
 - You must score a minimum of 80 percent to pass the exam.
 - If you do not achieve a score of 80 percent, you will be given an opportunity to remediate and take another version of the exam.
 - If you pass the exam, you may review questions you missed; however, you must return graded answer sheets and written exams to the instructor.

 **Instructor's Note** Participants must pass the final exam with a score of 80 percent or better. Refer to the Program Administration section for guidelines on retesting participants who do not pass the final exam.

- Have participants put away all course materials and mobile devices. Tell participants that they may not refer to any materials during the exam.
- Hand out an exam and answer sheet to each participant. Tell participants to write only on the answer sheet and mark answers clearly.
- Remind participants to return these items to you once they have finished the exam, so you can grade them.
- Tell participants to come to you or raise their hand if they have questions.
- Grade the exams using the answer key.
- Return the final exams and answer sheets to participants for them to review.
- Answer participants' questions about the exam.
- If necessary, make arrangements for those participants who score less than 80 percent to review the material and retake the alternate version of the exam.

 **Instructor's Note** After reviewing the exam with the participants, collect all exams and answer sheets to protect the security of the exam.

Closing

2 minutes

LECTURE



REFERENCES

Course Presentation
Slides 169–170

- Thank participants for their efforts during class and ask for any remaining questions.
- Explain that participants will receive a certificate from the American Red Cross that is valid for 2 years.
- Remind participants that many resources are available to help them respond to an emergency:
 - The American Red Cross First Aid mobile app is free and available for iPhone and Android devices.
 - Ready Reference cards can be kept handy in a medical emergency.
 - The *First Aid/CPR/AED Participant's Manual* contains detailed information on topics covered in the course as well as a wide range of additional topics not covered in the course.



Instructor's Note If participants did not receive Ready Reference cards or a participant's manual as part of their course materials, tell participants that these materials (as well as first aid kits and supplies) are available through the Red Cross store at redcross.org.

LESSON PLAN C

Adult First Aid/ CPR/AED

Blended Learning

This lesson plan can be used to teach the following skills sessions for blended learning, including:

- Adult First Aid/CPR/AED
 - Use Modules 1–5
- Adult CPR/AED
 - Use Modules 1–3, 5

Note: For other course options, see the Course Outlines on Red Cross Learning Center.

MODULE 1

Course Introduction and Foundations

Module Length: 15 minutes

Guidance for the Instructor

To complete this module and meet the learning objectives, you must:

- Discuss all points in the topic, “Introduction to the Course.”
- Show the video, “Removing Latex-Free Disposable Gloves” (0:53) and have students practice while they watch.
- Discuss all points in the topic, “Skill Review: Emergency Action Steps.”
- Show the video, “CHECK—CALL—CARE Review” (2:29).
- Discuss all points in the topic, “Skill Practice: Checking a Person Who Appears Unresponsive” (optional).
- Show the video, “Skill Practice Walk-Through” (1:25) (optional).
- Conduct the skill practice, “Checking a Person Who Appears Unresponsive” (optional).

Learning Objectives

After completing this module, participants will be able to:

- State the course purpose.
- Identify the course completion requirements.
- Demonstrate proper technique for removing disposable gloves.
- Understand the different resources available to assist in responding to an emergency.
- Describe the emergency action steps, CHECK—CALL—CARE.

Materials, Equipment and Supplies


- Adult First Aid/CPR/AED Blended Learning course presentation, downloadable videos or DVD
- Computer or tablet with speakers, projector and projection screen or monitor
- Student Training Kits for CPR and/or First Aid or equivalent training supplies:
 - CPR breathing barriers (face shield or pocket mask; one for each participant)
 - Latex-free disposable gloves (multiple sizes)
- Adult manikin (optional; one for every two or three participants)
- Skill Practice Sheet: Checking a Person Who Appears Unresponsive (optional; one for every two or three participants)
- Red Cross First Aid mobile app (optional)
- Ready Reference cards (optional)
- *First Aid/CPR/AED Participant's Manual* (optional)
- Participant Progress Log



Instructor's Note Assessment Scenario Flowcharts, Assessment Scenario Tools and Participant Progress Logs can be copied from the Appendices of this instructor's manual or downloaded from the Red Cross Learning Center.

Introduction to the Course

10 minutes

 **Instructor's Note** Before class begins, determine the internal WIFI capabilities of your training facility. If WIFI is available, make sure you have the network name and password for participants, so they can easily download the Red Cross First Aid mobile app.

Welcome

LECTURE



REFERENCES

Course Presentation
Slides 1–3

- Welcome participants and briefly introduce yourself as an American Red Cross instructor.
- Review the following information:
 - Facility policies and procedures
 - Locations of restrooms, water fountains and break areas
 - Where emergency exits are located as well as where automated external defibrillators (AEDs) and first aid kits are located



Instructor's Note Do not have participants introduce themselves at this time. They may briefly introduce themselves to their team members when they break into groups for the first skill practice.

Purpose of the Course

LECTURE



REFERENCES

Course Presentation
Slide 4

- Explain to participants that the purpose of this skill session is to review key points learned during the online session and to practice skills and demonstrate skill competency.
- Explain that this skill session will give participants the confidence, knowledge and skills to give immediate care when **minutes matter**.

Course Completion Requirements

LECTURE



REFERENCES

Course Presentation
Slide 5

- Inform participants of successful course completion requirements. They must:
 - Successfully complete the online session.
 - Attend and participate in all class sessions.
 - Participate in all skill practices.
 - Demonstrate competency in all required skills.
 - Successfully complete all assessment scenarios.
- Inform participants that upon successful course completion, they will receive a certificate from the American Red Cross that is valid for 2 years.
- Ask participants to inform you privately if they have any condition that might affect course participation.
- Tell participants that they should request a separate training manikin for CPR if they have a condition that would increase the risk of disease transmission.

First Aid Mobile App

LECTURE



REFERENCES

Course Presentation
Slide 6

- Encourage participants to download the First Aid app onto their mobile phones during a class break and encourage them to share the app information with family members, friends and co-workers.
- Tell participants that the primary purpose of the Red Cross First Aid mobile app is to guide people in giving step-by-step care in an emergency situation. In addition, it contains videos, FAQs, quizzes, an emergency facility finder, and in-depth information on various injuries and illnesses.



Instructor's Note If participants ask questions beyond the scope of the course, refer them to the Red Cross First Aid mobile app or to the *First Aid/CPR/AED Participant's Manual*.

Health and Safety Precautions for the Course

LECTURE



VIDEO



REFERENCES

Course Presentation
Slides 7–9

- Hand out the Student Training Kits for CPR and/or First Aid or equivalent training supplies as applicable (face shields, pocket masks, latex-free disposable gloves, etc.) and explain how PPE will be used in skill practice and assessment scenarios.
- Explain that when giving care in real-life situations they should always follow facility protocols regarding use of PPE and reporting of exposure to blood or other bodily fluids.
- Tell participants that after skill practice or scenario assessment or after giving care in a real-life situation, any personal protective equipment (PPE) that was used is considered contaminated and must be disposed of properly.
- Explain to participants that they are going to watch a video that will guide them through the steps for removing latex-free disposable gloves. Ask students to put on their gloves. Explain that while the video plays, they should follow along and practice removing their gloves.
- Show the video, "Removing Latex-Free Disposable Gloves" (0:53).



Instructor's Note The American Red Cross advises that responders use appropriate PPE when giving first aid care if PPE is available and circumstances allow. In accordance with this position, the responders depicted in the videos that support this training are consistently shown using PPE as availability and circumstances allow.

Preparing for an Emergency

LECTURE



REFERENCES



Course Presentation
Slide 10

Participant's Manual
Chapter 1

- Tell participants that it is important to prepare for emergencies.
 - Ensure you know where a first aid kit, bleeding control kit, AED and medications (e.g., epinephrine auto-injector pen, naloxone, aspirin, asthma inhaler) are kept in your workplace and at home and ensure that emergency action plans are in place, including having a family plan.




Skill Review: Emergency Action Steps

5 minutes

<p>LECTURE</p>  <p>VIDEO</p>  <p>REFERENCES Course Presentation Slides 11–13 Participant's Manual Chapter 1</p>	<ul style="list-style-type: none">■ Emphasize to participants that once they have recognized that an emergency exists and have decided to take action, they should follow the emergency action steps: CHECK—CALL—CARE.■ Tell participants that they are going to review how to check, call and care for a person.■ Show the video, “CHECK—CALL—CARE Review” (2:29).■ Ask participants if anything in the video needs clarification.
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Skill Practice: Checking a Person Who Appears Unresponsive (optional)

7 minutes

<p>SKILL PRACTICE</p>  <p>VIDEO</p>  <p>REFERENCES Course Presentation Slides 14–17 Skill Practice Sheet: Checking a Person Who Appears Unresponsive Participant Progress Log</p>	<ul style="list-style-type: none">■ Tell participants that they will now practice checking the scene, forming an initial impression and checking a person who appears unresponsive.■ Show the video, “Skill Practice Walk-Through” (1:25).■ Divide the class into groups of two or three and assign the roles of “First Aid Responder,” “Bystander” or “Coach.” For groups of two, have the second participant play the roles of Bystander and Coach.■ Have groups get into position by their manikin to prepare for skill practice.■ Ensure that the manikins are on a firm, flat surface.■ Communicate the following to participants:<ul style="list-style-type: none">● The First Aid Responder will check the scene, form an initial impression and check for responsiveness.● The Bystander will observe.● The Coach will give feedback and guide the First Aid Responder through the steps of checking the scene, forming an initial impression and checking for responsiveness using the Skill Practice Sheet: Checking a Person Who Appears Unresponsive.● In all rounds, the Coach should read each step of the skill aloud, as needed. <div data-bbox="319 1564 1369 1753" style="border: 2px solid red; padding: 10px;"><p> Instructor's Note You can modify the degree of coaching based on the participants' experience level. For example, if a participant in the role of First Aid Responder does not need guiding through the steps of the skill, the coach can just observe and give corrective feedback as needed.</p></div>
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- After all steps have been completed, participants should switch roles and the new First Aid Responder should check the scene and the person until all participants have had a turn.
- Participants should help each other achieve effective compressions through peer feedback.
- Circulate among the groups to give assistance and corrective global and individual feedback as necessary. Reinforce the key components of checking the scene and the person as you give feedback.
- Common errors to look for include:
 - Failing to check the scene for safety.
 - Failing to call 9-1-1 and get equipment or tell someone to do so.
 - Failing to perform the shout-tap-shout sequence.
- Ensure that the Coach gives step-by-step instructions during the rounds, as needed.
- Manage the time for each round of skill practice and rotate roles at the end of each round.
- Check off each participant's progress on the Participant Progress Log.
- Ask participants if anything from the skill practice needs clarification.

MODULE 2

Adult CPR and AED

Module Length: 50 minutes

Guidance for the Instructor

To complete this module and meet the learning objectives, you must:

- Discuss all points in the topic, “Skill Review: CPR and AED.”
- Show the video, “Putting It All Together: Giving CPR and Using an AED for Adults” (2:44).
- Discuss all points in the topic, “Skill Practice: CPR Components.”
- Show the video, “Skill Practice Walk-Through” (1:25).
- Conduct the skill practice, “Giving Chest Compressions.”
- Conduct the skill practice, “Giving Breaths.”
- Conduct the skill practice, “Giving CPR Cycles.”
- Discuss all points in the topic, “Skill Practice: Using an AED.”
- Conduct the skill practice, “Using an AED.”
- Discuss all points in the topic, “Assessment Scenario: Giving CPR and Using an AED.”
- Show the video, “Assessment Scenario Walk-Through” (1:48).
- Conduct the scenario, “Giving CPR and Using an AED for Adults.”


Learning Objectives


After completing this module, participants will be able to:

- Demonstrate how to perform high-quality CPR.
- Demonstrate how to use an AED [CPR/AED course].

Materials, Equipment and Supplies

- Adult First Aid/CPR/AED Blended Learning course presentation, downloadable videos or DVD
- Computer or tablet with speakers, projector and projection screen or monitor
- Student Training Kits for CPR and/or First Aid or equivalent training supplies:
 - CPR breathing barriers (face shield or pocket mask; one for each participant)
 - Latex-free disposable gloves (multiple sizes)
- AED training devices and pads (minimum of one for every two or three participants)
- Adult manikins (minimum of one for every two or three participants), based on the needs of participants
- Skill Practice Sheet: Giving Chest Compressions to Adults (one for every two or three participants)
- Skill Practice Sheet: Giving Breaths to Adults with a Face Shield/Pocket Mask (one for every two or three participants)
- Skill Practice Sheet: Giving CPR Cycles to Adults (one for every two or three participants)
- Skill Practice Sheet: Using an AED for Adults (one for every two or three participants)
- Assessment Scenario Flowchart: Giving CPR and Using an AED for Adults (one for every two or three participants)
- Assessment Scenario Tool: Giving CPR and Using an AED for Adults
- Red Cross First Aid mobile app (optional)
- Ready Reference cards (optional)
- *First Aid/CPR/AED Participant’s Manual* (optional)
- Participant Progress Log

 **Instructor's Note** Skill Practice Sheets, Assessment Scenario Flowcharts, Assessment Scenario Tools and Participant Progress Logs can be copied from the Appendices of this instructor's manual or downloaded from the Red Cross Learning Center.

 **Instructor's Note** This module accommodates the CPR/AED and CPR-only courses. If you are teaching a CPR-only course, teach all topics in this module **except** "Skill Practice: Using an AED." In addition, follow the instructor's notes throughout this module for how to conduct the lesson accordingly.

Skill Review: CPR and AED

4 minutes

VIDEO



REFERENCES

Course Presentation
Slides 18–20

Participant's Manual
Chapter 2

- Explain to participants that they are going to review how to respond to a cardiac emergency before practicing giving CPR and using an AED.
- Show the video, "Putting It All Together: Giving CPR and Using an AED for Adults" (2:44).
- Ask if participants have any questions about how to perform the skill of giving CPR and using an AED.

Skill Practice: CPR Components

24 minutes

DEMO



VIDEO



REFERENCES

Course Presentation
Slides 21–22

- Orient the participants to the manikins that will be used for skill practice.
- Give a brief demonstration of how the manikins you are using in class function.
- Show the video, "Skill Practice Walk-Through" (1:25), if you did not conduct the optional skill practice in Module 1, "Checking a Person Who Appears Unresponsive."

Giving Chest Compressions

SKILL PRACTICE



REFERENCES

Course Presentation
Slides 23–24

Skill Practice
Sheet: Giving Chest
Compressions to
Adults

Participant's Manual
Appendix C

Participant Progress
Log

- Conduct the skill practice, “Giving Chest Compressions.”
- Tell participants that they will now practice giving chest compressions.
- Divide the class into groups of **two or three** and assign the roles of “First Aid Responder,” “Bystander” or “Coach.” For groups of two, have the second participant play the roles of Bystander and Coach.
- Have groups get into position by their manikin to prepare for skill practice.
- Ensure that the manikins are on a firm, flat surface.
- Communicate the following to participants:
 - The **First Aid Responder** will give three sets of 30 chest compressions.
 - The **Bystander** will observe.
 - The **Coach** will give feedback and guide the First Aid Responder through the steps of body position and giving chest compressions using the Skill Practice Sheet: Giving Chest Compressions to Adults.
 - In all rounds, the Coach should read each step of the skill aloud, as needed.



Instructor's Note You can modify the degree of coaching based on the participants' experience level. For example, if a participant in the role of First Aid Responder doesn't need guiding through the steps of the skill, the coach can just observe and give corrective feedback as needed.

- After all steps have been completed, participants should switch roles and the new First Aid Responder should give three sets of 30 chest compressions for approximately 1 minute until all participants have had a turn.
- Participants should help each other achieve effective compressions through peer feedback.
- Circulate among the groups to give assistance and corrective global and individual feedback as necessary. Reinforce the key components of high-quality chest compressions as you give feedback.
 - Common errors to look for include:
 - Giving compressions that are too shallow or too deep.
 - Interrupting compressions for too long or too frequently.
 - Incorrectly positioning the hands too low or too high.
 - Failing to use own weight to help with compressions by being over the center of the person's chest with own arms locked.
 - Failing to allow the chest to return to its normal position after each compression or giving compressions at an inappropriate rate.



Instructor's Note Manikins with a feedback device, such as a clicker or lights, indicate if participants are properly giving chest compressions. Be sure you and participants understand how your specific manikin feedback device works.

- Ensure that the Coach gives step-by-step instructions during the rounds, as needed.
- Manage the time for each round of skill practice and rotate roles at the end of each round.
- Check off each participant's progress on the Participant Progress Log.
- Ask participants if anything from the skill practice needs clarification.

Giving Breaths

SKILL PRACTICE



REFERENCES

Course Presentation
Slides 25–27

Skill Practice Sheet:
Giving Breaths to
Adults with a Face
Shield/Pocket Mask

Participant's Manual
Appendix C

Participant Progress
Log

- Conduct the skill practice, “Giving Breaths.”
- Tell participants that they will now practice giving breaths.



Instructor's Note Participants should practice giving breaths using the breathing barrier (i.e., face shield or pocket mask) that they will have at their workplace or home. Distribute the appropriate skill practice sheet for the breathing barrier you are using.

- Have the groups of **two or three** stay in position by their manikin to prepare for skill practice.
- Communicate the following to participants:
 - The **First Aid Responder** will give five sets of 2 breaths using an adult breathing barrier for approximately 1 minute.
 - The participant should make sure to take a brief break between each set to catch their breath.
 - The participant must successfully achieve chest rise with each breath.
 - The **Bystander** will observe.
 - The **Coach** will give feedback and guide the First Aid Responder through the steps of opening the airway and giving breaths using the Skill Practice Sheet: Giving Breaths to Adults with a Face Shield/Pocket Mask.
 - In all rounds, the Coach should read each step of the skill aloud, as needed.



Instructor's Note You can modify the degree of coaching based on the participants' experience level. For example, if a participant in the role of First Aid Responder doesn't need guiding through the steps of the skill, the coach can just observe and give corrective feedback as needed.

- After all steps have been completed, participants should switch roles and the new First Aid Responder should continue giving five sets of 2 breaths using an adult breathing barrier for approximately 1 minute until all participants have had a turn.
- Participants should help each other achieve effective breaths through peer feedback.



Instructor's Note It is important to use appropriate cleaning procedures between participants.

- Circulate among the groups to give assistance and corrective global and individual feedback as necessary.
 - Common errors to look for include:
 - Leaning in toward the chest, which closes the airway.
 - Not properly pinching the nose and sealing the mouth if using a face shield; not properly sealing the pocket mask.
 - Using an improperly sized mask for the person.



Instructor's Note When the participants are properly giving breaths, the manikin's chest should clearly begin to rise. If it does not, make sure the participant is maintaining a good seal and an open airway. Sometimes they lose the seal by not completely covering the manikin's mouth due to pursed lips or not opening the mouth wide enough; or they close the airway as they lean down to give breaths. If this is not the problem, check the manikin's lung bag to make sure it is not twisted and check the one-way valve that connects the manikin's mouth and lungs.

- Ensure that the Coach gives step-by-step instructions during the rounds, as needed.
- Manage the time for each round of skill practice and rotate roles at the end of each round.
- Check off each participant's progress on the Participant Progress Log.
- Ask participants if anything from the skill practice needs clarification.

Giving CPR Cycles

SKILL PRACTICE



REFERENCES

Course Presentation
Slides 28–29

Skill Practice Sheet:
Giving CPR Cycles to
Adults

Participant's Manual
Appendix C

Participant Progress
Log

- Conduct the skill practice, "Giving CPR Cycles."
- Tell participants that they will now practice putting compressions and breaths together.
- Have the groups of **two or three** stay in position by their manikin to prepare for skill practice.
- Communicate the following to participants:
 - The **First Aid Responder** will give **three cycles of 30 compressions and 2 breaths** using an adult breathing barrier.
 - The **Bystander** will observe.
 - The **Coach** will give feedback and guide the First Aid Responder through the cycles of 30 compressions and 2 breaths using the Skill Practice Sheet: Giving CPR Cycles to Adults.
 - In all rounds, the Coach should read each step of the skill aloud, as needed.




Instructor's Note You can modify the degree of coaching based on the participants' experience level. For example, if a participant in the role of First Aid Responder doesn't need guiding through the steps of the skill, the coach can just observe and give corrective feedback as needed.

- After all steps have been completed, participants will switch roles and the new First Aid Responder will continue giving three cycles of 30 compressions and 2 breaths using an adult breathing barrier until all participants have had a turn.
- Participants should help each other count compressions and help each other achieve effective breaths through peer feedback.
- Circulate among the groups to give assistance and corrective global and individual feedback as necessary.
 - Common errors to look for include:
 - Interrupting chest compressions for 10 seconds or more.
- Ensure that the Coach gives step-by-step instructions during the rounds, as needed.
- Manage the time for each round of skill practice and rotate roles at the end of each round.
- Check off each participant's progress on the Participant Progress Log.
- Ask participants if anything from the skill practice needs clarification.

Skill Practice: Using an AED

7 minutes

 **Instructor's Note** If you are teaching a CPR-only course, skip over the topic, "Skill Practice: Using an AED." Resume teaching with the topic, "Assessment Scenario: Giving CPR and Using an AED."

DEMO (optional)

DEMO

REFERENCES

Course Presentation
Slides 30–31

- If participants in your course will be using a different AED trainer than the one shown in the video, "Putting It All Together: Giving CPR and Using an AED for Adults," give a brief demonstration of how the AED trainer you are using functions differently.

SKILL PRACTICE



REFERENCES


Course Presentation
Slides 32–33

Skill Practice Sheet:
Using an AED for
Adults


Participant's Manual
Appendix C


Participant Progress
Log


- Conduct the skill practice, "Using an AED."
- Tell participants that they will now practice using an AED when they are the only trained responder on the scene.
- Have the groups of **two or three** get into position beside their manikin and assign the roles of "First Aid Responder," "Bystander" or "Coach." For groups of two, have the second participant play the roles of Bystander and Coach.
- Communicate the following to participants:
 - The **First Aid Responder** will operate the AED. After the shock is delivered, they will get into CPR position but they will **not** perform CPR.
 - The **Bystander** will observe.
 - The **Coach** will give feedback and guide the First Aid Responder through the skill practice as needed using the Skill Practice Sheet: Using an AED for Adults.
 - In all rounds, the Coach should read each step of the skill aloud, as needed.

 **Instructor's Note** You can modify the degree of coaching based on the participants' experience level. For example, if a participant in the role of First Aid Responder doesn't need guiding through the steps of the skill, the coach can just observe and give corrective feedback as needed.

- After all steps have been completed, participants should switch roles and the new First Aid Responder should complete all steps until all participants have had a turn attaching the AED pads and operating the AED.
- Participants should give each other peer feedback.


 **Instructor's Note** Ensure that each participant has the opportunity to place the AED pads appropriately and operate the AED until it delivers a shock at least once during this skill practice.



 **Instructor's Note** Tell participants that the AED training devices they will be using do not deliver a shock.

	<ul style="list-style-type: none"> ■ Circulate among the groups to give assistance and corrective global and individual feedback as necessary. <ul style="list-style-type: none"> ● Common errors to look for include: <ul style="list-style-type: none"> ○ Plugging the AED pad connector cable into the AED before placing the pads on the chest (causing the AED to start analyzing before the pads are placed). ○ Attaching the AED pads in the incorrect positions on the chest. ○ Touching the person while the AED is analyzing the rhythm because touching the person could adversely affect the analysis. ○ Touching the person while the AED is delivering a shock because anyone touching the person could also receive a shock. ○ Interrupting chest compressions for longer than 10 seconds. <div style="border: 2px solid red; padding: 10px; margin: 10px 0;"> <p> Instructor's Note The goal is to minimize interruptions in chest compressions to less than 10 seconds. However, it may take a single first aid responder longer than 10 seconds to set up and operate the AED. This is acceptable providing they work as efficiently and effectively as possible and immediately begin CPR after analysis and shock (if needed). Even if an untrained bystander is present, the first aid responder should interrupt chest compressions to set up and operate the AED, because they may not have the skill and/or experience to direct an untrained bystander in the proper use of an AED while they are simultaneously giving high-quality CPR.</p> </div> <ul style="list-style-type: none"> ■ Ensure that the Coach gives step-by-step instructions during the rounds, as needed. ■ Manage the time for each round of skill practice and rotate roles at the end of each round (i.e., as soon as the person pushes the shock button and gets into position to give compressions). ■ Check off each participant's progress on the Participant Progress Log. ■ Ask participants if anything from the skill practice needs clarification.
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Assessment Scenario: Giving CPR and Using an AED

15 minutes

 **Instructor's Note** If you are teaching a CPR/AED course, conduct the entire scenario. If you are teaching a CPR-only course, stop the scenario after each First Aid Responder has completed three complete cycles of CPR.

<p>SCENARIO</p>  <p>VIDEO</p> 	<ul style="list-style-type: none"> ■ Tell participants that they will now be assessed on putting everything together, from checking the scene and forming an initial impression through three cycles of CPR (for a CPR-only course) and through using an AED (for a CPR/AED course). ■ Show the video, "Assessment Scenario Walk-Through" (1:48). ■ Have the groups of two or three get into position beside their manikin and assign the roles of "First Aid Responder," "Bystander" or "Coach." For groups of two, have the second participant play the roles of Bystander and Coach.
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(Continued)

REFERENCES

Course Presentation
Slides 34–38

Assessment Scenario
Flowchart: Giving CPR
and Using an AED for
Adults

Assessment Scenario
Tool: Giving CPR and
Using an AED for
Adults

Participant Progress
Log

- Explain to participants that you will provide a scenario setup and appropriate prompts throughout the scenario.
 - Participants should wait for instructor prompts and not rush ahead in the scenario.



Instructor's Note Scenario setups are provided in the Assessment Scenario Tool. However, you can make up your own scenario setup specific to your facility's needs, as long as it achieves the objectives of checking the scene, forming an initial impression, using PPE, checking the person, calling 9-1-1 and getting equipment, and giving CPR and, if applicable, using an AED.

- Communicate the following to participants:
 - **CPR-only course:**
 - The **First Aid Responder** will give CPR. The person in this role should follow instructor prompts and check the scene for safety, form an initial impression, use PPE, check the person, tell the bystander to call 9-1-1 and get equipment, and give CPR cycles.
 - The **Bystander** will verbalize calling 9-1-1 and getting an AED (if applicable) and a first aid kit when instructed.
 - The **Coach** will observe the First Aid Responder and reference the Assessment Scenario Flowchart: Giving CPR and Using an AED for Adults in preparation for their turn. If necessary, the Coach can repeat the instructor prompts but should **not** provide coaching or peer-to-peer feedback.
 - **CPR/AED course:**
 - The **First Aid Responder** will give CPR and use the AED. The person in this role should follow instructor prompts and check the scene for safety, form an initial impression, use PPE, check the person, tell the bystander to call 9-1-1 and get equipment, give CPR cycles and use the AED when it arrives.
 - The **Bystander** will verbalize calling 9-1-1 and getting an AED and a first aid kit when instructed.
 - The **Coach** will observe the First Aid Responder and reference the Assessment Scenario Flowchart: Giving CPR and Using an AED for Adults in preparation for their turn. If necessary, the Coach can repeat the instructor prompts but should **not** provide coaching or peer-to-peer feedback.
- Ensure that breathing barriers and an AED are available to each group.
- Hand out the Assessment Scenario Flowchart: Giving CPR and Using an AED for Adults to each group.
- Communicate the following to participants:
 - You will perform the assessment scenario until all participants have had an opportunity to be assessed in the role of First Aid Responder.
- Circulate among the groups to give assistance and corrective global and individual feedback as necessary during and after each round.
- Manage the time for each round of the scenario and rotate roles after each round of the scenario.
- Check off each participant's progress on the Participant Progress Log.
- Ask participants if anything from the scenario needs clarification.

MODULE 3

Choking

Module Length: 18 minutes

Guidance for the Instructor

To complete this module and meet the learning objectives, you must:

- Discuss all points in the topic, “Skill Review: Caring for a Choking Adult.”
- Show the video, “Caring for a Responsive Choking Adult” (3:12).
- Discuss all points in the topic, “Skill Practice: Caring for a Choking Adult.”
- Conduct the skill practice, “Giving Back Blows and Abdominal Thrusts to Adults.”
- Discuss all points in the topic, “Assessment Scenario: Caring for a Choking Adult.”
- Conduct the scenario, “Caring for a Choking Adult.”

Learning Objectives

After completing this module, participants will be able to:

- Demonstrate how to care for an adult who is responsive and choking.

Materials, Equipment and Supplies

- Adult First Aid/CPR/AED Blended Learning course presentation, downloadable videos or DVD
- Computer or tablet with speakers, projector and projection screen or monitor
- Latex-free disposable gloves (multiple sizes)
- Skill Practice Sheet: Giving Back Blows and Abdominal Thrusts to Adults and Children (one for every two or three participants)
- Skill Practice Sheet: Giving Back Blows and Abdominal Thrusts to Adults and Children (Without Physical Contact; one for every two or three participants)
- Assessment Scenario Flowchart: Caring for a Choking Adult or Child (one for every two or three participants)
- Assessment Scenario Tool: Caring for a Choking Adult or Child
- Red Cross First Aid mobile app (optional)
- Ready Reference cards (optional)
- *First Aid/CPR/AED Participant's Manual* (optional)
- Participant Progress Log



Instructor's Note Skill Practice Sheets, Assessment Scenario Flowcharts, Assessment Scenario Tools and Participant Progress Logs can be copied from the Appendices of this instructor's manual or downloaded from the Red Cross Learning Center.

Skill Review: Caring for a Choking Adult

4 minutes

VIDEO



REFERENCES

Course Presentation
Slides 39–41

Participant's Manual
Chapter 4

- Explain to participants that they will now review how to respond to a responsive choking adult.
- Show the video, “Caring for a Responsive Choking Adult” (3:12).
- Ask if participants have any questions about how to perform the skill of giving back blows and abdominal thrusts.

Skill Practice: Caring for a Choking Adult

7 minutes

SKILL PRACTICE



REFERENCES

Course Presentation
Slides 42–44

Skill Practice Sheet:
Giving Back Blows and
Abdominal Thrusts to
Adults and Children

Skill Practice Sheet:
Giving Back Blows and
Abdominal Thrusts to
Adults and Children
(Without Physical
Contact)

Participant's Manual
Appendix C

Participant Progress
Log

- Conduct the skill practice, “Giving Back Blows and Abdominal Thrusts to Adults.”
- Tell participants that they will now practice giving back blows and abdominal thrusts to an adult.
- Divide the class into groups of **two or three** and assign the roles of “First Aid Responder,” “Choking Person” or “Coach.” For groups of two, have the second participant play the roles of Choking Person and Coach.
- Participants who are comfortable with physical contact should be partnered with each other.
- Let participants know that while it is more realistic to practice with each other, if they are uncomfortable with practicing on someone or with someone practicing on them, there is an alternative skill approach available.
 - Participants who do not wish to have physical contact should be partnered with each other.
 - It is important to first demonstrate to participants how to position themselves and perform the “without physical contact” technique before they attempt it themselves.




Instructor's Note It is acceptable for a participant to ask for an alternative. They should be given this opportunity without penalty or judgment.

- Communicate the following to participants:
 - The **First Aid Responder** will care for a choking adult. The person in this role should complete all steps of caring for a choking adult by giving five cycles of 5 back blows and 5 abdominal thrusts.
 - The **Choking Person** should role-play as appropriate.
 - The **Coach** will give feedback and guide the First Aid Responder through the steps of the skill using the Skill Practice Sheet: Giving Back Blows and Abdominal Thrusts to Adults and Children.
 - In all rounds, the Coach should read each step of the skill aloud, as needed.





Instructor's Note You can modify the degree of coaching based on the participants' experience level. For example, if a participant in the role of First Aid Responder doesn't need guiding through the steps of the skill, the coach can just observe and give corrective feedback as needed.

	<ul style="list-style-type: none"> ■ After all steps have been completed, participants should switch roles and the new First Aid Responder should complete all steps. ■ Participants should help each other and give peer feedback. <div style="border: 2px solid red; border-radius: 15px; padding: 10px; margin: 10px 0;">  <p>Instructor's Note Emphasize that this skill practice will be simulation only; participants should never actually give abdominal thrusts and back blows to their partners.</p> </div> <ul style="list-style-type: none"> ■ Circulate among the groups to give assistance and corrective global and individual feedback as necessary. ■ Common errors to look for include: <ul style="list-style-type: none"> ● Not properly positioning the hands during back blows. ● Not placing one foot in between the feet of the choking person when giving abdominal thrusts. ● Not using the thumb side of the fist for abdominal thrusts. ● Placing the fist too high when giving abdominal thrusts. ■ Ensure that the Coach gives step-by-step instructions during the rounds, as needed. ■ Manage the time for each round of skill practice and rotate roles at the end of each round. ■ Check off each participant's progress on the Participant Progress Log. ■ Ask participants if anything from the skill practice needs clarification.
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Assessment Scenario: Caring for a Choking Adult

7 minutes

<p>SCENARIO</p>  <p>REFERENCES Course Presentation Slides 45–47 Assessment Scenario Flowchart: Caring for a Choking Adult or Child Assessment Scenario Tool: Caring for a Choking Adult or Child Participant Progress Log</p>	<ul style="list-style-type: none"> ■ Tell participants that they will now be assessed on putting everything together, from checking the scene and forming an initial impression through caring for an adult who is choking. ■ Have the groups of two or three get into position and assign the roles of “First Aid Responder,” “Choking Person” or “Coach/Bystander.” For groups of two, have the second participant play the roles of Choking Person and Coach. You (the instructor) may play the role of Bystander. <ul style="list-style-type: none"> ● Participants who are comfortable with physical contact should be partnered with each other. ● Let participants know that while it is more realistic to practice with each other, if they are uncomfortable with practicing on someone or with someone practicing on them, there is an alternative approach available. ● Participants who do not wish to have physical contact should be partnered with each other. <div style="border: 2px solid red; border-radius: 15px; padding: 10px; margin: 10px 0;">  <p>Instructor's Note It is acceptable for a participant to ask for an alternative. They should be given this opportunity without penalty or judgment.</p> </div> <ul style="list-style-type: none"> ■ Explain to participants that you will provide a scenario setup and appropriate prompts throughout the scenario. <ul style="list-style-type: none"> ● Participants should wait for instructor prompts and not rush ahead in the scenario.
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(Continued)



Instructor's Note Scenario setups are provided in the Assessment Scenario Tool. However, you can make up your own scenario setup specific to your facility's needs, as long as it achieves the objectives of checking the scene, forming an initial impression, obtaining consent, using PPE, checking the person, calling 9-1-1 and getting equipment, and caring for an adult who is choking.

- Communicate the following to participants:
 - The **First Aid Responder** will care for the choking person. The person in this role should follow instructor prompts and check the scene for safety, form an initial impression, obtain consent, use PPE, check the person, tell the bystander to call 9-1-1 and get equipment, and give care for the choking adult.
 - The **Choking Person** should follow instructor prompts and role-play as appropriate.
 - The **Bystander** will verbalize calling 9-1-1 and getting an AED and a first aid kit when instructed. The **Coach** will observe the First Aid Responder and reference the Assessment Scenario Flowchart: Caring for a Choking Adult or Child in preparation for their turn. If necessary, the Coach can repeat the instructor prompts but should **not** provide coaching or peer-to-peer feedback.



Instructor's Note Emphasize that this scenario will be simulation only; participants will not actually give abdominal thrusts and back blows to their partners.

- Hand out the Assessment Scenario Flowchart: Caring for a Choking Adult or Child to each group.
- Communicate the following to participants:
 - You will perform the assessment scenario until all participants have had an opportunity to be assessed in the role of First Aid Responder.
- Circulate among the groups to give assistance and corrective global and individual feedback as necessary during and after each round.
- Manage the time for each round of the scenario and rotate roles after each round of the scenario.
- Check off each participant's progress on the Participant Progress Log.
- Ask participants if anything from the scenario needs clarification.

MODULE 4

Life-Threatening Bleeding

Module Length: 20 minutes

Guidance for the Instructor

To complete this module and meet the learning objectives, you must:

- Discuss all points in the topic, “Skill Review: Caring for Life-Threatening Bleeding.”
- Show the video, “Using Direct Pressure to Control Life-Threatening Bleeding” (Adult) (5:15)
- Discuss all points in the topic, “Skill Practice: Caring for Life-Threatening Bleeding.”
- Conduct the skill practice, “Using Direct Pressure to Control Life-Threatening Bleeding.”
- Discuss all points in the topic, “Assessment Scenario: Caring for Life-Threatening Bleeding.”
- Conduct the scenario, “Caring for Life-Threatening Bleeding.”

Learning Objectives

After completing this module, participants will be able to:

- Demonstrate how to control life-threatening bleeding using direct pressure and apply a bandage when the bleeding stops.

Materials, Equipment and Supplies

- Adult First Aid/CPR/AED Blended Learning course presentation, downloadable videos or DVD
- Computer or tablet with speakers, projector and projection screen or monitor
- Student Training Kits for CPR and/or First Aid or equivalent training supplies:
 - Latex-free disposable gloves (multiple sizes)
 - Gauze pads
 - Roller bandages
- Simulation device for bleeding control (e.g., pool noodle; one for every two or three participants)
- Skill Practice Sheet: Using Direct Pressure to Control Life-Threatening Bleeding (one for every two or three participants)
- Assessment Scenario Flowchart: Caring for Life-Threatening Bleeding (one for every two or three participants)
- Assessment Scenario Tool: Caring for Life-Threatening Bleeding
- Red Cross First Aid mobile app (optional)
- Ready Reference cards (optional)
- *First Aid/CPR/AED Participant's Manual* (optional)
- Participant Progress Log





Instructor's Note If you are teaching the Skill Boost: Life-Threatening Bleeding and Tourniquet Application, you do not need to teach this module.



Instructor's Note Skill Practice Sheets, Assessment Scenario Flowcharts, Assessment Scenario Tools and Participant Progress Logs can be copied from the Appendices of this instructor's manual or downloaded from the Red Cross Learning Center.



Skill Review: Caring for Life-Threatening Bleeding

6 minutes

<p>LECTURE</p>  <p>VIDEO</p>  <p>REFERENCES Course Presentation Slides 48–51 Participant's Manual Chapter 6</p>	<ul style="list-style-type: none">■ Explain to participants that they are going to review how to respond to a person with life-threatening bleeding.■ Show the video, “Using Direct Pressure to Control Life-Threatening Bleeding” (Adult) (5:15).■ Tell participants that if they have applied a bandage after bleeding has stopped, they should:<ul style="list-style-type: none">● Monitor for bleeding through the dressing.● If bleeding recurs, do not apply an additional dressing or bandage; instead remove the bandage and leave only the single dressing on the wound in place, and then apply direct manual pressure.■ Tell participants that they should monitor for shock and give care, if necessary, until help arrives.■ Ask participants if anything in the video or lecture needs clarification.
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Skill Practice: Caring for Life-Threatening Bleeding



7 minutes

<p>SKILL PRACTICE</p>  <p>REFERENCES Course Presentation Slides 52–54 Skill Practice Sheet: Using Direct Pressure to Control Life- Threatening Bleeding Participant's Manual Appendix C Participant Progress Log</p>	<ul style="list-style-type: none">■ Conduct the skill practice, “Using Direct Pressure to Control Life-Threatening Bleeding.”■ Tell participants that they will practice controlling life-threatening bleeding using direct pressure and applying a bandage after the bleeding stops.■ Divide the class into groups of two or three and assign the roles of “First Aid Responder,” “Bystander” or “Coach.” For groups of two, have the second participant play the roles of Bystander and Coach.■ Have groups get into position by their simulated limb to prepare for skill practice. Tell them they should not practice direct pressure on each other. To ensure the safety of all participants, they should only practice on their simulated limb.■ Communicate the following to participants:<ul style="list-style-type: none">● The First Aid Responder will use direct pressure to control life-threatening bleeding and apply a bandage after the bleeding stops.● The Bystander will observe.● The Coach will give feedback and guide the First Aid Responder through the steps of using direct pressure and applying a bandage once the bleeding stops using the Skill Practice Sheet: Using Direct Pressure to Control Life-Threatening Bleeding.<ul style="list-style-type: none">○ In all rounds, the Coach should read each step of the skill aloud, as needed. <div data-bbox="319 1549 1369 1738" style="border: 2px solid red; padding: 10px;"><p> Instructor's Note You can modify the degree of coaching based on the participants' experience level. For example, if a participant in the role of First Aid Responder doesn't need guiding through the steps of the skill, the coach can just observe and give corrective feedback as needed.</p></div>
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	<ul style="list-style-type: none"> ● After all steps have been completed, participants should switch roles and the new First Aid Responder should use direct pressure to control life-threatening bleeding and apply a bandage when the bleeding stops until all participants have had a turn. ● Participants should help each other and give peer feedback. ■ Circulate among the groups to give assistance and corrective global and individual feedback as necessary. ■ Common errors to look for include: <ul style="list-style-type: none"> ● Not using both hands stacked on one another to apply direct pressure. ● Not locking the elbows when applying direct pressure. ● Not checking for circulation beyond the injury before and after bandaging. ■ Ensure that the Coach gives step-by-step instructions during the rounds, as needed. ■ Manage the time for each round of skill practice and rotate roles at the end of each round. ■ Check off each participant's progress on the Participant Progress Log. ■ Ask participants if anything from the skill practice needs clarification.
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Assessment Scenario: Caring for Life-Threatening Bleeding

7 minutes

<p>SCENARIO</p>  <p>REFERENCES Course Presentation Slides 55–57 Assessment Scenario Flowchart: Caring for Life-Threatening Bleeding Assessment Scenario Tool: Caring for Life-Threatening Bleeding Participant Progress Log</p>	<ul style="list-style-type: none"> ■ Tell participants that they will now be assessed on putting everything together, including checking the scene, forming an initial impression, using direct pressure for an adult, child or infant with life-threatening bleeding and applying a bandage when the bleeding stops. ■ Have the groups of two or three get into position beside their simulated limb and assign the roles of “First Aid Responder,” “Bystander” or “Coach.” For groups of two, have the second participant play the roles of Bystander and Coach. ■ Remind participants that they should not practice direct pressure on each other. ■ Explain to participants that you will provide a scenario setup and appropriate prompts throughout the scenario. <ul style="list-style-type: none"> ● Participants should wait for instructor prompts and not rush ahead in the scenario. <div style="border: 2px solid red; padding: 10px; margin: 10px 0;"> <p> Instructor’s Note Scenario setups are provided in the Assessment Scenario Tool. However, you can make up your own scenario setup specific to your facility’s needs, as long as it achieves the objectives of checking the scene, forming an initial impression, obtaining consent, using PPE, calling 9-1-1 and getting equipment, using direct pressure for an adult with life-threatening bleeding and applying a bandage when the bleeding stops.</p> </div> <ul style="list-style-type: none"> ■ Communicate the following to participants: <ul style="list-style-type: none"> ● The First Aid Responder will care for the person with life-threatening bleeding. They should follow instructor prompts and check the scene for safety, form an initial impression, obtain consent, use PPE, tell the bystander to call 9-1-1 and get equipment, use direct pressure to care for an adult with life-threatening bleeding and apply a bandage when the bleeding stops. ● The Bystander will verbalize calling 9-1-1 and getting a bleeding control/first aid kit and an AED, when instructed. ● The Coach will observe the First Aid Responder and reference the Assessment Scenario Flowchart: Caring for Life-Threatening Bleeding in preparation for their turn. If necessary, the Coach can repeat the instructor prompts during the scenario but should not provide coaching or peer-to-peer feedback.
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| | <ul style="list-style-type: none">■ Hand out the Assessment Scenario Flowchart: Caring for Life-Threatening Bleeding to each group.■ Communicate the following to participants:<ul style="list-style-type: none">● You will perform the assessment scenario until all participants have had an opportunity to be assessed in the role of First Aid Responder.■ Circulate among the groups to give assistance and corrective global and individual feedback as necessary during and after each round.■ Manage the time for each round of the scenario and rotate roles after each round of the scenario.■ Check off each participant's progress on the Participant Progress Log.■ Ask participants if anything from the scenario needs clarification. |
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MODULE 5

Conclusion

Module Length: 2 minutes (62 minutes with final exam)

Guidance for the Instructor

To complete this module and meet the learning objectives, you must:

- Administer final exam (optional).
- Discuss all points in the topic, “Closing.”

Learning Objectives

After completing this module, participants will be able to:

- Pass the final exam (optional).
- Receive a digital certificate after successfully meeting the requirements for course completion.

Materials, Equipment and Supplies


- Adult First Aid/CPR/AED Blended Learning course presentation, downloadable videos or DVD
- Computer or tablet with speakers, projector and projection screen or monitor
- Final Exams, Answer Sheets and Answer Keys (optional)



Instructor's Note Final exams and answer sheets can be downloaded from the Red Cross Learning Center. Answer keys are included in Appendix K of this instructor's manual.

Final Exam (optional)

60 minutes

 **Instructor's Note** Written exams are not a required element of the First Aid/CPR/AED program. Written exams are provided for cases in which they are requested or required by an employer, course provider or state or local regulations. Administer the exam that is appropriate for the course taken:

■ **Adult First Aid/CPR/AED**


If you are teaching a course other than Adult First Aid/CPR/AED, simply cross out or tell participants to skip appropriate portion(s) of the exam; for example, for the course Adult CPR/AED, cross out or tell participants to skip the First Aid portion of the exam.

EXAM
(optional)


REFERENCES

Course Presentation
Slides 58–60

- Communicate the following to participants:
 - You must score a minimum of 80 percent to pass the exam.
 - If you do not achieve a score of 80 percent, you will be given an opportunity to remediate and take another version of the exam.
 - If you pass the exam, you may review questions you missed; however, you must return graded answer sheets and written exams to the instructor.

 **Instructor's Note** Participants must pass the final exam with a score of 80 percent or better. Refer to the Program Administration section for guidelines on retesting participants who do not pass the final exam.

- Have participants put away all course materials and mobile devices. Tell participants that they may not refer to any materials during the exam.
- Hand out an exam and answer sheet to each participant. Tell participants to write only on the answer sheet and mark answers clearly.
- Remind participants to return these items to you once they have finished the exam, so you can grade them.
- Tell participants to come to you or raise their hand if they have questions.
- Grade the exams using the answer key.
- Return the final exams and answer sheets to participants for them to review.
- Answer participants' questions about the exam.
- If necessary, make arrangements for those participants who score less than 80 percent to review the material and retake the alternate version of the exam.

 **Instructor's Note** After reviewing the exam with the participants, collect all exams and answer sheets to protect the security of the exam.

Closing

2 minutes

LECTURE



REFERENCES

Course Presentation
Slides 61–62

- Thank participants for their efforts during class and ask for any remaining questions.
- Explain that participants will receive a certificate from the American Red Cross that is valid for 2 years.
- Remind participants that many resources are available to help them respond to an emergency:
 - The American Red Cross First Aid mobile app is free and available for iPhone and Android devices.
 - Ready Reference cards can be kept handy in a medical emergency.
 - The *First Aid/CPR/AED Participant's Manual* contains detailed information on topics covered in the course as well as a wide range of additional topics not covered in the course.



Instructor's Note If participants did not receive Ready Reference cards or a participant's manual as part of their course materials, tell participants that these materials (as well as first aid kits and supplies) are available through the Red Cross store at redcross.org.



Instructor's Note If you are teaching any of the following Skill Boosts, they may be taught at the end of the course:

- Skill Boost: Asthma and Quick-Relief Medication Administration
- Skill Boost: Anaphylaxis and Epinephrine Auto-Injector Administration
- Skill Boost: Opioid Overdose and Naloxone Administration
- Skill Boost: Life-Threatening Bleeding and Tourniquet Application
- Skill Boost: Head, Neck, Muscle, Bone, Joint Injuries and Splinting

LESSON PLAN D

Adult and Pediatric First Aid/CPR/AED

Blended Learning

This lesson plan can be used to teach the following skills sessions for blended learning, including:

- Adult and Pediatric First Aid/CPR/AED
 - Use Modules 1–6
- Adult and Pediatric CPR/AED
 - Use Modules 1–4, 6

Note: For other course options, see the Course Outlines on the Red Cross Learning Center.

MODULE 1

Course Introduction and Foundations

Module Length: 15 minutes

Guidance for the Instructor

To complete this module and meet the learning objectives, you must:

- Discuss all points in the topic, “Introduction to the Course.”
- Show the video, “Removing Latex-Free Disposable Gloves” (0:53) and have students practice while they watch.
- Discuss all points in the topic, “Skill Review: Emergency Action Steps.”
- Show the video, “CHECK—CALL—CARE Review” (2:29).
- Discuss all points in the topic, “Skill Practice: Checking a Person Who Appears Unresponsive” (optional).
- Show the video, “Skill Practice Walk-Through” (1:25) (optional).
- Conduct the skill practice, “Checking a Person Who Appears Unresponsive” (optional).

Learning Objectives

After completing this module, participants will be able to:

- State the course purpose.
- Identify the course completion requirements.
- Demonstrate proper technique for removing disposable gloves.
- Understand the different resources available to assist in responding to an emergency.
- Describe the emergency action steps, CHECK—CALL—CARE.

Materials, Equipment and Supplies


- Adult and Pediatric First Aid/CPR/AED Blended Learning course presentation, downloadable videos or DVD
- Computer or tablet with speakers, projector and projection screen or monitor
- Student Training Kits for CPR and/or First Aid or equivalent training supplies:
 - CPR breathing barriers (face shield or pocket mask; one for each participant)
 - Latex-free disposable gloves (multiple sizes)
- Adult manikin (optional; minimum of one for every two or three participants)
- Skill Practice Sheet: Checking a Person Who Appears Unresponsive (optional; one for every two or three participants)
- Red Cross First Aid mobile app (optional)
- Ready Reference cards (optional)
- *First Aid/CPR/AED Participant's Manual* (optional)
- Participant Progress Log



Instructor's Note Assessment Scenario Flowcharts, Assessment Scenario Tools and Participant Progress Logs can be copied from the Appendices of this instructor's manual or downloaded from the Red Cross Learning Center.

Introduction to the Course

10 minutes

 **Instructor's Note** Before class begins, determine the internal WIFI capabilities of your training facility. If WIFI is available, make sure you have the network name and password for participants so they can easily download the Red Cross First Aid mobile app.

Welcome


LECTURE



REFERENCES

Course Presentation
Slides 1–3

- Welcome participants and briefly introduce yourself as an American Red Cross instructor.
- Review the following information:
 - Facility policies and procedures
 - Locations of restrooms, water fountains and break areas
 - Where emergency exits are located as well as where automated external defibrillators (AEDs) and first aid kits are located

 **Instructor's Note** Do not have participants introduce themselves at this time. They may briefly introduce themselves to their team members when they break into groups for the first skill practice.

Purpose of the Course

LECTURE



REFERENCES

Course Presentation
Slide 4

- Explain to participants that the purpose of this skill session is to review key points learned during the online session and to practice skills and demonstrate skill competency.
- Explain that this skill session will give participants the confidence, knowledge and skills to give immediate care when **minutes matter**.

Course Completion Requirements

LECTURE



REFERENCES

Course Presentation
Slide 5

- Inform participants of successful course completion requirements. They must:
 - Successfully complete the online session.
 - Attend and participate in all class sessions.
 - Participate in all skill practices.
 - Demonstrate competency in all required skills.
 - Successfully complete all assessment scenarios.
- Inform participants that upon successful course completion, they will receive a certificate from the American Red Cross that is valid for 2 years.
- Ask participants to inform you privately if they have any condition that might affect course participation.
- Tell participants that they should request a separate training manikin for CPR if they have a condition that would increase the risk of disease transmission.

First Aid Mobile App

LECTURE



REFERENCES

Course Presentation
Slide 6

- Encourage participants to download the First Aid app onto their mobile phones during a class break and encourage them to share the app information with family members, friends and co-workers.
- Tell participants that the primary purpose of the Red Cross First Aid mobile app is to guide people in giving step-by-step care in an emergency situation. In addition, it contains videos, FAQs, quizzes, an emergency facility finder, and in-depth information on various injuries and illnesses.



Instructor's Note If participants ask questions beyond the scope of the course, refer them to the Red Cross First Aid mobile app or to the *First Aid/CPR/AED Participant's Manual*.

Health and Safety Precautions for the Course

LECTURE



VIDEO



REFERENCES

Course Presentation
Slides 7–9

- Hand out the Student Training Kits for CPR and/or First Aid or equivalent training supplies as applicable (face shields, pocket masks, latex-free disposable gloves, etc.) and explain how PPE will be used in skill practice and assessment scenarios.
- Explain that when giving care in real-life situations they should always follow facility protocols regarding use of PPE and reporting of exposure to blood or other bodily fluids.
- Tell participants that after skill practice or scenario assessment or after giving care in a real-life situation, any personal protective equipment (PPE) that was used is considered contaminated and must be disposed of properly.
- Explain to participants that they are going to watch a video that will guide them through the steps for removing latex-free disposable gloves. Ask students to put on their gloves. Explain that while the video plays, they should follow along and practice removing their gloves.
- Show the video, "Removing Latex-Free Disposable Gloves" (0:53).



Instructor's Note The American Red Cross advises that responders use appropriate PPE when giving first aid care if PPE is available and circumstances allow. In accordance with this position, the responders depicted in the videos that support this training are consistently shown using PPE as availability and circumstances allow.

Preparing for an Emergency

LECTURE



REFERENCES



Course Presentation
Slide 10

Participant's Manual
Chapter 1

- Tell participants that it is important to prepare for emergencies.
 - Ensure you know where a first aid kit, bleeding control kit, AED and medications (e.g., epinephrine auto-injector pen, naloxone, aspirin, asthma inhaler) are kept in your workplace and at home and ensure that emergency action plans are in place, including having a family plan.




Skill Review: Emergency Action Steps

5 minutes

<p>LECTURE</p>  <p>VIDEO</p>  <p>REFERENCES Course Presentation Slides 11–13 Participant's Manual Chapter 1</p>	<ul style="list-style-type: none">■ Emphasize to participants that once they have recognized that an emergency exists and have decided to take action, they should follow the emergency action steps: CHECK—CALL—CARE.■ Tell participants that they are going to review how to check, call and care for a person.■ Show the video, “CHECK—CALL—CARE Review” (2:29).■ Ask participants if anything in the video needs clarification.
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Skill Practice: Checking a Person Who Appears Unresponsive (optional)

7 minutes

<p>SKILL PRACTICE</p>  <p>VIDEO</p>  <p>REFERENCES Course Presentation Slides 14–17 Skill Practice Sheet: Checking a Person Who Appears Unresponsive Participant Progress Log</p>	<ul style="list-style-type: none">■ Tell participants that they will now practice checking the scene, forming an initial impression and checking a person who appears unresponsive.■ Show the video, “Skill Practice Walk-Through” (1:25).■ Divide the class into groups of two or three and assign the roles of “First Aid Responder,” “Bystander” or “Coach.” For groups of two, have the second participant play the roles of Bystander and Coach.■ Have groups get into position by their manikin to prepare for skill practice.■ Ensure that the manikins are on a firm, flat surface.■ Communicate the following to participants:<ul style="list-style-type: none">● The First Aid Responder will check the scene, form an initial impression and check for responsiveness.● The Bystander will observe.● The Coach will give feedback and guide the First Aid Responder through the steps of checking the scene, forming an initial impression and checking for responsiveness using the Skill Practice Sheet: Checking a Person Who Appears Unresponsive.● In all rounds, the Coach should read each step of the skill aloud, as needed. <div data-bbox="319 1564 1369 1753" style="border: 2px solid red; padding: 10px;"><p> Instructor's Note You can modify the degree of coaching based on the participants' experience level. For example, if a participant in the role of First Aid Responder does not need guiding through the steps of the skill, the coach can just observe and give corrective feedback as needed.</p></div>
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- After all steps have been completed, participants should switch roles and the new First Aid Responder should check the scene and the person until all participants have had a turn.
- Participants should help each other achieve effective compressions through peer feedback.
- Circulate among the groups to give assistance and corrective global and individual feedback as necessary. Reinforce the key components of checking the scene and the person as you give feedback.
- Common errors to look for include:
 - Failing to check the scene for safety.
 - Failing to call 9-1-1 and get equipment or tell someone to do so.
 - Failing to perform the shout-tap-shout sequence.
- Ensure that the Coach gives step-by-step instructions during the rounds, as needed.
- Manage the time for each round of skill practice and rotate roles at the end of each round.
- Check off each participant's progress on the Participant Progress Log.
- Ask participants if anything from the skill practice needs clarification.

MODULE 2

Adult CPR and AED

Module Length: 50 minutes

Guidance for the Instructor

To complete this module and meet the learning objectives, you must:

- Discuss all points in the topic, “Skill Review: CPR and AED.”
- Show the video, “Putting It All Together: Giving CPR and Using an AED for Adults” (2:44).
- Discuss all points in the topic, “Skill Practice: CPR Components.”
- Show the video, “Skill Practice Walk-Through” (1:25).
- Conduct the skill practice, “Giving Chest Compressions.”
- Conduct the skill practice, “Giving Breaths.”
- Conduct the skill practice, “Giving CPR Cycles.”
- Discuss all points in the topic, “Skill Practice: Using an AED.”
- Conduct the skill practice, “Using an AED.”
- Discuss all points in the topic, “Assessment Scenario: Giving CPR and Using an AED.”
- Show the video, “Assessment Scenario Walk-Through” (1:48).
- Conduct the scenario, “Giving CPR and Using an AED for Adults.”


Learning Objectives


After completing this module, participants will be able to:

- Demonstrate how to perform high-quality CPR.
- Demonstrate how to use an AED [CPR/AED course].

Materials, Equipment and Supplies


- Adult and Pediatric First Aid/CPR/AED Blended Learning course presentation, downloadable videos or DVD
- Computer or tablet with speakers, projector and projection screen or monitor
- Student Training Kits for CPR and/or First Aid or equivalent training supplies:
 - CPR breathing barriers (face shield or pocket mask; one for each participant)
 - Latex-free disposable gloves (multiple sizes)
- AED training devices and pads (minimum of one for every two or three participants)
- Adult manikins (minimum of one for every two or three participants), based on the needs of participants
- Skill Practice Sheet: Giving Chest Compressions to Adults (one for every two or three participants)
- Skill Practice Sheet: Giving Breaths to Adults with a Face Shield/Pocket Mask (one for every two or three participants)
- Skill Practice Sheet: Giving CPR Cycles to Adults (one for every two or three participants)
- Skill Practice Sheet: Using an AED for Adults (one for every two or three participants)
- Assessment Scenario Flowchart: Giving CPR and Using an AED for Adults (one for every two or three participants)
- Assessment Scenario Tool: Giving CPR and Using an AED for Adults
- Red Cross First Aid mobile app (optional)
- Ready Reference cards (optional)
- *First Aid/CPR/AED Participant’s Manual* (optional)
- Participant Progress Log

 **Instructor's Note** Skill Practice Sheets, Assessment Scenario Flowcharts, Assessment Scenario Tools and Participant Progress Logs can be copied from the Appendices of this instructor's manual or downloaded from the Red Cross Learning Center.

 **Instructor's Note** This module accommodates the CPR/AED and CPR-only courses. If you are teaching a CPR-only course, teach all topics in this module **except** "Skill Practice: Using an AED." In addition, follow the instructor's notes throughout this module for how to conduct the lesson accordingly.



Skill Review: CPR and AED

4 minutes


<p>VIDEO</p>  <p>REFERENCES Course Presentation Slides 18–20 Participant's Manual Chapter 2</p>	<ul style="list-style-type: none"> ■ Explain to participants that they are going to review how to respond to a cardiac emergency before practicing giving CPR and using an AED. ■ Show the video, "Putting It All Together: Giving CPR and Using an AED for Adults" (2:44). ■ Ask if participants have any questions about how to perform the skill of giving CPR and using an AED.
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Skill Practice: CPR Components

24 minutes

<p>DEMO</p>  <p>VIDEO</p>  <p>REFERENCES Course Presentation Slides 21–22</p>	<ul style="list-style-type: none"> ■ Orient the participants to the manikins that will be used for skill practice. ■ Give a brief demonstration of how the manikins you are using in class function. ■ Show the video, "Skill Practice Walk-Through" (1:25), if you did not conduct the optional skill practice in Module 1, "Checking a Person Who Appears Unresponsive."
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Giving Chest Compressions

<p>SKILL PRACTICE</p>  <p>REFERENCES Course Presentation Slides 23–24</p>	<ul style="list-style-type: none"> ■ Conduct the skill practice, "Giving Chest Compressions." ■ Tell participants that they will now practice giving chest compressions. ■ Divide the class into groups of two or three and assign the roles of "First Aid Responder," "Bystander" or "Coach." For groups of two, have the second participant play the roles of Bystander and Coach. ■ Have groups get into position by their manikin to prepare for skill practice. ■ Ensure that the manikins are on a firm, flat surface.
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Skill Practice
Sheet: Giving Chest
Compressions to
Adults
Participant's Manual
Appendix C
Participant Progress
Log

- Communicate the following to participants:
 - The **First Aid Responder** will give three sets of 30 chest compressions.
 - The **Bystander** will observe.
 - The **Coach** will give feedback and guide the First Aid Responder through the steps of body position and giving chest compressions using the Skill Practice Sheet: Giving Chest Compressions to Adults.
 - In all rounds, the Coach should read each step of the skill aloud, as needed.



Instructor's Note You can modify the degree of coaching based on the participants' experience level. For example, if a participant in the role of First Aid Responder doesn't need guiding through the steps of the skill, the coach can just observe and give corrective feedback as needed.

- After all steps have been completed, participants should switch roles and the new First Aid Responder should give three sets of 30 chest compressions for approximately 1 minute until all participants have had a turn.
- Participants should help each other achieve effective compressions through peer feedback.
- Circulate among the groups to give assistance and corrective global and individual feedback as necessary. Reinforce the key components of high-quality chest compressions as you give feedback.
 - Common errors to look for include:
 - Giving compressions that are too shallow or too deep.
 - Interrupting compressions for too long or too frequently.
 - Incorrectly positioning the hands too low or too high.
 - Failing to use own weight to help with compressions by being over the center of the person's chest with own arms locked.
 - Failing to allow the chest to return to its normal position after each compression or giving compressions at an inappropriate rate.



Instructor's Note Manikins with a feedback device, such as a clicker or lights, indicate if participants are properly giving chest compressions. Be sure you and participants understand how your specific manikin feedback device works.

- Ensure that the Coach gives step-by-step instructions during the rounds, as needed.
- Manage the time for each round of skill practice and rotate roles at the end of each round.
- Check off each participant's progress on the Participant Progress Log.
- Ask participants if anything from the skill practice needs clarification.

Giving Breaths

SKILL PRACTICE



REFERENCES
Course Presentation
Slides 25–27

- Conduct the skill practice, "Giving Breaths."
- Tell participants that they will now practice giving breaths.



Instructor's Note Participants should practice giving breaths using the breathing barrier (i.e., face shield or pocket mask) that they will have at their workplace or home. Distribute the appropriate skill practice sheet for the breathing barrier you are using.

(Continued)

- Have the groups of **two or three** stay in position by their manikin to prepare for skill practice.
- Communicate the following to participants:
 - The **First Aid Responder** will give five sets of 2 breaths using an adult breathing barrier for approximately 1 minute.
 - The participant should make sure to take a brief break between each set to catch their breath.
 - The participant must successfully achieve chest rise with each breath.
 - The **Bystander** will observe.
 - The **Coach** will give feedback and guide the First Aid Responder through the steps of opening the airway and giving breaths using the Skill Practice Sheet: Giving Breaths to Adults with a Face Shield/Pocket Mask.
 - In all rounds, the Coach should read each step of the skill aloud, as needed.



Instructor's Note You can modify the degree of coaching based on the participants' experience level. For example, if a participant in the role of First Aid Responder doesn't need guiding through the steps of the skill, the coach can just observe and give corrective feedback as needed.

- After all steps have been completed, participants should switch roles and the new First Aid Responder should continue giving five sets of 2 breaths using an adult breathing barrier for approximately 1 minute until all participants have had a turn.
- Participants should help each other achieve effective breaths through peer feedback.



Instructor's Note It is important to use appropriate cleaning procedures between participants.

- Circulate among the groups to give assistance and corrective global and individual feedback as necessary.
 - Common errors to look for include:
 - Learning in toward the chest, which closes the airway.
 - Not properly pinching the nose and sealing the mouth if using a face shield; not properly sealing the pocket mask.
 - Using an improperly sized mask for the person.



Instructor's Note When the participants are properly giving breaths, the manikin's chest should clearly begin to rise. If it does not, make sure the participant is maintaining a good seal and an open airway. Sometimes they lose the seal by not completely covering the manikin's mouth due to pursed lips or not opening the mouth wide enough; or they close the airway as they lean down to give breaths. If this is not the problem, check the manikin's lung bag to make sure it is not twisted and check the one-way valve that connects the manikin's mouth and lungs.

- Ensure that the Coach gives step-by-step instructions during the rounds, as needed.
- Manage the time for each round of skill practice and rotate roles at the end of each round.
- Check off each participant's progress on the Participant Progress Log.
- Ask participants if anything from the skill practice needs clarification.

Giving CPR Cycles

SKILL PRACTICE



REFERENCES

Course Presentation
Slides 28–29

Skill Practice Sheet:
Giving CPR Cycles to
Adults

Participant's Manual
Appendix C

Participant Progress
Log

- Conduct the skill practice, “Giving CPR Cycles.”
- Tell participants that they will now practice putting compressions and breaths together.
- Have the groups of **two or three** stay in position by their manikin to prepare for skill practice.
- Communicate the following to participants:
 - The **First Aid Responder** will give **three cycles of 30 compressions and 2 breaths** using an adult breathing barrier.
 - The **Bystander** will observe.
 - The **Coach** will give feedback and guide the First Aid Responder through the cycles of 30 compressions and 2 breaths using the Skill Practice Sheet: Giving CPR Cycles to Adults.
 - In all rounds, the Coach should read each step of the skill aloud, as needed.



Instructor's Note You can modify the degree of coaching based on the participants' experience level. For example, if a participant in the role of First Aid Responder doesn't need guiding through the steps of the skill, the coach can just observe and give corrective feedback as needed.

- After all steps have been completed, participants will switch roles and the new First Aid Responder will continue giving three cycles of 30 compressions and 2 breaths using an adult breathing barrier until all participants have had a turn.
- Participants should help each other count compressions and help each other achieve effective breaths through peer feedback.
- Circulate among the groups to give assistance and corrective global and individual feedback as necessary.
 - Common errors to look for include:
 - Interrupting chest compressions for 10 seconds or more.
- Ensure that the Coach gives step-by-step instructions during the rounds, as needed.
- Manage the time for each round of skill practice and rotate roles at the end of each round.
- Check off each participant's progress on the Participant Progress Log.
- Ask participants if anything from the skill practice needs clarification.

Skill Practice: Using an AED

7 minutes



Instructor's Note If you are teaching a CPR-only course, skip over the topic, “Skill Practice: Using an AED.” Resume teaching with the topic, “Assessment Scenario: Giving CPR and Using an AED.”

DEMO (optional)



REFERENCES

Course Presentation
Slides 30–31

- If participants in your course will be using a different AED trainer than the one shown in the video, “Putting It All Together: Giving CPR and Using an AED for Adults,” give a brief demonstration of how the AED trainer you are using functions differently.

(Continued)

SKILL PRACTICE



REFERENCES

Course Presentation
Slides 32–33

Skill Practice Sheet:
Using an AED for
Adults

Participant's Manual
Appendix C

Participant Progress
Log

- Conduct the skill practice, “Using an AED.”
- Tell participants that they will now practice using an AED when they are the only trained responder on the scene.
- Have the groups of **two or three** get into position beside their manikin and assign the roles of the “First Aid Responder,” “Bystander” or “Coach.” For groups of two, have the second participant play the roles of Bystander and Coach.
- Communicate the following to participants:
 - The **First Aid Responder** will operate the AED. After the shock is delivered, they will get into CPR position but they will **not** perform CPR.
 - The **Bystander** will observe.
 - The **Coach** will give feedback and guide the First Aid Responder through the skill practice as needed using the Skill Practice Sheet: Using an AED for Adults.
 - In all rounds, the Coach should read each step of the skill aloud, as needed.



Instructor's Note You can modify the degree of coaching based on the participants' experience level. For example, if a participant in the role of First Aid Responder doesn't need guiding through the steps of the skill, the coach can just observe and give corrective feedback as needed.

- After all steps have been completed, participants should switch roles and the new First Aid Responder should complete all steps until all participants have had a turn attaching the AED pads and operating the AED.
- Participants should give each other peer feedback.




Instructor's Note Ensure that each participant has the opportunity to place the AED pads appropriately and operate the AED until it delivers a shock at least once during this skill practice.




Instructor's Note Tell participants that the AED training devices they will be using do not deliver a shock.


- Circulate among the groups to give assistance and corrective global and individual feedback as necessary.
 - Common errors to look for include:
 - Plugging the AED pad connector cable into the AED before placing the pads on the chest (causing the AED to start analyzing before the pads are placed).
 - Attaching the AED pads in the incorrect positions on the chest.
 - Touching the person while the AED is analyzing the rhythm because touching the person could adversely affect the analysis.
 - Touching the person while the AED is delivering a shock because anyone touching the person could also receive a shock.
 - Interrupting chest compressions for longer than 10 seconds.



	<div style="border: 2px solid red; padding: 10px;">  <p>Instructor's Note The goal is to minimize interruptions in chest compressions to less than 10 seconds. However, it may take a single first aid responder longer than 10 seconds to set up and operate the AED. This is acceptable providing they work as efficiently and effectively as possible and immediately begin CPR after analysis and shock (if needed). Even if an untrained bystander is present, the first aid responder should interrupt chest compressions to set up and operate the AED, because they may not have the skill and/or experience to direct an untrained bystander in the proper use of an AED while they are simultaneously giving high-quality CPR.</p> </div> <ul style="list-style-type: none"> ■ Ensure that the Coach gives step-by-step instructions during the rounds, as needed. ■ Manage the time for each round of skill practice and rotate roles at the end of each round (i.e., as soon as the person pushes the shock button and gets into position to give compressions). ■ Check off each participant's progress on the Participant Progress Log. ■ Ask participants if anything from the skill practice needs clarification.
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Assessment Scenario: Giving CPR and Using an AED

15 minutes

	<div style="border: 2px solid red; padding: 10px;">  <p>Instructor's Note When conducting this course, Adult and Pediatric First Aid/CPR/AED, you are required to conduct two scenarios related to giving CPR and using an AED: either the adult scenario and the infant scenario OR the child scenario and the infant scenario. If you choose to conduct the child and infant scenarios, please skip this topic and see Module 3.</p> </div>
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	<div style="border: 2px solid red; padding: 10px;">  <p>Instructor's Note If you are teaching a CPR/AED course, conduct the entire scenario. If you are teaching a CPR-only course, stop the scenario after each First Aid Responder has completed three complete cycles of CPR.</p> </div>
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<p>SCENARIO</p>  <p>REFERENCES</p> <p>VIDEO</p>  <p>Course Presentation Slides 34–38</p> <p>Assessment Scenario Flowchart: Giving CPR and Using an AED for Adults</p>	<ul style="list-style-type: none"> ■ Tell participants that they will now be assessed on putting everything together, from checking the scene and forming an initial impression through three cycles of CPR for a CPR-only course and through using an AED for a CPR/AED course. ■ Show the video, “Assessment Scenario Walk-Through” (1:48). ■ Have the groups of two or three get into position beside their manikin and assign the roles of “First Aid Responder,” “Bystander” or “Coach.” For groups of two, have the second participant play the roles of Bystander and Coach. ■ Explain to participants that you will give a scenario setup and appropriate prompts throughout the scenario. <ul style="list-style-type: none"> ● Participants should wait for instructor prompts and not rush ahead in the scenario.
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(Continued)



Instructor's Note Scenario setups are provided in the Assessment Scenario Tool. However, you can make up your own scenario setup specific to your facility's needs, as long as it achieves the objectives of checking the scene, forming an initial impression, using PPE, checking the person, calling 9-1-1 and getting equipment, giving CPR and, if applicable, using an AED.

- Communicate the following to participants:
 - **CPR-only course:**
 - The **First Aid Responder** will give CPR. The person in this role should follow instructor prompts and check the scene for safety, form an initial impression, use PPE, check the person, tell the bystander to call 9-1-1 and get equipment and give CPR cycles.
 - The **Bystander** will verbalize calling 9-1-1 and getting an AED (if applicable) and a first aid kit when instructed.
 - The **Coach** will observe the First Aid Responder and reference the Assessment Scenario Flowchart: Giving CPR and Using an AED for Adults in preparation for their turn. If necessary, the Coach can repeat the instructor prompts during the scenario but should **not** provide coaching or peer-to-peer feedback.
 - **CPR/AED course:**
 - The **First Aid Responder** will give CPR and use the AED. The person in this role should follow instructor prompts and check the scene for safety, form an initial impression, use PPE, check the person, tell the bystander to call 9-1-1 and get equipment, give CPR cycles and use the AED when it arrives.
 - The **Bystander** will verbalize calling 9-1-1 and getting an AED and a first aid kit when instructed.
 - The **Coach** will observe the First Aid Responder and reference the Assessment Scenario Flowchart: Giving CPR and Using an AED for Adults in preparation for their turn. If necessary, the Coach can repeat the instructor prompts during the scenario but should **not** provide coaching or peer-to-peer feedback.
- Ensure that breathing barriers and an AED are available to each group.
- Hand out the Assessment Scenario Flowchart: Giving CPR and Using an AED for Adults to each group.
- Communicate the following to participants:
 - You will perform the assessment scenario until all participants have had an opportunity to be assessed in the role of First Aid Responder.
- Circulate among the groups to give assistance and corrective global and individual feedback as necessary during and after each round.
- Manage the time for each round of the scenario and rotate roles after each round of the scenario.
- Check off each participant's progress on the Participant Progress Log.
- Ask participants if anything from the scenario needs clarification.

MODULE 3

Pediatric CPR and AED

Module Length: 27 minutes

Guidance for the Instructor

To complete this module and meet the learning objectives, you must:

- Discuss all points in the topic, “Skill Practice: Giving CPR Cycles to Children” (optional).
- Conduct the skill practice, “Giving CPR Cycles to Children” (optional).
- Discuss all points in the topic, “Skill Review: Giving CPR and Using an AED for Infants.”
- Show the video, “Putting It All Together: Giving CPR and Using an AED for Infants” (2:48).
- Discuss all points in the topic, “Skill Practice: Giving CPR to Infants.”
- Conduct the skill practice, “Giving CPR Cycles to Infants.”
- Discuss all points in the topic, “Skill Practice: Using an AED for Children and Infants” (optional).
- Conduct the skill practice, “Using an AED for Children and Infants” (optional).
- Discuss all points in the topic, “Assessment Scenario: Giving CPR and Using an AED for Children” (optional).
- Conduct the scenario, “Giving CPR and Using an AED for Children” (optional).
- Discuss all points in the topic, “Assessment Scenario: Giving CPR and Using an AED for Infants.”
- Conduct the scenario, “Giving CPR and Using an AED for Infants.”


Learning Objectives


After completing this module, participants will be able to:

- Demonstrate how to perform high-quality CPR for children and infants.
- Demonstrate how to use an AED for children and infants [CPR/AED course].

Materials, Equipment and Supplies

- Adult and Pediatric First Aid/CPR/AED Blended Learning course presentation, downloadable videos or DVD
- Computer or tablet with speakers, projector and projection screen or monitor
- Student Training Kits for CPR and/or First Aid or equivalent training supplies:
 - CPR breathing barriers (face shield or pocket mask [adult/child or child and infant]; one for each participant)
 - Latex-free disposable gloves (multiple sizes)
- AED training devices and pediatric pads (minimum of one for every two or three participants)
- Child (or adult) manikins (optional; minimum of one for every two or three participants), based on the needs of participants
- Infant manikins (minimum of one for every two or three participants), based on the needs of participants
- Skill Practice Sheet: Giving CPR Cycles to Children (optional; one for every two or three participants)
- Skill Practice Sheet: Giving CPR Cycles to Infants (one for every two or three participants)
- Skill Practice Sheet: Using an AED for Children and Infants (optional; one for every two or three participants)
- Assessment Scenario Flowchart: Giving CPR and Using an AED for Children (optional; one for every two or three participants)
- Assessment Scenario Flowchart: Giving CPR and Using an AED for Infants (one for every two or three participants)
- Assessment Scenario Tool: Giving CPR and Using an AED for Children (optional)
- Assessment Scenario Tool: Giving CPR and Using an AED for Infants
- Red Cross First Aid mobile app (optional)
- Ready Reference cards (optional)
- *First Aid/CPR/AED Participant’s Manual* (optional)
- Participant Progress Log

 **Instructor's Note** Skill Practice Sheets, Assessment Scenario Flowcharts, Assessment Scenario Tools and Participant Progress Logs can be copied from the Appendices of this instructor's manual or downloaded from the Red Cross Learning Center.

 **Instructor's Note** This module accommodates the CPR/AED and CPR-only courses. If you are teaching a CPR-only course, teach all topics in this module **except** "Skill Practice: Using an AED for Children and Infants." In addition, follow the instructor's notes throughout this module for how to conduct the lesson accordingly.

Skill Practice: Giving CPR Cycles to Children (optional)

8 minutes

SKILL PRACTICE (optional)



REFERENCES


Course Presentation
Slides 39–42

Skill Practice Sheet:
Giving CPR Cycles to
Children

Participant's Manual
Appendix C

Participant Progress
Log

- Remind participants of the key CPR difference between children and adults, including:
 - For smaller children, use the one-hand technique.
 - Compress the chest to *about* 2 inches.
 - Open the airway to a slightly past-neutral position.
 - Use an appropriately sized breathing barrier.
- Conduct the optional skill practice, "Giving CPR Cycles to Children."
- Tell participants that they will now practice giving CPR cycles to children.
- Divide the class into groups of **two or three** and assign the roles of "First Aid Responder," "Bystander" or "Coach." For groups of two, have the second participant play the roles of Bystander and Coach.
- Have groups get into position by their manikin to prepare for skill practice.
- Ensure that the manikins are on a firm, flat surface.
- Communicate the following to participants:
 - The **First Aid Responder** will give three cycles of 30 compressions and 2 breaths using a pediatric breathing barrier.
 - The **Bystander** will observe.
 - The **Coach** will give feedback and guide the First Aid Responder through the cycles of 30 compressions and 2 breaths using the Skill Practice Sheet: Giving CPR Cycles to Children.
 - In all rounds, the Coach should read each step of the skill aloud, as needed.

 **Instructor's Note** You can modify the degree of coaching based on the participants' experience level. For example, if a participant in the role of First Aid Responder doesn't need guiding through the steps of the skill, the coach can just observe and give corrective feedback as needed.

- After all steps have been completed, participants will switch roles and the new First Aid Responder will continue giving three cycles of 30 compressions and 2 breaths using a pediatric breathing barrier until all participants have had a turn.
- Participants should help each other count compressions and help each other achieve effective breaths through peer feedback.
- Circulate among the groups to give assistance and corrective global and individual feedback as necessary.
 - Common errors to look for include:
 - Giving compressions that are too shallow or too deep.

- Interrupting chest compressions for too long or too frequently.
- Incorrectly positioning the hands too low or too high.
- Failing to use own weight to help with compressions by being over the center of the child's chest with own arms locked.
- Failing to allow the chest to return to its normal position after each compression or giving compressions at an inappropriate rate.
- Leaning in toward the chest, which closes the airway.
- Not properly pinching the nose and sealing the mouth if using a face shield; not properly sealing the pocket mask.
- Using an improperly sized mask for the child.
- Interrupting chest compressions for 10 seconds or more.



Instructor's Note Manikins with a feedback device, such as a clicker or lights, indicate if participants are properly giving chest compressions. Be sure you and participants understand how your specific manikin feedback device works.



Instructor's Note When the participants are properly giving breaths, the manikin's chest should clearly begin to rise. If it does not, make sure the participant is maintaining a good seal and an open airway. Sometimes they lose the seal by not completely covering the manikin's mouth due to pursed lips or not opening the mouth wide enough; or they close the airway as they lean down to give breaths. If this is not the problem, check the manikin's lung bag to make sure it is not twisted and check the one-way valve that connects the manikin's mouth and lungs.

- Ensure that the Coach gives step-by-step instructions during the rounds, as needed.
- Manage the time for each round of skill practice and rotate roles at the end of each round.
- Check off each participant's progress on the Participant Progress Log.
- Ask participants if anything from the skill practice needs clarification.

Skill Review: Giving CPR and Using an AED for Infants

5 minutes

VIDEO



REFERENCES

Course Presentation
Slides 43–44

Participant's Manual
Chapter 3

- Explain to participants that they are going to review how to respond to a cardiac emergency in an infant before practicing giving CPR and using an AED.
- Show the video, "Putting It All Together: Giving CPR and Using an AED for Infants" (2:48).
- Ask if participants have any questions about how to perform the skill of giving CPR and using an AED.



Instructor's Note Remember, AED models function differently. For example, some AEDs have a pediatric setting instead of pediatric AED pads. Always follow your facility's protocols and the manufacturer's instructions for the AED you have.

Skill Practice: Giving CPR to Infants

7 minutes

SKILL PRACTICE



REFERENCES

Course Presentation
Slides 45–47

Skill Practice Sheet:
Giving CPR Cycles to
Infants

Participant's Manual
Appendix C

Participant Progress
Log

- Conduct the skill practice, “Giving CPR Cycles to Infants.”
- Tell participants that they will now practice giving CPR cycles to infants.
- Divide the class into groups of **two or three** and assign the roles of “First Aid Responder,” “Bystander” or “Coach.” For groups of two, have the second participant play the roles of Bystander and Coach.
- Have groups get into position by their manikin to prepare for skill practice.
- Ensure that the manikins are on a firm, flat surface.
- Communicate the following to participants:
 - The **First Aid Responder** will give three cycles of 30 compressions and 2 breaths using a pediatric breathing barrier.
 - The **Bystander** will observe.
 - The **Coach** will give feedback and guide the First Aid Responder through the cycles of 30 compressions and 2 breaths using the Skill Practice Sheet: Giving CPR Cycles to Infants.
 - In all rounds, the Coach should read each step of the skill aloud, as needed.




Instructor's Note You can modify the degree of coaching based on the participants' experience level. For example, if a participant in the role of First Aid Responder doesn't need guiding through the steps of the skill, the coach can just observe and give corrective feedback as needed.

- After all steps have been completed, participants will switch roles and the new First Aid Responder will continue giving three cycles of 30 compressions and 2 breaths using a pediatric breathing barrier until all participants have had a turn.
- Participants should help each other count compressions and help each other achieve effective breaths through peer feedback.
- Circulate among the groups to give assistance and corrective global and individual feedback as necessary.
 - Common errors to look for include:
 - Giving compressions that are too shallow or too deep.
 - Interrupting chest compressions for too long or too frequently.
 - Incorrectly positioning the thumbs too low or too high.
 - Failing to allow the chest to return to its normal position after each compression or giving compressions at an inappropriate rate.
 - Leaning in toward the chest, which closes the airway.
 - Not properly sealing the nose and mouth if using a face shield; not properly sealing the pocket mask.
 - Using an improperly sized mask for the infant.
 - Interrupting chest compressions for 10 seconds or more.





Instructor's Note Manikins with a feedback device, such as a clicker or lights, indicate if participants are properly giving chest compressions. Be sure you and participants understand how your specific manikin feedback device works.

	<div style="border: 2px solid red; padding: 10px; margin-bottom: 10px;">  <p>Instructor's Note When the participants are properly giving breaths, the manikin's chest should clearly begin to rise. If it does not, make sure the participant is maintaining a good seal and an open airway. Sometimes they lose the seal by not completely covering the manikin's mouth and nose due to pursed lips or not opening the mouth wide enough, or they close the airway as they lean down to give breaths. If this is not the problem, check the manikin's lung bag to make sure it is not twisted and check the one-way valve that connects the manikin's mouth and lungs.</p> </div> <ul style="list-style-type: none"> ■ Ensure that the Coach gives step-by-step instructions during the rounds. ■ Manage the time for each round of skill practice and rotate roles at the end of each round, as needed. ■ Check off each participant's progress on the Participant Progress Log. ■ Ask participants if anything from the skill practice needs clarification.
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Skill Practice: Using an AED for Children and Infants (optional)

7 minutes

<p>DEMO (optional)</p> <div style="text-align: center; border: 1px solid red; border-radius: 50%; width: 40px; height: 40px; margin: 0 auto; display: flex; align-items: center; justify-content: center;"> DEMO </div> <p>REFERENCES Course Presentation Slide 48</p>	<ul style="list-style-type: none"> ■ If participants in your course will be using a different AED trainer than the one shown in the video, "Putting It All Together: Using an AED for Children and Infants," give a brief demonstration of how the AED trainer you are using functions differently. <div style="border: 2px solid red; padding: 10px; margin-top: 10px;">  <p>Instructor's Note The skill practice, Using an AED for Children and Infants, is optional. However, in the CPR/AED course, participants will use an AED during the Assessment Scenario: Giving CPR and Using an AED for Children and/or Assessment Scenario: Giving CPR and Using an AED for Infants. Therefore, they should be familiar with the AED trainer used in your course.</p> </div>
<p>SKILL PRACTICE (optional)</p> <div style="text-align: center; border: 1px solid red; border-radius: 50%; width: 40px; height: 40px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">  </div> <p>REFERENCES Course Presentation Slides 49–50 Skill Practice Sheet: Using an AED for Children and Infants Participant's Manual Appendix C Participant Progress Log</p>	<ul style="list-style-type: none"> ■ Conduct the optional skill practice, "Using an AED for Children and Infants." ■ Tell participants that they will now practice using an AED when they are the only trained responder on the scene. ■ Have the groups of two or three get into position beside their manikin and assign the roles of "First Aid Responder," "Bystander" or "Coach." For groups of two, have the second participant play the roles of Bystander and Coach. <ul style="list-style-type: none"> ● Participants can practice on a child or an infant manikin for this skill. ■ Communicate the following to participants: <ul style="list-style-type: none"> ● The First Aid Responder will operate the AED. After the shock is delivered, they will get into CPR position but will not perform CPR. ● The Bystander will observe. ● The Coach will give feedback and guide the First Aid Responder through the skill practice using the Skill Practice Sheet: Using an AED for Children and Infants. <ul style="list-style-type: none"> ○ In all rounds, the Coach should read each step of the skill aloud, as needed.

(Continued)



Instructor's Note You can modify the degree of coaching based on the participants' experience level. For example, if a participant in the role of First Aid Responder doesn't need guiding through the steps of the skill, the coach can just observe and give corrective feedback as needed.

- After all steps have been completed, participants should switch roles and the new First Aid Responder should complete all steps until all participants have had a turn attaching the AED pads and operating the AED.
- Participants should give each other peer feedback.



Instructor's Note Ensure that each participant has the opportunity to place the AED pads appropriately and operate the AED until it delivers a shock at least once during this skill practice.



Instructor's Note Tell participants that the AED training devices they will be using do not deliver a shock.

- Circulate among the groups to give assistance and corrective global and individual feedback as necessary.
 - Common errors to look for include:
 - Plugging the AED pad connector cable into the AED before placing the pads on the chest (causing the AED to start analyzing before the pads are placed).
 - Attaching the AED pads in the incorrect positions on the chest.
 - Touching the child or infant while the AED is analyzing the rhythm because touching them could adversely affect the analysis.
 - Touching the child or infant while the AED is delivering a shock because anyone touching them could also receive a shock.
 - Interruptions in chest compressions for longer than 10 seconds.



Instructor's Note The goal is to minimize interruptions in chest compressions to less than 10 seconds. However, it may take a single first aid responder longer than 10 seconds to set up and operate the AED. This is acceptable providing they work as efficiently and effectively as possible and immediately begin CPR after analysis and shock (if needed). Even if an untrained bystander is present, the first aid responder should interrupt chest compressions to set up and operate the AED, because they may not have the skill and/or experience to direct an untrained bystander in the proper use of an AED while they are simultaneously giving high-quality CPR.

- Ensure that the Coach gives step-by-step instructions during the rounds.
- Manage the time for each round of skill practice and rotate roles at the end of each round (i.e., as soon as the person pushes the shock button and gets into position to give compressions).
- Check off each participant's progress on the Participant Progress Log.
- Ask participants if anything from the skill practice needs clarification.

Assessment Scenario: Giving CPR and Using an AED for Children (optional)


15 minutes



Instructor's Note This topic is optional if Assessment Scenario: Giving CPR and Using an AED for Adults was conducted. If you did not conduct the Assessment Scenario: Giving CPR and Using an AED for Adults, then you must conduct this child scenario.



Instructor's Note If you are teaching a CPR/AED course, conduct the entire scenario. If you are teaching a CPR-only course, stop the scenario after each First Aid Responder has completed three complete cycles of CPR.


<p>SCENARIO</p>  <p>(optional)</p> <p>REFERENCES</p> <p>Course Presentation Slides 51–54</p>	<ul style="list-style-type: none"> ■ Tell participants that they will now be assessed on putting everything together, from checking the scene and forming an initial impression through three cycles of CPR for a CPR-only course and through using an AED for a CPR/AED course. ■ Have the groups of two or three get into position beside their manikin and assign the roles of “First Aid Responder,” “Parent/Bystander” or “Coach.” For groups of two, have the second participant play the roles of Parent/Bystander and Coach. ■ Explain to participants that you will provide a scenario setup and appropriate prompts throughout the scenario. <ul style="list-style-type: none"> ● Participants should wait for instructor prompts and not rush ahead in the scenario.
<p>Assessment Scenario Flowchart: Giving CPR and Using an AED for Children</p> <p>Assessment Scenario Tool: Giving CPR and Using an AED for Children</p> <p>Participant Progress Log</p>	<div data-bbox="485 1136 552 1203" data-label="Image"> </div> <p>Instructor's Note Scenario setups are provided in the Assessment Scenario Tool. However, you can make up your own scenario setup specific to your facility's needs, as long as it achieves the objectives of checking the scene, forming an initial impression, obtaining consent, using PPE, checking the child, calling 9-1-1 and getting equipment, giving CPR and, if applicable, using an AED.</p> <ul style="list-style-type: none"> ■ Communicate the following to participants: <ul style="list-style-type: none"> ● CPR-only course: <ul style="list-style-type: none"> ○ The First Aid Responder will give CPR. They should follow instructor prompts and check the scene for safety, form an initial impression, obtain consent, use PPE, check the child, tell the bystander to call 9-1-1 and get equipment, and give CPR cycles. ○ The Parent/Bystander will give consent as necessary and verbalize calling 9-1-1 and getting an AED and a first aid kit when instructed. ○ The Coach will observe the First Aid Responder and reference the Assessment Scenario Flowchart: Giving CPR and Using an AED for Children in preparation for their turn. If necessary, the Coach can repeat the instructor prompts during the scenario but should not provide coaching or peer-to-peer feedback. ● CPR/AED course: <ul style="list-style-type: none"> ○ The First Aid Responder will give CPR and use the AED. They should follow instructor prompts and check the scene for safety, form an initial impression, obtain consent, use PPE, check the person, tell the bystander to call 9-1-1 and get equipment, give CPR cycles and use the AED when it arrives.

(Continued)

- The **Parent/Bystander** will give consent as necessary and verbalize calling 9-1-1 and getting an AED and a first aid kit when instructed.
- The **Coach** will observe the First Aid Responder and reference the Assessment Scenario Flowchart: Giving CPR and Using an AED for Children in preparation for their turn. If necessary, the Coach can repeat the instructor prompts during the scenario but should **not** provide coaching or peer-to-peer feedback.
- Ensure that breathing barriers and an AED are available to each group.
- Hand out the Assessment Scenario Flowchart: Giving CPR and Using an AED for Children to each group.
- Communicate the following to participants:
 - You will perform the assessment scenario until all participants have had an opportunity to be assessed in the role of First Aid Responder.
- Circulate among the groups to give assistance and corrective global and individual feedback as necessary during and after each round.
- Manage the time for each round of the scenario and rotate roles after each round of the scenario.
- Check off each participant's progress on the Participant Progress Log.
- Ask participants if anything from the scenario needs clarification.

Assessment Scenario: Giving CPR and Using an AED for Infants

15 minutes

 **Instructor's Note** If you are teaching a CPR/AED course, conduct the entire scenario. If you are teaching a CPR-only course, stop the scenario after each First Aid Responder has completed three complete cycles of CPR.

SCENARIO



REFERENCES


Course Presentation
Slides 55–58

Assessment Scenario
Flowchart: Giving CPR
and Using an AED for
Infants

Assessment Scenario
Tool: Giving CPR and
Using an AED for
Infants

Participant Progress
Log

- Tell participants that they will now be assessed on putting everything together, from checking the scene and forming an initial impression through three cycles of CPR for a CPR-only course and through using an AED for a CPR/AED course.
- Have the groups of **two or three** get into position beside their manikin and assign the roles of “First Aid Responder,” “Parent/Bystander” or “Coach.” For groups of two, combine the roles of Parent/Bystander and Coach.
- Explain to participants that you will provide a scenario setup and appropriate prompts throughout the scenario.
 - Participants should wait for instructor prompts and not rush ahead in the scenario.

 **Instructor's Note** Scenario setups are provided in the Assessment Scenario Tool. However, you can make up your own scenario setup specific to your facility's needs, as long as it achieves the objectives of checking the scene, forming an initial impression, obtaining consent, using PPE, checking the infant, calling 9-1-1 and getting equipment, giving CPR and, if applicable, using an AED.

- Communicate the following to participants:
 - **CPR-only course:**
 - The **First Aid Responder** will give CPR. They should follow instructor prompts and check the scene for safety, form an initial impression, obtain consent, use PPE, check the infant, tell the bystander to call 9-1-1 and get equipment, and give CPR cycles.
 - The **Parent/Bystander** will give consent as necessary and verbalize calling 9-1-1 and getting an AED and a first aid kit when instructed.
 - The **Coach** will observe the First Aid Responder and reference the Assessment Scenario Flowchart: Giving CPR and Using an AED for Infants in preparation for their turn. If necessary, the Coach can repeat the instructor prompts during the scenario but should **not** provide coaching or peer-to-peer feedback.
 - **CPR/AED course:**
 - The **First Aid Responder** will give CPR and use the AED. They should follow instructor prompts and check the scene for safety, form an initial impression, obtain consent, use PPE, check the infant, tell the bystander to call 9-1-1 and get equipment, give CPR cycles and use the AED when it arrives.
 - The **Parent/Bystander** will give consent as necessary and verbalize calling 9-1-1 and getting an AED and a first aid kit when instructed.
 - The **Coach** will observe the First Aid Responder and reference the Assessment Scenario Flowchart: Giving CPR and Using an AED for Infants in preparation for their turn. If necessary, the Coach can repeat the instructor prompts during the scenario but should **not** provide coaching or peer-to-peer feedback.
- Ensure that breathing barriers and an AED are available to each group.
- Hand out the Assessment Scenario Flowchart: Giving CPR and Using an AED for Infants to each group.
- Communicate the following to participants:
 - You will perform the assessment scenario until all participants have had an opportunity to be assessed in the role of First Aid Responder.
- Circulate among the groups to give assistance and corrective global and individual feedback as necessary during and after each round.
- Manage the time for each round of the scenario and rotate roles after each round of the scenario.
- Check off each participant's progress on the Participant Progress Log.
- Ask participants if anything from the scenario needs clarification.

MODULE 4

Choking

Module Length: 36 minutes

Guidance for the Instructor

To complete this module and meet the learning objectives, you must:

- Discuss all points in the topic, “Skill Review: Caring for a Choking Adult, Child or Infant.”
- Show the video, “Caring for a Responsive Choking Adult or Child” (4:24).
- Show the video, “Caring for a Responsive Choking Infant” (2:14).
- Discuss all points in the topic, “Skill Practice: Caring for a Choking Adult or Child.”
- Conduct the skill practice, “Giving Back Blows and Abdominal Thrusts to Adults and Children.”
- Discuss all points in the topic, “Skill Practice: Caring for a Choking Infant.”
- Conduct the skill practice, “Giving Back Blows and Chest Thrusts to Infants.”
- Discuss all points in the topic, “Assessment Scenario: Caring for a Choking Adult or Child.”
- Conduct the scenario, “Caring for a Choking Adult or Child.”
- Discuss all points in the topic, “Assessment Scenario: Caring for a Choking Infant.”
- Conduct the scenario, “Caring for a Choking Infant.”

Learning Objectives

After completing this module, participants will be able to:

- Demonstrate how to care for an adult, child or infant who is responsive and choking.

Materials, Equipment and Supplies

- Adult and Pediatric First Aid/CPR/AED Blended Learning course presentation, downloadable videos or DVD
- Computer or tablet with speakers, projector and projection screen or monitor
- Latex-free disposable gloves (multiple sizes)
- Infant manikin (minimum of one for every two or three participants)
- Skill Practice Sheet: Giving Back Blows and Abdominal Thrusts to Adults and Children (one for every two or three participants)
- Skill Practice Sheet: Giving Back Blows and Abdominal Thrusts to Adults and Children (Without Physical Contact; one for every two or three participants)
- Skill Practice Sheet: Giving Back Blows and Chest Thrusts to Infants (one for every two or three participants)
- Assessment Scenario Flowchart: Caring for a Choking Adult or Child (one for every two or three participants)
- Assessment Scenario Flowchart: Caring for a Choking Infant (one for every two or three participants)
- Assessment Scenario Tool: Caring for a Choking Adult or Child
- Assessment Scenario Tool: Caring for a Choking Infant
- Red Cross First Aid mobile app (optional)
- Ready Reference cards (optional)
- *First Aid/CPR/AED Participant's Manual* (optional)
- Participant Progress Log



Instructor's Note Skill Practice Sheets, Assessment Scenario Flowcharts, Assessment Scenario Tools and Participant Progress Logs can be copied from the Appendices of this instructor's manual or downloaded from the Red Cross Learning Center.

Skill Review: Caring for a Choking Adult, Child or Infant

8 minutes

VIDEO



REFERENCES

Course Presentation
Slides 59–62

Participant's Manual
Chapter 4

- Explain to participants that they will now review how to respond to a responsive choking adult, child or infant.
- Show the video, “Caring for a Responsive Choking Adult or Child” (4:24).
- Show the video, “Caring for a Responsive Choking Infant” (2:14).
- Ask if participants have any questions about how to perform the skill of giving back blows and abdominal thrusts for an adult or child and back blows and chest thrusts for an infant.

Skill Practice: Caring for a Choking Adult or Child

7 minutes

SKILL PRACTICE



REFERENCES

Course Presentation
Slides 63–65

Skill Practice Sheet:
Giving Back Blows and
Abdominal Thrusts to
Adults and Children

Skill Practice Sheet:
Giving Back Blows and
Abdominal Thrusts to
Adults and Children
(Without Physical
Contact)

Participant's Manual
Appendix C

Participant Progress
Log

- Conduct the skill practice, “Giving Back Blows and Abdominal Thrusts to Adults and Children.”
- Tell participants that they will now practice giving back blows and abdominal thrusts to an adult or child.
- Divide the class into groups of **two or three** and assign the roles of “First Aid Responder,” “Choking Person” or “Coach.” For groups of two, have the second participant play the roles of Choking Person and Coach.
- Participants who are comfortable with physical contact should be partnered with each other.
- Let participants know that while it is more realistic to practice with each other, if they are uncomfortable with practicing on someone or with someone practicing on them, there is an alternative skill approach available.
 - Participants who do not wish to have physical contact should be partnered with each other.
 - It is important to first demonstrate to participants how to position themselves and perform the “without physical contact” technique before they attempt it themselves.



Instructor's Note It is acceptable for a participant to ask for an alternative. They should be given this opportunity without penalty or judgment.

- Communicate the following to participants:
- The **First Aid Responder** will care for a choking adult. The person in this role should complete all steps of caring for a choking adult by giving five cycles of 5 back blows and 5 abdominal thrusts.
- The **Choking Person** should role-play as appropriate.
- The **Coach** will give feedback and guide the First Aid Responder through the steps of the skill using the Skill Practice Sheet: Giving Back Blows and Abdominal Thrusts to Adults and Children.
 - In all rounds, the Coach should read each step of the skill aloud.



Instructor's Note You can modify the degree of coaching based on the participants' experience level. For example, if a participant in the role of First Aid Responder doesn't need guiding through the steps of the skill, the coach can just observe and give corrective feedback as needed.

- After all steps have been completed, participants should switch roles and the new First Aid Responder should complete all steps.
- Participants should help each other and give peer feedback.



Instructor's Note Emphasize that this skill practice will be simulation only; participants should **never** actually give abdominal thrusts and back blows to their partners.

- Circulate among the groups to give assistance and corrective global and individual feedback as necessary.
- Common errors to look for include:
 - Not properly positioning the hands during back blows.
 - Not placing one foot in between the feet of the choking person when giving abdominal thrusts.
 - Not using the thumb side of the fist for abdominal thrusts.
 - Placing the fist too high when giving abdominal thrusts.
- Ensure that the Coach gives step-by-step instructions during the rounds, as needed.
- Manage the time for each round of skill practice and rotate roles at the end of each round.
- Check off each participant's progress on the Participant Progress Log.
- Ask participants if anything from the skill practice needs clarification.

Skill Practice: Caring for a Choking Infant

7 minutes

SKILL PRACTICE



REFERENCES

Course Presentation
Slides 66–68

Skill Practice Sheet:
Giving Back Blows
and Chest Thrusts to
Infants

Participant's Manual
Appendix C

Participant Progress
Log

- Conduct the skill practice, “Giving Back Blows and Chest Thrusts to Infants.”
- Tell participants that they will now practice giving back blows and chest thrusts for an infant.
- Divide the class into groups of **two or three** and assign the roles of “First Aid Responder,” “Parent/Bystander” or “Coach.” For groups of two, have the second participant play the roles of Parent/Bystander and Coach.
- Have groups get into position by their manikin to prepare for skill practice.
- Communicate the following to participants:
 - The **First Aid Responder** will care for a choking infant. The person in this role should complete all steps of caring for a choking infant by giving five cycles of 5 back blows and 5 chest thrusts.
 - The **Parent/Bystander** should observe.
 - The **Coach** will give feedback and guide the First Aid Responder through the steps of the skill using the Skill Practice Sheet: Giving Back Blows and Chest Thrusts to Infants.
 - In all rounds, the Coach should read each step of the skill aloud, as needed.



Instructor's Note You can modify the degree of coaching based on the participants' experience level. For example, if a participant in the role of First Aid Responder doesn't need guiding through the steps of the skill, the coach can just observe and give corrective feedback as needed.

- After all steps have been completed, participants should switch roles and the new First Aid Responder should complete all steps.
- Participants should help each other and give peer feedback.

(Continued)

- Circulate among the groups to give assistance and corrective global and individual feedback as necessary.
- Common errors to look for include:
 - Not properly positioning the infant for back blows with the infant's head face-down and lower than their body.
 - Not properly supporting the infant's head and neck during back blows.
 - Covering the infant's mouth when supporting the head during back blows.
 - Not using the heel of hand to deliver back blows.
 - Not delivering 5 back blows between the infant's shoulder blades.
 - Not properly positioning the infant for chest thrusts with the infant's head face-up and lower than their body.
 - Not properly supporting the infant's head and neck during chest thrusts.
 - Not placing two fingers in center of infant's chest just below the nipple line.
 - Placing the two fingers horizontally instead of vertically in the center of the infant's chest.
 - Not delivering 5 chest thrusts about 1½ inches deep.
- Ensure that the Coach gives step-by-step instructions during the rounds, as necessary.
- Manage the time for each round of skill practice and rotate roles at the end of each round.
- Check off each participant's progress on the Participant Progress Log.
- Ask participants if anything from the skill practice needs clarification.

Assessment Scenario: Caring for a Choking Adult or Child

7 minutes

SCENARIO



REFERENCES

Course Presentation
Slides 69–71

Assessment Scenario
Flowchart: Caring for a
Choking Adult or Child

Assessment Scenario
Tool: Caring for a
Choking Adult or Child

Participant Progress
Log

- Tell participants that they will now be assessed on putting everything together, from checking the scene and forming an initial impression through caring for an adult or child who is choking.
- Have the groups of **two or three** get into position and assign the roles of “First Aid Responder,” “Parent/Bystander” or “Coach.” For groups of two, have the second participant play the roles of Choking Person and Coach. You (the instructor) may play the role of Parent/Bystander.
 - Participants who are comfortable with physical contact should be partnered with each other.
 - Let participants know that while it is more realistic to practice with each other, if they are uncomfortable with practicing on someone or with someone practicing on them, there is an alternative approach available.
 - Participants who do not wish to have physical contact should be partnered with each other.




Instructor's Note It is acceptable for a participant to ask for an alternative. They should be given this opportunity without penalty or judgment.

- Explain to participants that you will give a scenario setup and appropriate prompts throughout the scenario.
 - Participants should wait for instructor prompts and not rush ahead in the scenario.





Instructor's Note Scenario setups are provided in the Assessment Scenario Tool. However, you can make up your own scenario setup specific to your facility's needs, as long as it achieves the objectives of checking the scene, forming an initial impression, obtaining consent, using PPE, checking the person, calling 9-1-1 and getting equipment, and caring for an adult or child who is choking.

	<ul style="list-style-type: none"> ■ Communicate the following to participants: <ul style="list-style-type: none"> ● The First Aid Responder will care for the choking person. The person in this role should follow instructor prompts and check the scene for safety, form an initial impression, obtain consent, use PPE, check the person, tell the bystander to call 9-1-1 and get equipment, and give care for the choking adult or child. ● The Choking Person should follow instructor prompts and role-play as appropriate. ● The Bystander will give consent as necessary and verbalize calling 9-1-1 and getting an AED and a first aid kit when instructed. ● The Coach will observe the First Aid Responder and reference the Assessment Scenario Flowchart: Caring for a Choking Adult or Child in preparation for their turn. If necessary, the Coach can repeat the instructor prompts during the scenario but should not provide coaching or peer-to-peer feedback. <div style="border: 2px solid red; border-radius: 15px; padding: 10px; margin: 10px 0;">  <p>Instructor's Note Emphasize that this scenario will be simulation only; participants will not actually give abdominal thrusts and back blows to their partners.</p> </div> <ul style="list-style-type: none"> ■ Hand out the Assessment Scenario Flowchart: Caring for a Choking Adult or Child to each group. ■ Communicate the following to participants: <ul style="list-style-type: none"> ● You will perform the assessment scenario until all participants have had an opportunity to be assessed in the role of First Aid Responder. ■ Circulate among the groups to give assistance and corrective global and individual feedback as necessary during and after each round. ■ Manage the time for each round of the scenario and rotate roles after each round of the scenario. ■ Check off each participant's progress on the Participant Progress Log. ■ Ask participants if anything from the scenario needs clarification.
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Assessment Scenario: Caring for a Choking Infant

7 minutes

<p>SCENARIO</p>  <p>REFERENCES Course Presentation Slides 72–74 Assessment Scenario Flowchart: Caring for a Choking Infant Assessment Scenario Tool: Caring for a Choking Infant Participant Progress Log</p>	<ul style="list-style-type: none"> ■ Tell participants that they will now be assessed on putting everything together, from checking the scene and forming an initial impression through caring for an infant who is choking. ■ Have the groups of two or three get into position and assign the roles of “First Aid Responder,” “Parent/Bystander” or “Coach.” For groups of two, have the second participant play the roles of Parent/Bystander and Coach. ■ Explain to participants that you will provide a scenario setup and appropriate prompts throughout the scenario. <ul style="list-style-type: none"> ● Participants should wait for instructor prompts and not rush ahead in the scenario. <div style="border: 2px solid red; border-radius: 15px; padding: 10px; margin: 10px 0;">  <p>Instructor's Note Scenario setups are provided in the Assessment Scenario Tool. However, you can make up your own scenario setup specific to your facility's needs, as long as it achieves the objectives of checking the scene, forming an initial impression, obtaining consent, using PPE, checking the infant, calling 9-1-1 and getting equipment, and caring for an infant who is choking.</p> </div>
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(Continued)

- Communicate the following to participants:
 - The **First Aid Responder** will care for the choking infant. The person in this role should follow instructor prompts and check the scene for safety, form an initial impression, obtain consent, use PPE, check the infant, tell the bystander to call 9-1-1 and get equipment, and give care for the choking infant.
 - The **Parent/Bystander** will give consent as necessary and verbalize calling 9-1-1 and getting an AED and a first aid kit when instructed.
 - The **Coach** will observe the First Aid Responder and reference the Assessment Scenario Flowchart: Caring for a Choking Infant in preparation for their turn. If necessary, the Coach can repeat the instructor prompts during the scenario but should **not** provide coaching or peer-to-peer feedback.
- Hand out the Assessment Scenario Flowchart: Caring for a Choking Infant to each group.
- Communicate the following to participants:
 - You will perform the assessment scenario until all participants have had an opportunity to be assessed in the role of First Aid Responder.
- Circulate among the groups to give assistance and corrective global and individual feedback as necessary during and after each round.
- Manage the time for each round of the scenario and rotate roles after each round of the scenario.
- Check off each participant's progress on the Participant Progress Log.
- Ask participants if anything from the scenario needs clarification.

MODULE 5

Life-Threatening Bleeding

Module Length: 20 minutes

Guidance for the Instructor

To complete this module and meet the learning objectives, you must:

- Discuss all points in the topic, “Skill Review: Caring for Life-Threatening Bleeding.”
- Show the video, “Using Direct Pressure to Control Life-Threatening Bleeding” (Adult) (5:15).
- Discuss all points in the topic, “Skill Practice: Caring for Life-Threatening Bleeding.”
- Conduct the skill practice, “Using Direct Pressure to Control Life-Threatening Bleeding.”
- Discuss all points in the topic, “Assessment Scenario: Caring for Life-Threatening Bleeding.”
- Conduct the scenario, “Caring for Life-Threatening Bleeding.”

Learning Objectives

After completing this module, participants will be able to:

- Demonstrate how to control life-threatening bleeding using direct pressure and apply a bandage when the bleeding stops.

Materials, Equipment and Supplies

- Adult and Pediatric First Aid/CPR/AED Blended Learning course presentation, downloadable videos or DVD
- Computer or tablet with speakers, projector and projection screen or monitor
- Student Training Kits for CPR and/or First Aid or equivalent training supplies:
 - Latex-free disposable gloves (multiple sizes)
 - Gauze pads
 - Roller bandages
- Simulation device for bleeding control (e.g., pool noodle; one for every two or three participants)
- Skill Practice Sheet: Using Direct Pressure to Control Life-Threatening Bleeding (one for every two or three participants)
- Assessment Scenario Flowchart: Caring for Life-Threatening Bleeding (one for every two or three participants)
- Assessment Scenario Tool: Caring for Life-Threatening Bleeding
- Red Cross First Aid mobile app (optional)
- Ready Reference cards (optional)
- *First Aid/CPR/AED Participant's Manual* (optional)
- Participant Progress Log



Instructor's Note If you are teaching the Skill Boost: Life-Threatening Bleeding and Tourniquet Application, you do not need to teach this module.



Instructor's Note Skill Practice Sheets, Assessment Scenario Flowcharts, Assessment Scenario Tools and Participant Progress Logs can be copied from the appendices of this instructor's manual or downloaded from the Red Cross Learning Center.

Skill Review: Caring for Life-Threatening Bleeding

6 minutes

LECTURE



VIDEO



REFERENCES

Course Presentation
Slides 75–78

Participant's Manual
Chapter 6

- Explain to participants that they are going to review how to respond to a person with life-threatening bleeding.
- Show the video, “Using Direct Pressure to Control Life-Threatening Bleeding (Adult)” (5:15).
- Tell participants that if they have applied a bandage after bleeding has stopped, they should:
 - Monitor for bleeding through the dressing.
 - If bleeding recurs, do not apply an additional dressing or bandage; instead remove the bandage and leave only the single dressing on the wound in place, and then apply direct manual pressure.
- Tell participants that they should monitor for shock and give care, if necessary, until help arrives.
- Ask participants if anything in the video or lecture needs clarification.

Skill Practice: Caring for Life-Threatening Bleeding

7 minutes

SKILL PRACTICE



REFERENCES

Course Presentation
Slides 79–81

Skill Practice Sheet:
Using Direct Pressure
to Control Life-
Threatening Bleeding

Participant's Manual
Appendix C

Participant Progress
Log

- Conduct the skill practice, “Using Direct Pressure to Control Life-Threatening Bleeding.”
- Tell participants that they will practice controlling life-threatening bleeding using direct pressure and applying a bandage after the bleeding stops.
- Divide the class into groups of **two or three** and assign the roles of “First Aid Responder,” “Bystander” or “Coach.” For groups of two, have the second participant play the roles of Bystander and Coach.
- Have groups get into position by their simulated limb to prepare for skill practice. Tell them they should **not** practice direct pressure on each other. To ensure the safety of all participants, they should only practice on their simulated limb.
- Communicate the following to participants:
 - The **First Aid Responder** will use direct pressure to control life-threatening bleeding and apply a bandage after the bleeding stops.
 - The **Bystander** will observe.
 - The **Coach** will give feedback and guide the First Aid Responder through the steps of using direct pressure and applying a bandage once the bleeding stops using the Skill Practice Sheet: Using Direct Pressure to Control Life-Threatening Bleeding.
 - In all rounds, the Coach should read each step of the skill aloud, as needed.





Instructor's Note You can modify the degree of coaching based on the participants' experience level. For example, if a participant in the role of First Aid Responder doesn't need guiding through the steps of the skill, the coach can just observe and give corrective feedback as needed.

- After all steps have been completed, participants should switch roles and the new First Aid Responder should use direct pressure to control life-threatening bleeding and apply a bandage when the bleeding stops until all participants have had a turn.
- Participants should help each other and give peer feedback.

	<ul style="list-style-type: none"> ■ Circulate among the groups to give assistance and corrective global and individual feedback as necessary. ■ Common errors to look for include: <ul style="list-style-type: none"> ● Not using both hands stacked on one another to apply direct pressure. ● Not locking the elbows when applying direct pressure. ● Not checking for circulation beyond the injury before and after bandaging. ■ Ensure that the Coach gives step-by-step instructions during the rounds, as needed. ■ Manage the time for each round of skill practice and rotate roles at the end of each round. ■ Check off each participant's progress on the Participant Progress Log. ■ Ask participants if anything from the skill practice needs clarification.
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Assessment Scenario: Caring for Life-Threatening Bleeding

7 minutes

<p>SCENARIO</p>  <p>REFERENCES Course Presentation Slides 82–84 Assessment Scenario Flowchart: Caring for Life-Threatening Bleeding Assessment Scenario Tool: Caring for Life-Threatening Bleeding Participant Progress Log</p>	<ul style="list-style-type: none"> ■ Tell participants that they will now be assessed on putting everything together, from checking the scene and forming an initial impression through using direct pressure for an adult, child or infant with life-threatening bleeding and applying a bandage when the bleeding stops. ■ Have the groups of two or three get into position beside their simulated limb and assign the roles of “First Aid Responder,” “Bystander” or “Coach.” For groups of two, have the second participant play the roles of Bystander and Coach. ■ Remind participants that they should not practice direct pressure on each other. ■ Explain to participants that you will provide a scenario setup and appropriate prompts throughout the scenario. <ul style="list-style-type: none"> ● Participants should wait for instructor prompts and not rush ahead in the scenario. <div style="border: 2px solid red; padding: 10px; margin: 10px 0;"> <p> Instructor’s Note Scenario setups are provided in the Assessment Scenario Tool. However, you can make up your own scenario setup specific to your facility’s needs, as long as it achieves the objectives of checking the scene, forming an initial impression, obtaining consent, using PPE, calling 9-1-1 and getting equipment, using direct pressure for an adult, child or infant with life-threatening bleeding and applying a bandage when the bleeding stops.</p> </div> <ul style="list-style-type: none"> ■ Communicate the following to participants: <ul style="list-style-type: none"> ● The First Aid Responder will care for the person with life-threatening bleeding. They should follow instructor prompts and check the scene for safety, form an initial impression, obtain consent, use PPE, tell the bystander to call 9-1-1 and get equipment, use direct pressure to care for an adult, child or infant with life-threatening bleeding and apply a bandage when the bleeding stops. ● The Bystander will verbalize calling 9-1-1 and getting a bleeding control/first aid kit and an AED, when instructed. ● The Coach will observe the First Aid Responder and reference the Assessment Scenario Flowchart: Caring for Life-Threatening Bleeding in preparation for their turn. If necessary, the Coach can repeat the instructor prompts during the scenario but should not provide coaching or peer-to-peer feedback.
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| | <ul style="list-style-type: none">■ Hand out the Assessment Scenario Flowchart: Caring for Life-Threatening Bleeding to each group.■ Communicate the following to participants:<ul style="list-style-type: none">● You will perform the assessment scenario until all participants have had an opportunity to be assessed in the role of First Aid Responder.■ Circulate among the groups to give assistance and corrective global and individual feedback as necessary during and after each round.■ Manage the time for each round of the scenario and rotate roles after each round of the scenario.■ Check off each participant's progress on the Participant Progress Log.■ Ask participants if anything from the scenario needs clarification. |
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MODULE 6

Conclusion

Module Length: 2 minutes (62 minutes with final exam)

Guidance for the Instructor

To complete this module and meet the learning objectives, you must:

- Administer final exam (optional).
- Discuss all points in the topic, “Closing.”

Learning Objectives

After completing this module, participants will be able to:

- Pass the final exam (optional).
- Receive a digital certificate after successfully meeting the requirements for course completion.

Materials, Equipment and Supplies


- Adult and Pediatric First Aid/CPR/AED Blended Learning course presentation, downloadable videos or DVD
- Computer or tablet with speakers, projector and projection screen or monitor
- Final Exams, Answer Sheets and Answer Keys (optional)



Instructor's Note Final exams and answer sheets can be downloaded from the Red Cross Learning Center. Answer keys are included in Appendix K of this instructor's manual.

Final Exam (optional)

60 minutes

 **Instructor's Note** Written exams are not a required element of the First Aid/CPR/AED program. Written exams are provided for cases in which they are requested or required by an employer, course provider or state or local regulations. Administer the exam that is appropriate for the course taken:

■ **Adult and Pediatric First Aid/CPR/AED**


If you are teaching a course other than Adult and Pediatric First Aid/CPR/AED, simply cross out or tell participants to skip appropriate portion(s) of the exam; for example, for the Adult and Pediatric CPR/AED course, cross out or tell participants to skip the First Aid portion of the exam.

EXAM
(optional)


REFERENCES

Course Presentation
Slides 85–87

- Communicate the following to participants:
 - You must score a minimum of 80 percent to pass the exam.
 - If you do not achieve a score of 80 percent, you will be given an opportunity to remediate and take another version of the exam.
 - If you pass the exam, you may review questions you missed; however, you must return graded answer sheets and written exams to the instructor.

 **Instructor's Note** Participants must pass the final exam with a score of 80 percent or better. Refer to the Program Administration section for guidelines on retesting participants who do not pass the final exam.

- Have participants put away all course materials and mobile devices. Tell participants that they may not refer to any materials during the exam.
- Hand out an exam and answer sheet to each participant. Tell participants to write only on the answer sheet and mark answers clearly.
- Remind participants to return these items to you once they have finished the exam, so you can grade them.
- Tell participants to come to you or raise their hand if they have questions.
- Grade the exams using the answer key.
- Return the final exams and answer sheets to participants for them to review.
- Answer participants' questions about the exam.
- If necessary, make arrangements for those participants who score less than 80 percent to review the material and retake the alternate version of the exam.

 **Instructor's Note** After reviewing the exam with the participants, collect all exams and answer sheets to protect the security of the exam.

Closing

2 minutes

LECTURE



REFERENCES

Course Presentation
Slides 88–89

- Thank participants for their efforts during class and ask for any remaining questions.
- Explain that participants will receive a certificate from the American Red Cross that is valid for 2 years.
- Remind participants that many resources are available to help them respond to an emergency:
 - The American Red Cross First Aid mobile app is free and available for iPhone and Android devices.
 - Ready Reference cards can be kept handy in a medical emergency.
 - The *First Aid/CPR/AED Participant's Manual* contains detailed information on topics covered in the course as well as a wide range of additional topics not covered in the course.



Instructor's Note If participants did not receive Ready Reference cards or a participant's manual as part of their course materials, tell participants that these materials (as well as first aid kits and supplies) are available through the Red Cross store at redcross.org.



Instructor's Note If you are teaching any of the following Skill Boosts, they may be taught at the end of the course:

- Skill Boost: Asthma and Quick-Relief Medication Administration
- Skill Boost: Anaphylaxis and Epinephrine Auto-Injector Administration
- Skill Boost: Opioid Overdose and Naloxone Administration
- Skill Boost: Life-Threatening Bleeding and Tourniquet Application
- Skill Boost: Head, Neck, Muscle, Bone, Joint Injuries and Splinting

PART 3

Appendices

Appendix A: Skill Practice Sheets for Core Course

Appendix B: Assessment Scenario Flowcharts for Participants

Appendix C: Assessment Scenario Tools for Instructors

Appendix D: Common Participant Skill Errors

Appendix E: Participant Progress Log

Appendix F: Skill Boost: Asthma and Quick-Relief Medication Administration

Appendix G: Skill Boost: Anaphylaxis and Epinephrine Auto-Injector Administration

Appendix H: Skill Boost: Opioid Overdose and Naloxone Administration

Appendix I: Skill Boost: Life-Threatening Bleeding and Tourniquet Application

Appendix J: Skill Boost: Head, Neck, Muscle, Bone, Joint Injuries and Splinting



Appendix K: Written Exam Answer Keys

APPENDIX A

Skill Practice Sheets for Core Course

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Skill Practice Sheet: Checking a Person Who Appears Unresponsive

EACH PARTICIPANT WILL CHECK A PERSON WHO APPEARS UNRESPONSIVE FROM CHECKING THE SCENE THROUGH VERBALIZING THE NEED FOR CARE.	
<p>1. Check the scene before entering to ensure safety.</p> <ul style="list-style-type: none"> ■ Verbalize that the scene is safe. 	
<p>2. Check the person: form an initial impression and obtain consent.</p> <ul style="list-style-type: none"> ■ Form an initial impression about what's going on with the person as you approach them. ■ Identify any life-threatening conditions, such as appearing unresponsive, appearing not to be breathing, life-threatening bleeding or another life-threatening condition. ■ Verbalize that the person appears unresponsive and consent is implied. 	
<p>3. Put on gloves.</p>	
<p>4. Check for responsiveness, breathing, life-threatening bleeding and other life-threatening conditions.</p> <ul style="list-style-type: none"> ■ Shout to get person's attention, using person's name if known. ■ If person does not respond, tap shoulder (adult/child) or foot (infant). ■ Shout again while checking for breathing, life-threatening bleeding and other life-threatening conditions. ■ Verbalize that the person does not respond, is not breathing, and does not appear to have life-threatening bleeding or other life-threatening conditions. 	

(Continued)

5. Call 9-1-1 and get equipment.



- Tell Bystander, "You. Call 9-1-1 and get an AED and first aid kit."
- Bystander repeats, "I'll call 9-1-1 and get an AED and first aid kit."





6. Give care according to the conditions that you find and your level of knowledge and training.

- Verbalize the need for care.

Skill Practice Sheet: Giving Chest Compressions to Adults

EACH PARTICIPANT SHOULD GIVE THREE SETS OF 30 COMPRESSIONS.	
<p>1. Ensure the person is on their back on a firm, flat surface.</p>	
<p>2. Kneel beside the person.</p> <ul style="list-style-type: none"> ■ Your knees should be near the person's body and spread about shoulder width apart. 	
<p>3. Use correct hand placement.</p> <ul style="list-style-type: none"> ■ Place the heel of one hand in the center of their chest, with your other hand on top. ■ Interlace your fingers and make sure they are up off the chest. 	
<p>4. Use correct body position.</p> <ul style="list-style-type: none"> ■ Position your body so that your shoulders are directly over your hands. ■ Lock your elbows to keep your arms straight. 	
<p>5. Give 30 compressions.</p> <ul style="list-style-type: none"> ■ Push hard and fast (at least 2 inches; 100 to 120 compressions per minute). 	x 30
<p>6. Allow chest to return to its normal position after each compression.</p>	
<p>7. Give two more sets of compressions.*</p> <ul style="list-style-type: none"> ■ Take a brief break between each set of compressions. <p><i>* Practice only; in an emergency give sets of 30 compressions followed by 2 breaths.</i></p>	+ 2 more sets

Skill Practice Sheet: Giving Breaths to Adults with a Face Shield

EACH PARTICIPANT SHOULD GIVE FIVE SETS OF 2 BREATHS.	
<p>1. Place face shield over person's face, ensuring the one-way valve is over their mouth.</p>	
<p>2. Open the airway to a past-neutral position using the head-tilt/chin-lift technique.</p>	
<p>3. Pinch nose shut, take a normal breath and make a complete seal over person's mouth with your own mouth.</p>	
<p>4. Give 1st breath.</p> <ul style="list-style-type: none"> ■ Blow into the person's mouth for about 1 second, enough to make the chest begin to rise. ■ Look to see that the chest rises. <p><i>Note: If you do not see the chest rise, retilt head and ensure a proper seal before giving 2nd breath.</i></p>	
<p>5. Pause between the breaths to allow for the chest to fall and the air to exit.</p>	Pause
<p>6. Give 2nd breath.</p> <ul style="list-style-type: none"> ■ Take another breath, make a seal, then give the 2nd breath. 	
<p>7. Give four more sets of breaths.*</p> <ul style="list-style-type: none"> ■ Take a brief break between each set of breaths. <p><i>* Practice only; in an emergency give sets of 30 compressions followed by 2 breaths.</i></p>	+ 4 more sets

Skill Practice Sheet: Giving Breaths to Adults with a Pocket Mask

EACH PARTICIPANT SHOULD GIVE FIVE SETS OF 2 BREATHS.

1. Place the mask at the bridge of the nose and lower it over the person's nose and mouth.

2. Seal the mask and open the airway.

- Place the space of your hand between your thumb and index finger at the top of the mask above the valve.
- Place your remaining fingers on the side of the person's face.
- Place the thumb of your other hand along the base of the mask and place your bent index finger under the person's chin.
- Lift the person's face into the mask and open the airway to a past-neutral position by tilting the head back.



3. Give 1st breath.

- Take a normal breath, make a complete seal over the mask valve with your mouth and blow into the person's mouth for about 1 second, enough to make the chest begin to rise.
- Look to see that the chest rises.

Note: If you do not see the chest rise, retilt head and ensure a proper seal before giving 2nd breath.



4. Pause between the breaths to allow for the chest to fall and the air to exit.

Pause

5. Give 2nd breath.

- Take another breath, make a seal, then give the 2nd breath.

6. Give four more sets of breaths.*

- Take a brief break between each set of breaths.

* Practice only; in an emergency give sets of 30 compressions followed by 2 breaths.

+ 4 more sets

Skill Practice Sheet: Giving CPR Cycles to Adults

EACH PARTICIPANT SHOULD PERFORM THREE CPR CYCLES OF 30 CHEST COMPRESSIONS AND 2 BREATHS.

1. Give 30 chest compressions.

- Push hard and fast (at least 2 inches; 100 to 120 compressions per minute).
- Use correct hand placement.
- Allow chest to return to its normal position.



2. Give 2 breaths.




- Each breath should last about 1 second and make the chest begin to rise.
- Minimize interruptions to chest compressions to give breaths to **less than 10 seconds.**



3. Give two more sets of 30 compressions and 2 breaths.

+ 2 more sets

Skill Practice Sheet: Using an AED for Adults

<p>EACH PARTICIPANT SHOULD OPERATE THE AED AND START CPR AFTER PUSHING THE SHOCK BUTTON.</p>	
<p>1. Turn on AED and follow the voice prompts.</p>	
<p>2. Remove all clothing covering the chest, if necessary.</p>	
<p>3. Attach pads correctly.</p> <ul style="list-style-type: none"> ■ Place one pad on upper right side of chest. ■ Place one pad on lower left side of chest, a few inches below the left armpit. ■ Pads should not touch. 	
<p>4. Plug the pad connector cable into the AED, if necessary.</p>	
<p>5. Clear for analysis.</p>	
<p>6. Clear for shock.</p>	<p style="font-size: 2em; color: red; margin: 0;">Clear</p>

(Continued)

7. Push shock button to deliver shock.



8. Immediately get into position to start CPR.

Note: Skill practice ends here.



Skill Practice Sheet: Giving Chest Compressions to Children

EACH PARTICIPANT SHOULD GIVE THREE SETS OF 30 COMPRESSIONS.

1. Ensure that the child is on their back on a firm, flat surface.

2. Kneel beside the child.

- Your knees should be near the child's body and spread about shoulder width apart.

3. Use correct hand placement.

- Place the heel of one hand in the center of their chest, with your other hand on top.
- Interlace your fingers and make sure they are up off the chest.
- **For a smaller child, you may use one hand to give compressions.**



4. Use correct body position.


- Position yourself so your shoulders are directly over your hands.
- Lock your elbows to keep your arms straight.



(Continued)

<p>5. Give 30 compressions.</p> <ul style="list-style-type: none"> ■ Push hard and fast (about 2 inches; 100 to 120 compressions per minute). 	<p>x 30</p>
<p>6. Allow chest to return to its normal position after each compression.</p>	
<p>7. Give two more sets of compressions.*</p> <ul style="list-style-type: none"> ■ Take a brief break between each set of compressions. <p><i>*Practice only; in an emergency give sets of 30 compressions followed by 2 breaths.</i></p>	<p>+ 2 more sets</p>

Skill Practice Sheet: Giving Breaths to Children with a Face Shield

EACH PARTICIPANT SHOULD GIVE FIVE SETS OF 2 BREATHS.	
<p>1. Place face shield over child's face, ensuring the one-way valve is over their mouth.</p>	
<p>2. Open the airway to a slightly past-neutral position using the head-tilt/chin-lift technique.</p>	
<p>3. Pinch nose shut, take a normal breath and make a complete seal over the person's mouth with your own mouth.</p>	
<p>4. Give 1st breath.</p> <ul style="list-style-type: none"> ■ Blow into the child's mouth for about 1 second, enough to make the chest begin to rise. ■ Look to see that the chest rises. <p><i>Note: If you do not see the chest rise, retilt head and ensure a proper seal before giving 2nd breath.</i></p>	
<p>5. Pause between the breaths to allow for the chest to fall and the air to exit.</p>	<p>Pause</p>
<p>6. Give 2nd breath.</p> <ul style="list-style-type: none"> ■ Take another breath, make a seal, then give the 2nd breath. 	
<p>7. Give four more sets of breaths.*</p> <ul style="list-style-type: none"> ■ Take a brief break between each set of breaths. <p><i>* Practice only; in an emergency give sets of 30 compressions followed by 2 breaths.</i></p>	<p>+ 4 more sets</p>

Skill Practice Sheet: Giving Breaths to Children with a Pocket Mask

EACH PARTICIPANT SHOULD GIVE FIVE SETS OF 2 BREATHS.

1. Place the mask at the bridge of the nose and lower it over the child's nose and mouth.

2. Seal the mask and open the airway.

- Place the space of your hand between your thumb and index finger at the top of the mask above the valve.
- Place your remaining fingers on the side of the child's face.
- Place the thumb of your other hand along the base of the mask and place your bent index finger under the child's chin.
- Lift the child's face into the mask and open the airway to a slightly past-neutral position by tilting the head back.

3. Give 1st breath.

- Take a normal breath, make a complete seal over the mask valve with your mouth and blow into the child's mouth for about 1 second, enough to make the chest begin to rise.
- Look to see that the chest rises.

Note: *If you do not see the chest rise, retilt head and ensure a proper seal before giving the 2nd breath.*



4. Pause between the breaths to allow for the chest to fall and the air to exit.

Pause

5. Give 2nd breath.

- Take another breath, make a seal, then give the 2nd breath.

6. Give four more sets of breaths.*

- Take a brief break between each set of breaths.

** Practice only; in an emergency give sets of 30 compressions followed by 2 breaths.*

+ 4 more sets

Skill Practice Sheet: Giving CPR Cycles to Children

EACH PARTICIPANT SHOULD PERFORM THREE CPR CYCLES OF 30 CHEST COMPRESSIONS AND 2 BREATHS.

1. Give 30 chest compressions.

- Push hard and fast (about 2 inches; 100 to 120 compressions per minute).
- Use correct hand placement.
 - Place the heel of one hand in the center of their chest with your other hand on top.
 - Interlace your fingers and make sure they are up off the chest.
- For a smaller child, you may use one hand to give compressions.
- Allow chest to return to its normal position.



2. Give 2 breaths.

- Each breath should last about 1 second and make the chest begin to rise.
- Minimize interruptions to chest compressions to give breaths to **less than 10 seconds**.



3. Give two more sets of 30 compressions and 2 breaths.

+ 2 more sets

Skill Practice Sheet: Giving CPR Cycles to Infants

EACH PARTICIPANT SHOULD PERFORM THREE CPR CYCLES OF 30 CHEST COMPRESSIONS AND 2 BREATHS.

1. Ensure the infant is on their back on a firm, flat surface.

2. Use correct body position.

- Stand or kneel to the side of the infant, with your hips at a slight angle.

3. Give 30 chest compressions.

- Push hard and fast (about 1½ inches; 100 to 120 per minute).
- Use correct hand technique (encircling thumbs technique).
 - Place both thumbs (side-by-side) on the center of the infant's chest just below the nipple line.
 - Use other fingers to encircle the infant's chest toward the back, providing support.
- Use both thumbs at the same time to press down on the infant's chest.
- Allow chest to return to its normal position.



4. Give 2 breaths.

- Maintain an open airway in the neutral position.
- Each breath should last about 1 second and make the chest begin to rise.
- Pause between the breaths to allow the infant's chest to fall and the air to exit.
- Minimize interruptions to chest compressions to give breaths to **less than 10 seconds**.



5. Give two more sets of 30 compressions and 2 breaths.

+ 2 more sets

Skill Practice Sheet: Using an AED for Children and Infants

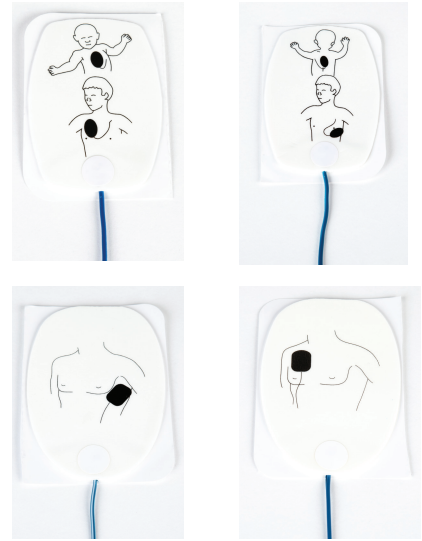
EACH PARTICIPANT SHOULD OPERATE THE AED AND START CPR AFTER PUSHING THE SHOCK BUTTON.

1. Turn on AED.

2. Remove all clothing covering the chest, if necessary.

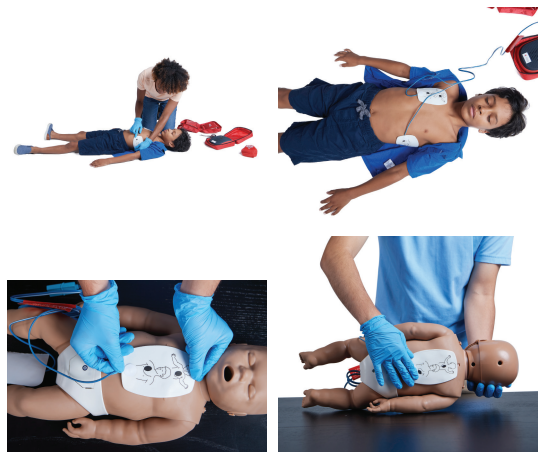
3. Choose appropriate pads.

- Use pediatric pads for children and infants up to 8 years of age and/or weighing less than 55 pounds (25 kg).
- Use adult pads for children older than 8 years of age and/or weighing more than 55 pounds (25 kg).



4. Attach pads correctly.

- **Children:** Place one pad on upper right side of chest and one pad on lower left side of chest, a few inches below the left armpit. Pads should not touch. If pads touch, use front/back pad placement.
- **Infants:** Always use the front/back pad placement. Place one pad in the middle of the chest and one pad on the back between the shoulder blades.



(Continued)

5. Plug the pad connector cable into the AED, if necessary.



6. Clear for analysis.



7. Clear for shock.

Clear

8. Push the shock button to deliver shock.




9. Immediately get into position to start CPR.

Note: Skill practice ends here.



Skill Practice Sheet: Giving Back Blows and Abdominal Thrusts to Adults and Children

EACH PARTICIPANT SHOULD PERFORM FIVE CYCLES OF 5 BACK BLOWS AND 5 ABDOMINAL THRUSTS.	
BACK BLOWS. (ONLY SIMULATE STRIKING THE PERSON WHILE PRACTICING THIS SKILL.)	
<p>1. Position self to the side and slightly behind choking person.</p> <ul style="list-style-type: none"> ■ For a small child, you may need to kneel behind them rather than stand. 	
<p>2. Place one arm diagonally across person’s chest and bend them forward at the waist.</p> <ul style="list-style-type: none"> ■ The person’s upper body should be as parallel to the ground as possible. 	
<p>3. Give 5 back blows.</p> <ul style="list-style-type: none"> ■ Simulate* firmly striking the person to give 5 back blows between the shoulder blades with the heel of one hand. ■ Each of the back blows should be separate from the others. <p><i>* Practice only; in an emergency strike the person’s back firmly.</i></p>	
ABDOMINAL THRUSTS. (ONLY SIMULATE GIVING ABDOMINAL THRUSTS WHILE PRACTICING THIS SKILL.)	
<p>4. Find the person’s navel with two fingers.</p>	
<p>5. Move behind the person and place your front foot in between the person’s feet with your knees slightly bent to provide balance and stability.</p> <ul style="list-style-type: none"> ■ For a young child, you may need to kneel behind them rather than stand. 	
<p>6. Make a fist with your other hand and place the thumb side against the person’s stomach, right above your fingers.</p>	

(Continued)

7. Take your first hand and **cover your fist** with that hand.





8. Give 5 abdominal thrusts.

- Simulate* pulling inward and upward to give 5 abdominal thrusts.
- Each of the abdominal thrusts should be separate from the others.

** Practice only; in an emergency pull inward and upward to give an abdominal thrust.*



Skill Practice Sheet: Giving Back Blows and Abdominal Thrusts to Adults and Children (Without Physical Contact)

EACH PARTICIPANT SHOULD PERFORM FIVE CYCLES OF 5 BACK BLOWS AND 5 ABDOMINAL THRUSTS.	
GIVE 5 BACK BLOWS.	
<p>1. Verbalize and demonstrate the proper positioning and stance for the responder.</p> <ul style="list-style-type: none"> ■ Place one hand across own chest and grab own shoulder, then lean forward as parallel to the floor as possible to demonstrate the person's body position for giving back blows to the choking person. ■ Verbalize where on the back to give back blows (between the shoulder blades). 	
<p>2. Stand up, outstretch one arm with the palm facing up, and give 5 back blows with the heel of the other hand onto the outstretched hand.</p> <ul style="list-style-type: none"> ■ Strike the hand from 6 to 10 inches away. 	
GIVE 5 ABDOMINAL THRUSTS.	
<p>3. Verbalize and demonstrate the proper foot position and stance for the responder.</p> <ul style="list-style-type: none"> ■ Stand with one foot in front of the other with knees bent for balance and stability. 	
<p>4. Take two fingers of one hand and place them on the abdomen with the bottom finger over the navel.</p>	

(Continued)

5. With other hand, make a fist and place the thumb side of the fist against the abdomen, right above the fingers.



6. Cover the fist with the other hand.

7. Simulate pulling inward and upward to give an abdominal thrust.



8. Only simulate abdominal thrusts; do not use full force as you would if giving actual abdominal thrusts.

Skill Practice Sheet: Giving Back Blows and Chest Thrusts to Infants

EACH PARTICIPANT SHOULD PERFORM FIVE CYCLES OF 5 BACK BLOWS AND 5 CHEST THRUSTS.

BACK BLOWS

1. Place the infant's back along your forearm.

- Cradle the back of the infant's head with your hand.



2. Place your other forearm on the infant's front.

- Support the infant's jaw with the thumb and fingers; do not cover the infant's face.



3. Turn the infant to a face-down position and hold them along your forearm using your thigh for support.

- Keep the infant's head lower than their body.



4. Give 5 firm back blows.

- Use the heel of your hand to give back blows between the infant's shoulder blades.
- Keep your fingers up to avoid hitting the infant's head or neck.
- Each of the back blows should be separate from the others.

(Continued)

CHEST THRUSTS

5. Position the infant between your forearms.

- Support the head and neck.
- Turn the infant face-up.
- Lower the infant onto your thigh with their head lower than their chest.





6. Place two fingers in the center of the infant's chest, just below the nipple line.

7. Give 5 quick chest thrusts about 1½ inches deep.

- Let the chest return to its normal position in between each chest thrust, keeping your fingers in contact with the chest.
- Each chest thrust should be separate from the others.
- Support the infant's head, neck and back while giving chest thrusts.



Skill Practice Sheet: Using Direct Pressure to Control Life-Threatening Bleeding

<p>1. Place the dressing on the wound.*</p> <ul style="list-style-type: none">■ Ensure good contact with the bleeding surfaces of the wound. <p><i>* Use a hemostatic dressing if available.</i></p>	
<p>2. Apply steady, firm pressure directly over the wound until the bleeding stops.</p> <ul style="list-style-type: none">■ Put one hand on top of the dressing and put your other hand on top.■ Position your shoulders over your hands and lock your elbows.■ Push down as hard as you can.■ If blood soaks through the original gauze pad, you do not need to do anything, but you can put another gauze pad on top. Replace the new gauze pad as necessary if blood soaks through the pads. <p>Note: <i>Do not</i> remove the original gauze pad and do not stack multiple gauze pads.</p>	
<p>3. Hold direct pressure until:</p> <ul style="list-style-type: none">■ The bleeding stops.■ A tourniquet is applied (for life-threatening bleeding from an arm or leg) and the bleeding has stopped.■ Another person relieves you.■ You are too exhausted to continue.■ The situation becomes unsafe.	

(Continued)

If bleeding stops before EMS arrives:

4. Apply a roller bandage.

- Check for circulation beyond the injury.
- Apply the bandage over the dressing and secure it firmly to keep pressure on the wound.
 - Place the end of a bandage on the dressing at a 45-degree angle.
 - Continue wrapping the bandage over the dressing.
 - Tape to secure the dressing.
- Check again for circulation beyond the injury. If there is any change, the bandage may be too tight; carefully loosen the bandage.



APPENDIX B

Assessment Scenario Flowcharts for Participants

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Assessment Scenario Flowchart: Giving CPR and Using an AED for Adults

	First Aid Responder action. Do not read aloud.		Instructor prompt. Read aloud after each critical action.		Bystander, Parent, Injured or Ill Person
--	--	--	---	--	--

First Aid Responder:

Checks the scene for **safety**, forms an **initial impression** and **puts on gloves**.



Instructor: The scene is safe, the person appears unresponsive, but you do not see life-threatening bleeding. Consent is implied.

First Aid Responder:

Checks for responsiveness, breathing, life-threatening bleeding and other life-threatening conditions (**shout-tap-shout**).



Instructor: The person is unresponsive and is not breathing. There is no life-threatening bleeding.

First Aid Responder:

Tells Bystander to **call 9-1-1** and get an **AED** and **first aid kit**.



Bystander: Verbalizes calling 9-1-1 and getting an AED and a first aid kit.



First Aid Responder:

- Gives **30 compressions**.
- Gives **2 breaths**.
- **Repeats CPR cycle** of 30:2 two times.

Instructor: The Bystander has returned with the AED.



(Continued)



First Aid Responder action.
Do not read aloud.



Instructor prompt. Read aloud
after each critical action.



Bystander, Parent, Injured
or Ill Person

First Aid Responder:

- **Turns on** the AED.
- **Attaches pads** correctly.
- **Clears for analysis.**
 - Shouts, “Clear!” as they stand clear.
- **Clears for shock.**
 - Shouts, “Clear!” as they stand clear.
- Pushes button to **deliver shock.**
- After delivering shock, immediately **resumes compressions.**

8



9



Instructor: [After one cycle of CPR] EMS personnel have arrived and are beginning their care of the person.

Assessment Scenario Flowchart: Giving CPR and Using an AED for Children

	First Aid Responder action. Do not read aloud.		Instructor prompt. Read aloud after each critical action.		Bystander, Parent, Injured or Ill Person
--	---	--	--	--	---

First Aid Responder:

Checks the scene for **safety, forms an initial impression, obtains consent** and **puts on gloves**.

Parent/Bystander:

Gives consent, or consent is implied.

First Aid Responder:

Checks for responsiveness, breathing, life-threatening bleeding and other life-threatening conditions (**shout-tap-shout**).

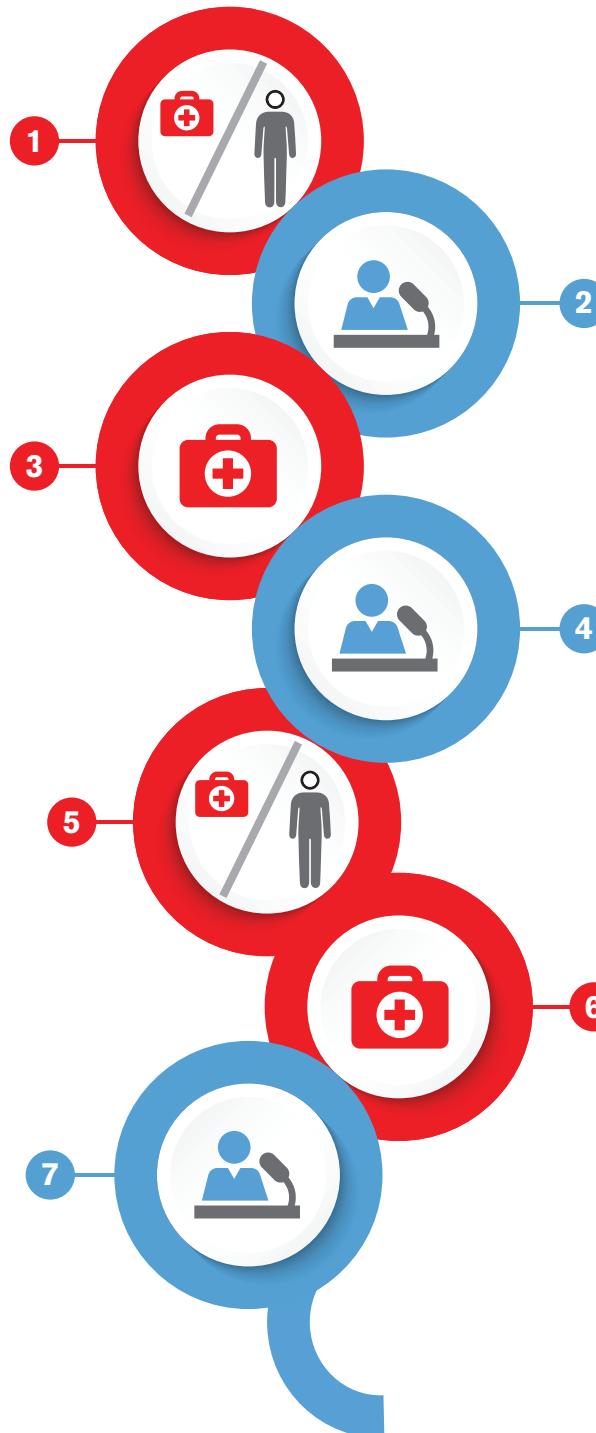
First Aid Responder:

Tells Parent/Bystander to **call 9-1-1** and get an **AED** and **first aid kit**.

Parent/Bystander:

Verbalizes calling 9-1-1 and getting an AED and a first aid kit.

Instructor: The Parent/Bystander has returned with the AED.



Instructor: The scene is safe, the child appears unresponsive, but you do not see life-threatening bleeding. You have consent.

Instructor: The child is unresponsive and is not breathing. There is no life-threatening bleeding.

First Aid Responder:

- Gives **30 compressions**.
- Gives **2 breaths**.
- **Repeats CPR cycle** of 30:2 two times.

(Continued)



First Aid Responder action.
Do not read aloud.



Instructor prompt. Read aloud
after each critical action.



Bystander, Parent, Injured
or Ill Person

First Aid Responder:

- **Turns on** the AED.
- **Attaches pads** correctly.
- **Clears for analysis.**
 - Shouts, “Clear!” as they stand clear.
- **Clears for shock.**
 - Shouts, “Clear!” as they stand clear.
- Pushes button to **deliver shock.**
- After delivering shock, immediately **resumes compressions.**

8



9



Instructor: [After one cycle of CPR] EMS personnel have arrived and are beginning their care of the child.

Assessment Scenario Flowchart: Giving CPR and Using an AED for Infants

	First Aid Responder action. Do not read aloud.		Instructor prompt. Read aloud after each critical action.		Bystander, Parent, Injured or Ill Person
--	---	--	--	--	---

First Aid Responder:

Checks the scene for **safety**, forms an **initial impression**, **obtains consent** and **puts on gloves**.

Parent/Bystander:

Gives consent, or consent is implied.

First Aid Responder:

Checks for responsiveness, breathing, life-threatening bleeding and other life-threatening conditions (**shout-tap-shout**).

First Aid Responder:

Tells Parent/Bystander to **call 9-1-1** and get an **AED** and **first aid kit**.

Parent/Bystander:

Verbalizes calling 9-1-1 and getting an AED and a first aid kit.



Instructor: The scene is safe, the infant appears unresponsive, but you do not see life-threatening bleeding. You have consent.

Instructor: There is no response, and the infant is not breathing. There is no life-threatening bleeding.

First Aid Responder:

- Gives **30 compressions**.
- Gives **2 breaths**.
- **Repeats CPR cycle** of 30:2 two times.

(Continued)



First Aid Responder action.
Do not read aloud.



Instructor prompt. Read aloud
after each critical action.



Bystander, Parent, Injured
or Ill Person

Instructor: The Parent/
Bystander has returned
with the AED.

7



Instructor: [After one
cycle of CPR] EMS has
arrived and is beginning
their care of the infant.

9



8

First Aid Responder:

- **Turns on** the AED.
- **Attaches pads** correctly.
- **Clears for analysis.**
 - Shouts, “Clear!” as they stand clear.
- **Clears for shock.**
 - Shouts, “Clear!” as they stand clear.
- Pushes button to **deliver shock.**
- After delivering shock, immediately **resumes compressions.**

Assessment Scenario Flowchart: Caring for a Choking Adult or Child

	First Aid Responder action. Do not read aloud.		Instructor prompt. Read aloud after each critical action.		Bystander, Parent, Injured or Ill Person
--	---	--	--	--	---

First Aid Responder:

Checks the scene for **safety**, forms an **initial impression**, **obtains consent** and **puts on gloves**.

Choking Person:

Gives consent, or consent is implied.

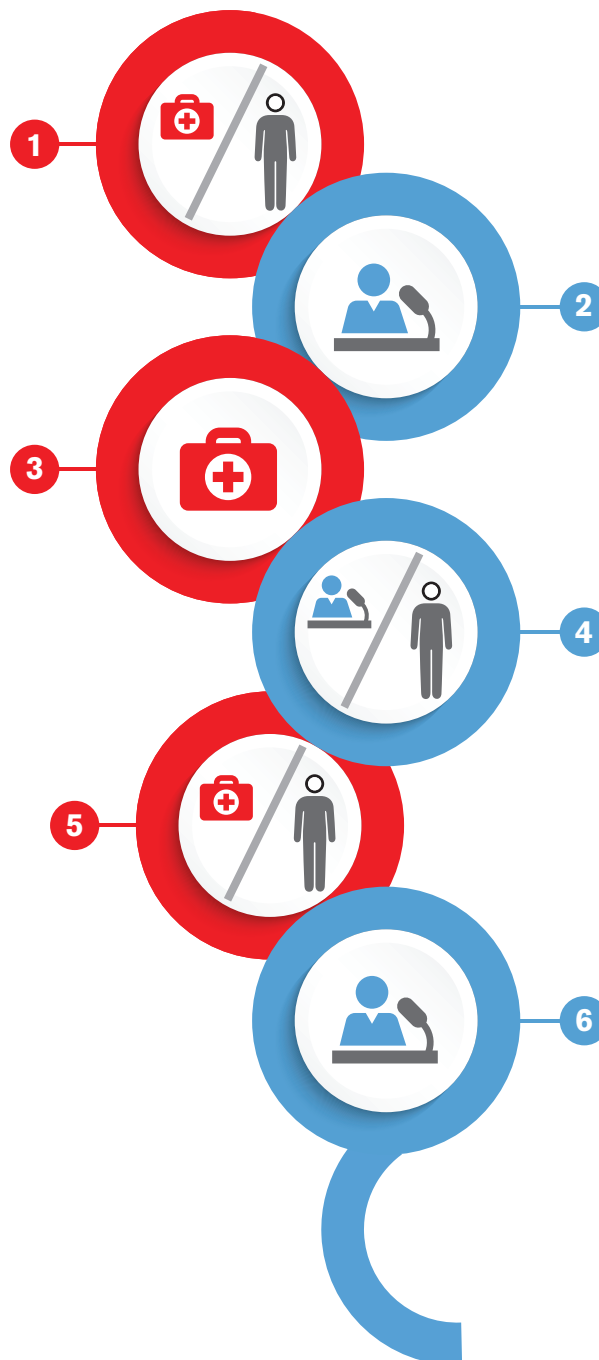
First Aid Responder:

Verifies that the person is choking. Asks, **“Are you choking?”**

First Aid Responder:

- Tells Bystander to **call 9-1-1** and **get an AED** and **first aid kit**.
- Gives **5 back blows**.

Bystander: Verbalizes calling 9-1-1 and getting an AED and a first aid kit.



Instructor: The scene is safe, there is no life-threatening bleeding, but the person appears to be choking. You have consent.

Instructor: The Choking Person cannot speak, cough or cry but nods.

Choking Person: Nods.

Instructor: The person is still choking.

(Continued)



First Aid Responder action.
Do not read aloud.



Instructor prompt. Read aloud
after each critical action.



Bystander, Parent, Injured
or Ill Person

First Aid Responder:
Gives **5 abdominal
thrusts.**

7



8



Instructor: The person is
still choking.

First Aid Responder:
Gives another **set of
5 back blows and
5 abdominal thrusts**
until the object is
cleared.

9



10



Instructor: The object
has been dislodged, and
the person can speak.
You continue to monitor
the person until EMS
personnel arrive and
begin their care.

Assessment Scenario Flowchart: Caring for a Choking Infant

	First Aid Responder action. Do not read aloud.		Instructor prompt. Read aloud after each critical action.		Bystander, Parent, Injured or Ill Person
--	---	--	--	--	---

First Aid Responder:

Checks the scene for **safety**, forms an **initial impression**, **obtains consent** and **puts on gloves**.

Parent/Bystander:

Gives consent, or consent is implied.

First Aid Responder:

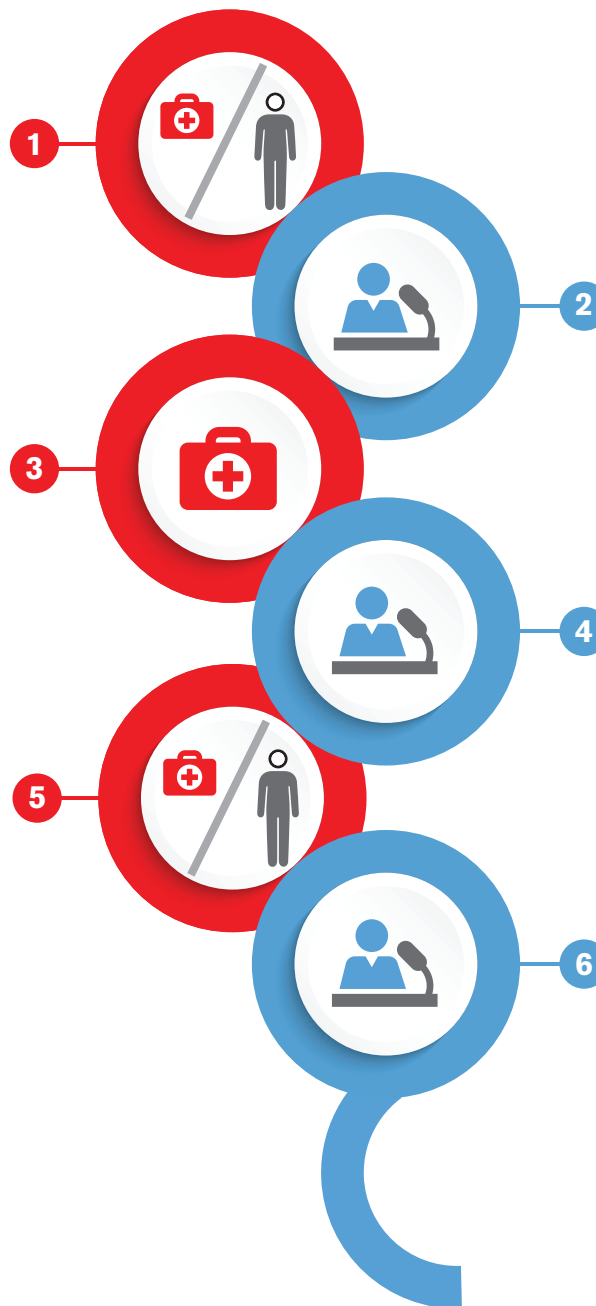
Verifies that the infant is choking. **Observes** the infant is not coughing, crying or making any sounds despite effort.

First Aid Responder:

- Tells Parent/Bystander to **call 9-1-1** and get an **AED** and **first aid kit**.
- Gives 5 **back blows**.

Parent/Bystander:

Verbalizes calling 9-1-1 and getting an AED and a first aid kit.



Instructor: The scene is safe, there is no life-threatening bleeding, but the infant appears to be choking. You have consent.

Instructor: The infant cannot cry or cough forcefully. The infant is choking.

Instructor: The infant is still choking.

(Continued)



First Aid Responder action.
Do not read aloud.



Instructor prompt. Read aloud
after each critical action.



Bystander, Parent, Injured
or Ill Person

First Aid Responder:
Gives **5 chest thrusts**.

7



8

Instructor: The infant is
still choking.

First Aid Responder:
Gives another **set of
5 back blows and
5 chest thrusts** until
the object is cleared.

9



10

Instructor: The object
has been dislodged,
and the infant can cry.
You continue to monitor
the infant until EMS
personnel arrive and
begin their care.

Assessment Scenario Flowchart: Caring for a Person Experiencing a Sudden Illness



First Aid Responder action.
Do not read aloud.



Instructor prompt. Read aloud
after each critical action.



Bystander, Parent, Injured
or Ill Person

First Aid Responder:

Checks the scene for **safety** and forms an **initial impression**.

Person with Sudden Illness:

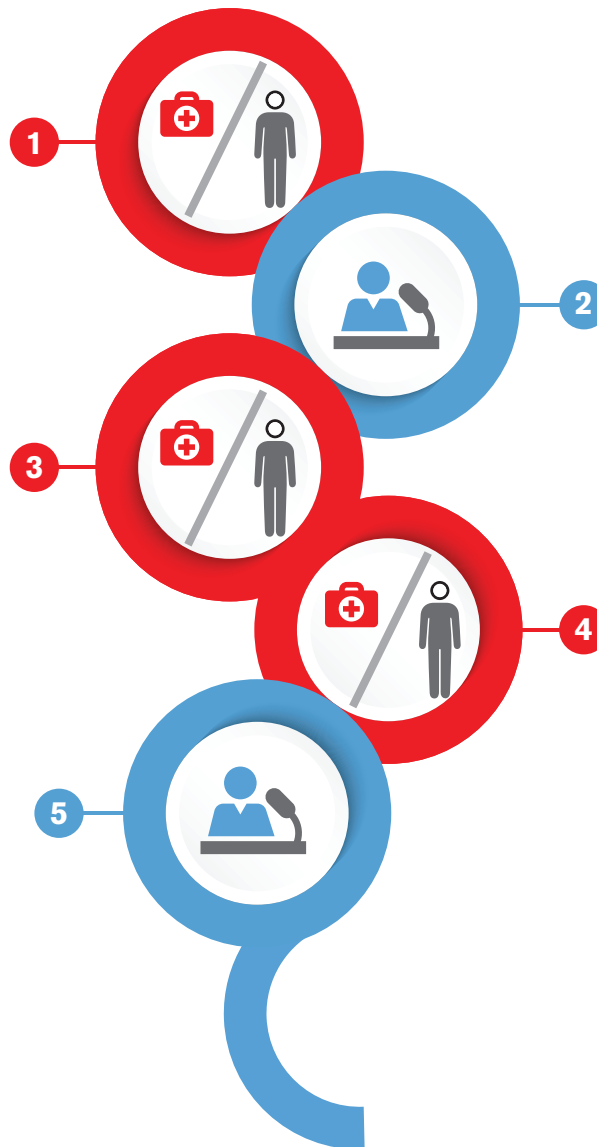
Demonstrates trouble breathing and other signs and symptoms related to asthma attack, anaphylaxis or diabetic emergency.

First Aid Responder:

Tells Bystander to **call 9-1-1** and **get an AED** and **first aid kit**.

Bystander: Verbalizes calling 9-1-1 and getting an AED and a first aid kit.

Instructor: You have consent. You allow the person to assume a position of comfort and continue your check to determine what additional care may be needed.



Instructor: The scene is safe. The person is having trouble breathing and looks anxious.

First Aid Responder: **Obtains consent** and puts on **gloves**.

Person with Sudden Illness: Gives consent, or consent is implied.

(Continued)



First Aid Responder action.
Do not read aloud.



Instructor prompt. Read aloud
after each critical action.



Bystander, Parent, Injured
or Ill Person

First Aid Responder:

- Uses **SAM** to interview the person.
- Does a **focused check**.

Person with Sudden Illness: Gives answers and continues to role-play asthma attack, anaphylaxis or diabetic emergency.

First Aid Responder: Verbalizes the **condition** (i.e., asthma attack, anaphylaxis or diabetic emergency) and key **care** steps to be provided.

6



7



Instructor: Give care for the condition found according to your level of training.

8



9



Instructor: EMS personnel have arrived and are beginning their care of the person.

Assessment Scenario Flowchart: Caring for Life-Threatening Bleeding

	First Aid Responder action. Do not read aloud.		Instructor prompt. Read aloud after each critical action.		Bystander, Parent, Injured or Ill Person
--	---	--	--	--	---

First Aid Responder:

Checks the scene for **safety**, forms an **initial impression**, **obtains consent** as necessary and puts on **gloves**.

First Aid Responder:

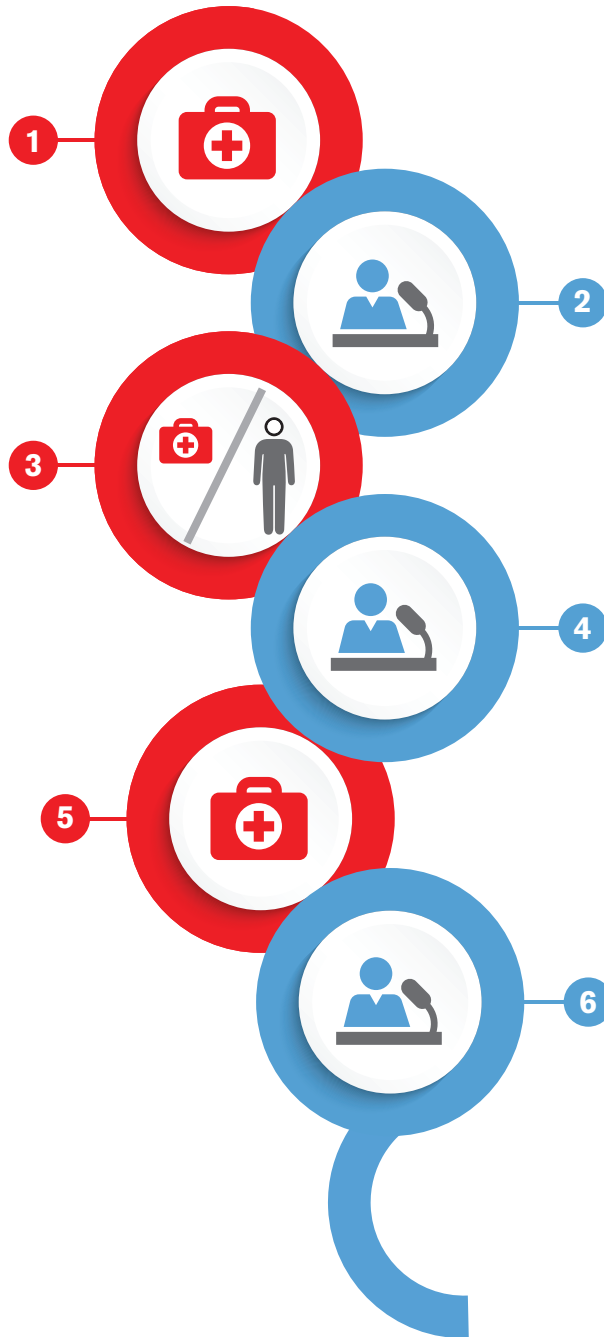
- Tells Parent/Bystander to **call 9-1-1** and **get a bleeding control/first aid kit** and an **AED**.
- Applies **direct pressure** to the wound with a gauze pad.

Parent/Bystander:

Verbalizes calling 9-1-1 and getting a bleeding control/first aid kit and an AED.

First Aid Responder:

- **Continues** direct pressure.
- Puts a **second gauze pad** on top of the original gauze pad (optional).
- **Does not remove** the original gauze pad.
- **Verbalizes need to continue direct pressure** until a tourniquet arrives (extremity only) or the bleeding has stopped.



Instructor: The scene is safe. The person appears responsive and is bleeding from a large wound on their leg. The blood is bright red and flowing continuously. You have consent. There is no tourniquet available.

Instructor: The blood is soaking through the gauze pad.

Instructor: The bleeding has stopped.

(Continued)



First Aid Responder action.
Do not read aloud.



Instructor prompt. Read aloud
after each critical action.



Bystander, Parent, Injured
or Ill Person

First Aid Responder:

- **Checks circulation** beyond the injury.
- Applies a roller **bandage** over the dressing to keep pressure on the wound.
- **Checks circulation** again; loosens the bandage as necessary.
- **Removes gloves** and verbalizes need to **wash hands**.

7



8



Instructor: You continue to monitor for shock and give care, if necessary. EMS personnel have arrived and are beginning their care of the person.

APPENDIX C

Assessment Scenario Tools for Instructors

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Assessment Scenario Tool: Giving CPR and Using an AED for Adults

Please use the setup option that best suits the needs of your participants or modify your own scenario setup.

Scenario Setup Option 1	Scenario Setup Option 2	Scenario Setup Option 3
<i>You and a co-worker are chatting in the factory breakroom when you hear a gasp and see your boss fall to the ground and lie motionless.</i>	<i>As you and your teacher's aide are talking before a teacher in-service meeting, you hear a gasp and see the 4th-grade teacher fall to the ground and lie motionless.</i>	<i>As you wait in line at a food truck at a local event with your neighbor, you hear a gasp and see one of your other neighbors fall to the ground and lie motionless.</i>
FIRST AID RESPONDER ACTIONS		PROFICIENCY CHECKLIST
✓ Checks the scene for safety		<input type="checkbox"/> Checks scene before entering to ensure safety
✓ Forms an initial impression		<input type="checkbox"/> Forms an initial impression about what's going on with the person as they approach them <input type="checkbox"/> Identifies any life-threatening conditions, such as appearing unresponsive, appearing not to be breathing, life-threatening bleeding or another life-threatening condition
✓ Puts on gloves		<input type="checkbox"/> Uses appropriate PPE
INSTRUCTOR PROMPT		
<i>The scene is safe, the person appears unresponsive, but you do not see life-threatening bleeding. Consent is implied.</i>		
FIRST AID RESPONDER ACTIONS		PROFICIENCY CHECKLIST
✓ Checks for responsiveness, breathing, life-threatening bleeding and other life-threatening conditions (shout-tap-shout)		<input type="checkbox"/> Shouts to get person's attention, using person's name if known; if person does not respond, taps person's shoulder and shouts again while checking for breathing, life-threatening bleeding and other life-threatening conditions
INSTRUCTOR PROMPT		
<i>The person is unresponsive and is not breathing. There is no life-threatening bleeding.</i>		

FIRST AID RESPONDER ACTIONS	PROFICIENCY CHECKLIST
<p>✓ Tells Bystander to call 9-1-1 and get an AED and first aid kit</p>	<p><input type="checkbox"/> Tells Bystander to call 9-1-1 and get an AED and first aid kit</p> <p><input type="checkbox"/> Uses closed-loop communication</p>
<p>✓ Gives 30 compressions</p>	<p><input type="checkbox"/> Places hands in center of the chest</p> <p><input type="checkbox"/> Compresses chest straight up and down on the center of the chest at least 2 inches and fully releases chest without pausing or taking hands completely off the chest (for at least 24 out of 30 compressions)</p> <p><input type="checkbox"/> Compresses at a rate of 100 to 120 per minute (15 to 18 seconds for 30 compressions)</p>
<p>✓ Gives 2 breaths</p>	<p><input type="checkbox"/> Opens the airway using a head-tilt/chin-lift technique to a past-neutral position</p> <p><input type="checkbox"/> Gives 2 breaths that each last about 1 second and make the chest begin to rise</p> <p><input type="checkbox"/> Allows the person's chest to fall and the air to exit between the 2 breaths</p>
<p>✓ Repeats CPR cycle of 30:2; two times</p>	<p><input type="checkbox"/> Pauses compressions for less than 10 seconds to give breaths</p>
<p>INSTRUCTOR PROMPT</p>	
<p><i>The Bystander has returned with the AED.</i></p>	

(Continued)

FIRST AID RESPONDER ACTIONS	PROFICIENCY CHECKLIST
✓ Turns on the AED	<input type="checkbox"/> Turns on the AED
✓ Attaches pads correctly	<input type="checkbox"/> Places one pad on upper right side of chest <input type="checkbox"/> Places one pad on lower left side of chest, a few inches below the armpit
✓ Clears for analysis	<input type="checkbox"/> Makes sure no one is touching person <input type="checkbox"/> Says "CLEAR!" in a loud, commanding voice
✓ Clears for shock	<input type="checkbox"/> Makes sure no one is touching person <input type="checkbox"/> Says "CLEAR!" in a loud, commanding voice
✓ Pushes button to deliver shock	<input type="checkbox"/> Pushes "shock" button to deliver the shock
✓ Immediately resumes compressions	<input type="checkbox"/> After delivering shock, immediately begins CPR, starting with compressions (within 3 seconds)
INSTRUCTOR PROMPT	
<i>[After one cycle of CPR after pressing shock button]: EMS personnel have arrived and are beginning their care of the person. Good job.</i>	

Assessment Scenario Tool: Giving CPR and Using an AED for Children

Please use the setup option that best suits the needs of your participants or create your own scenario setup.

Scenario Setup Option 1	Scenario Setup Option 2	Scenario Setup Option 3
<i>You are a camp counselor refereeing the 5-year-old group kickball game. Suddenly, you hear a gasp and see one of your campers fall to the ground.</i>	<i>You are supervising outdoor playtime for your 1st-grade class. Suddenly, you hear a gasp and see one of your students fall to the ground.</i>	<i>As you wait in line at a food truck at a local event, you hear a gasp and see a neighbor's 6-year-old child fall to the ground.</i>
FIRST AID RESPONDER ACTIONS		PROFICIENCY CHECKLIST
✓ Checks the scene for safety		<input type="checkbox"/> Checks scene before entering to ensure safety
✓ Forms an initial impression		<input type="checkbox"/> Forms an initial impression about what's going on with the person as they approach them <input type="checkbox"/> Identifies any life-threatening conditions, such as appearing unresponsive, appearing not to be breathing, life-threatening bleeding or another life-threatening condition
✓ Obtains consent		<input type="checkbox"/> Obtains consent by telling the parent/guardian who they are and what they plan to do; consent is implied if parent/guardian is unavailable
✓ Puts on gloves		<input type="checkbox"/> Uses appropriate PPE
INSTRUCTOR PROMPT		
<i>The scene is safe, the child appears unresponsive, but you do not see life-threatening bleeding. You have consent.</i>		

(Continued)

FIRST AID RESPONDER ACTIONS	PROFICIENCY CHECKLIST
<p>✓ Checks for responsiveness, breathing, life-threatening bleeding and other life-threatening conditions (shout-tap-shout)</p>	<p><input type="checkbox"/> Shouts to get child's attention, using child's name if known; if child does not respond, taps child's shoulder and shouts again while checking for breathing, life-threatening bleeding and other life-threatening conditions</p>

INSTRUCTOR PROMPT

The child is unresponsive and is not breathing. There is no life-threatening bleeding.

FIRST AID RESPONDER ACTIONS	PROFICIENCY CHECKLIST
<p>✓ Tells Parent/Bystander to call 9-1-1 and get an AED and first aid kit</p>	<p><input type="checkbox"/> Tells Parent/Bystander to call 9-1-1 and get an AED and first aid kit</p> <p><input type="checkbox"/> Uses closed-loop communication</p>
<p>✓ Gives 30 compressions</p>	<p><input type="checkbox"/> Places hands in center of the chest</p> <p><input type="checkbox"/> Compresses chest straight up and down on the center of the chest at about 2 inches and fully releases chest without pausing or taking hands completely off the chest (for at least 24 out of 30 compressions)</p> <p><input type="checkbox"/> Compresses at a rate of 100 to 120 per minute (15 to 18 seconds for 30 compressions)</p>
<p>✓ Gives 2 breaths</p>	<p><input type="checkbox"/> Opens the airway using a head-tilt/chin-lift technique to a slightly past-neutral position</p> <p><input type="checkbox"/> Gives 2 breaths that each last about 1 second and make the chest begin to rise</p> <p><input type="checkbox"/> Allows the child's chest to fall and the air to exit between the two breaths</p>
<p>✓ Repeats CPR cycle of 30:2; two times</p>	<p><input type="checkbox"/> Pauses compressions for less than 10 seconds to give breaths</p>

INSTRUCTOR PROMPT

The Parent/Bystander has returned with the AED.

FIRST AID RESPONDER ACTIONS	PROFICIENCY CHECKLIST
<p>✓ Turns on the AED</p>	<p><input type="checkbox"/> Turns on the AED</p>
<p>✓ Attaches pads correctly</p>	<p><input type="checkbox"/> Places one pad on upper right side of chest</p> <p><input type="checkbox"/> Places one pad on lower left side of chest, a few inches below the armpit</p> <p><input type="checkbox"/> If pads are touching, uses front and back placement</p>
<p>✓ Clears for analysis</p>	<p><input type="checkbox"/> Makes sure no one is touching person</p> <p><input type="checkbox"/> Says "CLEAR!" in a loud, commanding voice</p>
<p>✓ Clears for shock</p>	<p><input type="checkbox"/> Makes sure no one is touching person</p> <p><input type="checkbox"/> Says "CLEAR!" in a loud, commanding voice</p>
<p>✓ Pushes button to deliver shock</p>	<p><input type="checkbox"/> Pushes "shock" button to deliver the shock</p>
<p>✓ Immediately resumes compressions</p>	<p><input type="checkbox"/> After delivering shock, immediately begins CPR, starting with compressions (within 3 seconds)</p>
<p>INSTRUCTOR PROMPT</p>	
<p><i>[After one cycle of CPR after pressing shock button]: EMS personnel have arrived and are beginning their care of the child. Good job.</i></p>	

Assessment Scenario Tool: Giving CPR and Using an AED for Infants

Please use the setup option that best suits the needs of your participants or create your own scenario setup.

Scenario Setup Option 1	Scenario Setup Option 2	Scenario Setup Option 3
<i>You are teaching a parent and baby play class at the health club. Suddenly, a parent calls out, "Help, my baby isn't breathing."</i>	<i>You are supervising a group of infants crawling and playing with toys during playtime at the day care. Suddenly, you see one of the infants fall over.</i>	<i>You and your toddler are enjoying story time at your local library. A neighbor's infant is crawling around the room. Suddenly, the infant falls over.</i>
FIRST AID RESPONDER ACTIONS		PROFICIENCY CHECKLIST
✓ Checks the scene for safety		<input type="checkbox"/> Checks scene before entering to ensure safety
✓ Forms an initial impression		<input type="checkbox"/> Forms an initial impression about what's going on with the person as they approach them <input type="checkbox"/> Identifies any life-threatening conditions, such as appearing unresponsive, appearing not to be breathing, life-threatening bleeding or another life-threatening condition
✓ Obtains consent		<input type="checkbox"/> Obtains consent by telling the parent/guardian who they are and what they plan to do; consent is implied if parent/guardian is unavailable
✓ Puts on gloves		<input type="checkbox"/> Uses appropriate PPE
INSTRUCTOR PROMPT		
<i>The scene is safe, the infant appears unresponsive, but you do not see life-threatening bleeding. You have consent.</i>		

FIRST AID RESPONDER ACTIONS	PROFICIENCY CHECKLIST
<p>✓ Checks for responsiveness, breathing, life-threatening bleeding and other life-threatening conditions (shout-tap-shout)</p>	<p><input type="checkbox"/> Shouts to get infant's attention, using infant's name if known; if infant does not respond, taps infant's foot and shouts again while checking for breathing, life-threatening bleeding and other life-threatening conditions</p>
INSTRUCTOR PROMPT	
<p><i>The infant is unresponsive and is not breathing. There is no life-threatening bleeding.</i></p>	
FIRST AID RESPONDER ACTIONS	PROFICIENCY CHECKLIST
<p>✓ Tells Parent/Bystander to call 9-1-1 and get an AED and first aid kit</p>	<p><input type="checkbox"/> Tells Parent/Bystander to call 9-1-1 and get an AED and first aid kit</p> <p><input type="checkbox"/> Uses closed-loop communication</p>
<p>✓ Gives 30 compressions</p>	<p><input type="checkbox"/> Uses encircling thumbs technique:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Places both thumbs (side-by-side) on the center of the infant's chest just below the nipple line <input type="checkbox"/> Uses other fingers to encircle the infant's chest toward the back, providing support <p><input type="checkbox"/> Compresses chest straight up and down on the center of the chest about 1½ inches and fully releases chest without pausing or taking thumbs completely off the chest (for at least 24 out of 30 compressions)</p> <p><input type="checkbox"/> Compresses at a rate of 100 to 120 per minute (15 to 18 seconds for 30 compressions)</p>
<p>✓ Gives 2 breaths</p>	<p><input type="checkbox"/> Opens the airway using a head-tilt/chin-lift technique to a neutral position</p> <p><input type="checkbox"/> Gives 2 breaths that each last about 1 second and make the chest begin to rise</p> <p><input type="checkbox"/> Allows the infant's chest to fall and the air to exit between the 2 breaths</p>
<p>✓ Repeats CPR cycle of 30:2; two times</p>	<p><input type="checkbox"/> Pauses compressions for less than 10 seconds to give breaths</p>

(Continued)

INSTRUCTOR PROMPT

The Parent/Bystander has returned with the AED.

FIRST AID RESPONDER ACTIONS

PROFICIENCY CHECKLIST

✓ **Turns on** the AED

Turns on the AED

✓ **Attaches pads** correctly

Places one pad in middle of infant's chest

Places one pad on infant's back, between the shoulder blades

✓ **Clears for analysis**

Makes sure no one is touching person

Says "CLEAR!" in a loud, commanding voice

✓ **Clears for shock**

Makes sure no one is touching person

Says "CLEAR!" in a loud, commanding voice

✓ Pushes button to **deliver shock**

Pushes "shock" button to deliver the shock

✓ Immediately **resumes compressions**

After delivering shock, immediately begins CPR, starting with compressions (within 3 seconds)

INSTRUCTOR PROMPT

[After one cycle of CPR after pressing shock button]: EMS personnel have arrived and are beginning their care of the infant. Good job.

Assessment Scenario Tool: Caring for a Choking Adult or Child

Please use the setup option that best suits the needs of your participants or create your own scenario setup.

Scenario Setup Option 1	Scenario Setup Option 2	Scenario Setup Option 3
<i>You are eating lunch with your co-workers in the factory break room. One of your co-workers abruptly stops talking and gets a panicked look on their face.</i>	<i>You are on lunch duty in the elementary school cafeteria. A student in kindergarten abruptly stops talking and gets a panicked look on their face.</i>	<i>You are eating brunch with your friends at the college cafeteria. One of your friends abruptly stops talking and gets a panicked look on their face.</i>
FIRST AID RESPONDER ACTIONS		PROFICIENCY CHECKLIST
✓ Checks the scene for safety		<input type="checkbox"/> Checks scene before entering to ensure safety
✓ Forms an initial impression		<input type="checkbox"/> Forms an initial impression about what's going on with the person as they approach them <input type="checkbox"/> Identifies any life-threatening conditions, such as appearing unresponsive, appearing not to be breathing, life-threatening bleeding or another life-threatening condition
✓ Obtains consent		<input type="checkbox"/> Obtains consent by telling the person (or parent/guardian) who they are and what they plan to do; consent is implied if parent/guardian is unavailable
✓ Puts on gloves		<input type="checkbox"/> Uses appropriate PPE
INSTRUCTOR PROMPT		
<i>The scene is safe, there is no life-threatening bleeding, but the person appears to be choking. You have consent.</i>		
FIRST AID RESPONDER ACTIONS		PROFICIENCY CHECKLIST
✓ Verifies that the person is choking		<input type="checkbox"/> Asks, "Are you choking?"
INSTRUCTOR PROMPT		
<i>The choking person cannot speak or cough forcefully, but nods.</i>		

(Continued)

FIRST AID RESPONDER ACTIONS	PROFICIENCY CHECKLIST
<p>✓ Tells Coach/Bystander to call 9-1-1 and get an AED and first aid kit</p>	<p><input type="checkbox"/> Tells Coach/Bystander to call 9-1-1 and get an AED and first aid kit</p> <p><input type="checkbox"/> Uses closed-loop communication</p>
<p>✓ Gives 5 back blows</p>	<p><input type="checkbox"/> Positions self to the side and slightly behind choking person</p> <p><input type="checkbox"/> Places one arm diagonally across person's chest and bends them forward at the waist</p> <p><input type="checkbox"/> Person's upper body is as parallel to the ground as possible</p> <p><input type="checkbox"/> Simulates firmly striking the person between the shoulder blades with the heel of one hand</p> <p><input type="checkbox"/> Each of the 5 back blows is separate from the others</p>

INSTRUCTOR PROMPT

The person is still choking.

FIRST AID RESPONDER ACTIONS	PROFICIENCY CHECKLIST
<p>✓ Gives 5 abdominal thrusts</p>	<p><input type="checkbox"/> Finds the person's navel with two fingers</p> <p><input type="checkbox"/> Moves behind the person and places front foot in between the person's feet with knees slightly bent to provide balance and stability</p> <p><input type="checkbox"/> Makes a fist with other hand and places it against the person's stomach, right above navel</p> <p><input type="checkbox"/> Takes first hand and covers fist with that hand</p> <p><input type="checkbox"/> Simulates pulling inward and upward to give an abdominal thrust</p> <p><input type="checkbox"/> Each of the 5 abdominal thrusts is separate from the others</p>

INSTRUCTOR PROMPT

The person is still choking.

FIRST AID RESPONDER ACTIONS	PROFICIENCY CHECKLIST
<p>✓ Gives another set of 5 back blows and 5 abdominal thrusts</p>	<p><input type="checkbox"/> Continues sets of 5 back blows followed by 5 abdominal thrusts until object is cleared</p>
<p>INSTRUCTOR PROMPT</p>	
<p><i>The object has been dislodged, and the person can speak. You continue to monitor the person until EMS personnel arrive and begin their care. Good job.</i></p>	

Assessment Scenario Tool: Caring for a Choking Infant

Please use the setup option that best suits the needs of your participants or create your own scenario setup.

Scenario Setup Option 1	Scenario Setup Option 2	Scenario Setup Option 3
<i>You are eating lunch with your parents and your 11-month-old infant. Suddenly, the infant abruptly stops babbling and their face turns red.</i>	<i>You are working in the lunch room in the day care center when one of the infants abruptly stops babbling and their face turns red.</i>	<i>You are a waiter a local restaurant. Suddenly, an infant at a nearby table abruptly stops babbling and their face turns red.</i>
FIRST AID RESPONDER ACTIONS		PROFICIENCY CHECKLIST
✓ Checks the scene for safety		<input type="checkbox"/> Checks scene before entering to ensure safety
✓ Forms an initial impression		<input type="checkbox"/> Forms an initial impression about what's going on with the person as they approach them <input type="checkbox"/> Identifies any life-threatening conditions, such as appearing unresponsive, appearing not to be breathing, life-threatening bleeding or another life-threatening condition
✓ Obtains consent		<input type="checkbox"/> Obtains consent by telling the parent/guardian who they are and what they plan to do; consent is implied if parent/guardian is unavailable
✓ Puts on gloves		<input type="checkbox"/> Uses appropriate PPE
INSTRUCTOR PROMPT		
<i>The scene is safe, there is no life-threatening bleeding, but the infant appears to be choking. You have consent.</i>		

FIRST AID RESPONDER ACTIONS	PROFICIENCY CHECKLIST
<p>✓ Verifies that the infant is choking</p>	<p><input type="checkbox"/> Observes the infant is not coughing, crying or making any sounds despite effort</p>
<p>INSTRUCTOR PROMPT</p>	
<p><i>The infant cannot cry or cough forcefully. The infant is choking.</i></p>	
FIRST AID RESPONDER ACTIONS	PROFICIENCY CHECKLIST
<p>✓ Tells Parent/Bystander to call 9-1-1 and get an AED and first aid kit</p>	<p><input type="checkbox"/> Tells Parent/Bystander to call 9-1-1 and get an AED and first aid kit</p> <p><input type="checkbox"/> Uses closed-loop communication</p>
<p>✓ Gives 5 back blows</p>	<p><input type="checkbox"/> Places the infant's back along forearm</p> <ul style="list-style-type: none"> <input type="checkbox"/> Cradles the back of the infant's head with hand <p><input type="checkbox"/> Places other forearm on the infant's front</p> <ul style="list-style-type: none"> <input type="checkbox"/> Supports infant's jaw with the thumb and fingers; does not cover the infant's mouth <p><input type="checkbox"/> Holds infant in a face-down position along the forearm using thigh for support; keeps the infant's head lower than their body</p> <p><input type="checkbox"/> Uses the heel of hand to give a back blow between the infant's shoulder blades</p> <ul style="list-style-type: none"> <input type="checkbox"/> Keeps fingers up to avoid hitting the infant's head or neck <p><input type="checkbox"/> Gives 5 firm back blows; each back blow is separate from the others</p>
<p>INSTRUCTOR PROMPT</p>	
<p><i>The infant is still choking.</i></p>	

(Continued)

FIRST AID RESPONDER ACTIONS	PROFICIENCY CHECKLIST
<p>✓ Gives 5 chest thrusts</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Positions infant between forearms: <ul style="list-style-type: none"> <input type="checkbox"/> Supports head and neck <input type="checkbox"/> Turns infant face-up <input type="checkbox"/> Lowers the infant onto thigh with their head lower than their chest <input type="checkbox"/> Places two fingers in the center of the infant's chest, just below the nipple line <input type="checkbox"/> Gives 5 quick chest thrusts about 1 ½ inches deep <input type="checkbox"/> Lets the chest return to its normal position, keeping fingers in contact with the chest: <ul style="list-style-type: none"> <input type="checkbox"/> Each chest thrust is separate from the others <input type="checkbox"/> Supports the infant's head, neck and back while giving chest thrusts

INSTRUCTOR PROMPT

The infant is still choking.

FIRST AID RESPONDER ACTIONS	PROFICIENCY CHECKLIST
<p>✓ Gives another set of 5 back blows and 5 chest thrusts</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Continues sets of 5 back blows followed by 5 chest thrusts until object is cleared

INSTRUCTOR PROMPT

The object has been dislodged, and the infant can cry. You continue to monitor the infant until EMS personnel arrive and begin their care. Good job.

Assessment Scenario Tool: Caring for a Person Experiencing a Sudden Illness

Please use the setup option that best suits the needs of your participants or create your own scenario setup.

Scenario Setup Option 1	Scenario Setup Option 2	Scenario Setup Option 3
You are working your shift at the restaurant when you hear someone yell for help. You turn around and see a customer in distress.	You are leaving school when you hear someone yell for help. You turn around and see a visiting student athlete in distress.	You are working at the mall when you hear someone yell for help. You turn around and see a shopper in distress.

FIRST AID RESPONDER ACTIONS	PROFICIENCY CHECKLIST
✓ Checks the scene for safety	<input type="checkbox"/> Checks scene before entering to ensure safety
✓ Forms an initial impression	<input type="checkbox"/> Forms an initial impression about what's going on with the person as they approach them <input type="checkbox"/> Identifies any life-threatening conditions, such as appearing unresponsive, appearing not to be breathing, life-threatening bleeding or another life-threatening condition

INSTRUCTOR PROMPT

The scene is safe. The person is having trouble breathing and looks anxious.

FIRST AID RESPONDER ACTIONS	PROFICIENCY CHECKLIST
✓ Tells Bystander to call 9-1-1 and get an AED and first aid kit	<input type="checkbox"/> Tells Bystander to call 9-1-1 and get an AED and first aid kit <input type="checkbox"/> Uses closed-loop communication <input type="checkbox"/> Provides general care by allowing the person to assume a position of comfort.
✓ Obtains consent	<input type="checkbox"/> Obtains consent by telling the person (or parent/guardian for minor) who they are and what they plan to do; consent is implied if parent/guardian is unavailable
✓ Puts on gloves	<input type="checkbox"/> Uses appropriate PPE

(Continued)

INSTRUCTOR PROMPT

You have consent. You allow the person to assume a position of comfort and continue your check to determine what additional care may be needed.

FIRST AID RESPONDER ACTIONS

✓ Uses **SAM** to interview the person

✓ Does a **focused check**

PROFICIENCY CHECKLIST

Uses SAM to ask questions about **S**igns and **S**ymptoms, **A**llergies, and **M**edications and **M**edical conditions

Does a focused check of the injured or ill person based on what the person told them, how the person is acting and what they see

INSTRUCTOR PROMPT

Provide care for the condition found according to your level of training.

FIRST AID RESPONDER ACTION

✓ Verbalizes the condition and care to be provided

PROFICIENCY CHECKLIST

Identifies the condition (i.e., asthma attack, anaphylaxis or diabetic emergency) and key care steps to be provided

INSTRUCTOR PROMPT

EMS personnel have arrived and are beginning their care of the person. Good job.

Assessment Scenario Tool: Caring for Life-Threatening Bleeding

Please use the setup option that best suits the needs of your participants or create your own scenario setup.

Scenario Setup Option 1	Scenario Setup Option 2	Scenario Setup Option 3
<i>You are working on a construction site when you hear breaking glass and someone call out in pain. You go to investigate.</i>	<i>You are working in the school cafeteria when you hear breaking glass and a student shout in pain. You go to investigate.</i>	<i>You are working your shift at the restaurant when you hear breaking glass and an infant cry out in pain. You go to investigate.</i>
FIRST AID RESPONDER ACTIONS		PROFICIENCY CHECKLIST
✓ Checks the scene for safety		<input type="checkbox"/> Checks scene before entering to ensure safety
✓ Forms an initial impression		<input type="checkbox"/> Forms an initial impression about what's going on with the person as they approach them <input type="checkbox"/> Identifies any life-threatening conditions, such as appearing unresponsive, appearing not to be breathing, life-threatening bleeding or another life-threatening condition
✓ Obtains consent		<input type="checkbox"/> Obtains consent by telling the person or parent/guardian who they are and what they plan to do; consent is implied if parent/guardian is unavailable
✓ Puts on gloves		<input type="checkbox"/> Uses appropriate PPE
INSTRUCTOR PROMPT		
<i>The scene is safe. The person appears responsive and is bleeding from a large wound on their leg. The blood is bright red and flowing continuously. You have consent. There is no tourniquet available.</i>		

(Continued)

FIRST AID RESPONDER ACTIONS	PROFICIENCY CHECKLIST
<p>✓ Tells Parent/Bystander to call 9-1-1 and get a bleeding control/first aid kit and an AED</p>	<p><input type="checkbox"/> Tells Parent/Bystander to call 9-1-1 and get a bleeding control/first aid kit and an AED</p> <p><input type="checkbox"/> Uses closed-loop communication</p>
<p>✓ Applies direct pressure to the wound with a gauze pad</p>	<p><input type="checkbox"/> Places extremity on hard surface</p> <p><input type="checkbox"/> Places dressing on the wound and pushes down with both hands</p> <p><input type="checkbox"/> Positions body in CPR stance and uses own weight to aid with direct pressure</p> <p><input type="checkbox"/> Applies steady, firm pressure over the wound</p>

INSTRUCTOR PROMPT

The blood is soaking through the gauze pad.

FIRST AID RESPONDER ACTIONS	PROFICIENCY CHECKLIST
<p>✓ Continues direct pressure</p>	<p><input type="checkbox"/> Continues direct pressure</p> <p><input type="checkbox"/> May put a second gauze pad on top, but no more than one</p> <p><input type="checkbox"/> Does not remove the original gauze pad</p> <p><input type="checkbox"/> Verbalizes need to continue direct pressure until a tourniquet is available (extremity only) or bleeding stops</p>

INSTRUCTOR PROMPT

The bleeding has stopped.

FIRST AID RESPONDER ACTIONS	PROFICIENCY CHECKLIST
<p>✓ Checks circulation beyond the injury</p>	<p><input type="checkbox"/> Checks circulation beyond the injury</p>
<p>✓ Applies a bandage over the dressing to keep pressure on the wound</p>	<p><input type="checkbox"/> Places the end of a bandage on the dressing at a 45-degree angle</p> <p><input type="checkbox"/> Continues wrapping the bandage over the dressing</p> <p><input type="checkbox"/> Tapes to secure the dressing</p>
<p>✓ Checks circulation again; loosens the bandage as necessary</p>	<p><input type="checkbox"/> Checks circulation; loosens the bandage as necessary</p>
<p>✓ Removes gloves and verbalizes need to wash hands</p>	<p><input type="checkbox"/> Removes gloves and verbalizes need to wash hands</p>
<p>INSTRUCTOR PROMPT</p>	
<p><i>You continue to monitor for shock and give care, if necessary. EMS personnel have arrived and are beginning their care of the person. Good job.</i></p>	

APPENDIX D

Common Participant Skill Errors

Checking a Person Who Appears Unresponsive

- Failing to check the scene for safety
- Failing to call 9-1-1 and get equipment or tell someone to do so
- Failing to perform the shout-tap-shout sequence

Giving CPR to Adults

Giving Chest Compressions

- Giving compressions that are too shallow or too deep
- Interrupting compressions for too long or too frequently
- Incorrectly positioning the hands too low or too high
- Failing to use own weight to help with compressions by being over the center of the person's chest with own arms locked
- Failing to allow the chest to return to its normal position after each compression or giving compressions at an inappropriate rate

Giving Breaths

- Leaning in toward the chest, which closes the airway
- Not properly pinching the nose and sealing the mouth if using a face shield; not properly sealing the pocket mask
- Using an improperly sized mask for the person

Giving CPR Cycles

- Interrupting chest compressions for 10 seconds or more

Using an AED for Adults

- Plugging the AED pad connector cable into the AED before placing the pads on the chest (causing the AED to start analyzing before the pads are placed)
- Attaching the AED pads in the incorrect positions on the chest
- Touching the person while the AED is analyzing the rhythm because touching the person could adversely affect the analysis
- Touching the person while the AED is delivering a shock because anyone touching the person could also receive a shock
- Interrupting chest compressions for longer than 10 seconds

Giving CPR to Children

Giving Compressions

- Giving compressions that are too shallow or too deep
- Interrupting chest compressions for too long or too frequently
- Incorrectly positioning the hands too low or too high
- Failing to use own weight to help with compressions by being over the center of the child's chest with own arms locked
- Failing to allow the chest to return to its normal position after each compression or giving compressions at an inappropriate rate

Giving Breaths

- Leaning in toward the chest, which closes the airway
- Not properly pinching the nose and sealing the mouth if using a face shield; not properly sealing the pocket mask
- Using an improperly sized mask for the child

Giving CPR Cycles

- Interrupting chest compressions for 10 seconds or more

Giving CPR to Infants

Giving Compressions

- Giving compressions that are too shallow or too deep
- Interrupting chest compressions for too long or too frequently
- Incorrectly positioning the thumbs too low or too high
- Failing to allow the chest to return to its normal position after each compression or giving compressions at an inappropriate rate

Giving Breaths

- Leaning in toward the chest, which closes the airway
- Not properly sealing the nose and mouth if using a face shield; not properly sealing the pocket mask
- Using an improperly sized mask for the infant

Giving CPR Cycles

- Interrupting chest compressions for 10 seconds or more

Using an AED for Children and Infants

- Plugging the AED pad connector cable into the AED before placing the pads on the chest (causing the AED to start analyzing before the pads are placed)
- Attaching the AED pads in the incorrect positions on the chest
- Touching the child or infant while the AED is analyzing the rhythm because touching them could adversely affect the analysis
- Touching the child or infant while the AED is delivering a shock because anyone touching them could also receive a shock
- Interrupting chest compressions for longer than 10 seconds

Giving Back Blows and Abdominal Thrusts to Adults and Children

- Not properly positioning the hands during back blows
- Not placing one foot in between the feet of the choking person when giving abdominal thrusts
- Not using the thumb side of the fist for abdominal thrusts
- Placing the fist too high when giving abdominal thrusts

Giving Back Blows and Chest Thrusts to Infants

- Not properly positioning the infant for back blows with the infant's head face-down and lower than their body
- Not properly supporting the infant's head and neck during back blows
- Covering the infant's mouth when supporting the head during back blows
- Not using the heel of hand to deliver back blows
- Not delivering 5 back blows between the infant's shoulder blades
- Not properly positioning the infant for chest thrusts with the infant's head face-up and lower than their body
- Not properly supporting the infant's head and neck during chest thrusts
- Not placing two fingers in the center of the infant's chest just below the nipple line
- Placing the two fingers horizontally instead of vertically in the center of the infant's chest
- Not delivering 5 chest thrusts about 1½ inches deep

Caring for a Person Experiencing a Sudden Illness

- Not calling 9-1-1 and not getting the AED and first aid kit
- Not obtaining consent
- Not using PPE
- Not asking all of the SAM questions
- Not identifying appropriate care
- Not doing a focused check

Using Direct Pressure to Control Life-Threatening Bleeding

- Not using both hands stacked on one another to apply direct pressure
- Not locking the elbows when applying direct pressure
- Not checking for circulation beyond the injury before and after bandaging

APPENDIX E

Participant Progress Log

Instructor's Name and Course Name	Participants' Names											
Skill Practice (Core Course)												
Checking a Person Who Appears Unresponsive (optional)												
Giving Chest Compressions to Adults												
Giving Breaths to Adults with a Face Shield/Pocket Mask												
Giving CPR Cycles to Adults												
Using an AED for Adults												
Giving Chest Compressions to Children												
Giving Breaths to Children with a Face Shield/Pocket Mask												
Giving CPR Cycles to Children												
Giving CPR Cycles to Infants												
Using an AED for Children and Infants												
Giving Back Blows and Abdominal Thrusts to Adults and Children												
Giving Back Blows and Chest Thrusts to Infants												
Using Direct Pressure to Control Life-Threatening Bleeding												
Assessment Scenarios (Core Course)												
Giving CPR and Using an AED for Adults												
Giving CPR and Using an AED for Children												
Giving CPR and Using an AED for Infants												
Caring for a Choking Adult or Child												
Caring for a Choking Infant												

(Continued)

Assessment Scenarios (Core Course) (continued)

Caring for a Person Experiencing a Sudden Illness (optional)

Caring for Life-Threatening Bleeding

Skill Practice (Skill Boosts)

Administering Quick-Relief Medication Using an Inhaler with a Spacer

Administering Quick-Relief Medication Using a Nebulizer (optional)

Administering Epinephrine Using an Auto-Injector

Administering Naloxone Using a Nasal Spray

OR

Administering Naloxone Using a Nasal Atomizer

Using Direct Pressure to Control Life-Threatening Bleeding

Using Direct Pressure and a Windlass Tourniquet

OR

Using Direct Pressure and a Ratcheting Tourniquet

OR

Using Direct Pressure and an Elastic Tourniquet

Wound Packing

Applying a Rigid Splint to a Leg

Applying a Sling and Binder

Applying a Vacuum Splint to a Leg (optional)

Assessment Scenarios (Skill Boosts)

Caring for a Person Experiencing an Asthma Attack (Using an Inhaler with Spacer)

Caring for a Person Experiencing an Asthma Attack (Using a Nebulizer) (optional)

Caring for a Person Experiencing Anaphylaxis

Caring for a Person Experiencing an Opioid Overdose (Using a Nasal Spray **OR** Using a Nasal Atomizer)

Assessment Scenarios (Skill Boosts) (continued)												
Caring for Life-Threatening Bleeding (Using Direct Pressure)												
Caring for Life-Threatening Bleeding (Using Direct Pressure and a Windlass Tourniquet OR Using Direct Pressure and a Ratcheting Tourniquet OR Using Direct Pressure and an Elastic Tourniquet)												
Caring for Life-Threatening Bleeding (Wound Packing)												
Caring for a Person Experiencing a Muscle, Bone or Joint Injury (Applying a Rigid Splint)												
Caring for a Person Experiencing a Muscle, Bone or Joint Injury (Applying a Sling and Binder)												
Caring for a Person Experiencing a Muscle, Bone or Joint Injury (Applying a Vacuum Splint) (optional)												

Shaded areas = Optional skill practices and assessment scenarios

APPENDIX F

Skill Boost: Asthma and Quick-Relief Medication Administration

Module Length: 45 minutes (60 minutes with optional content)

Guidance for the Instructor

To complete this module and meet the learning objectives, you must:

- Discuss all points in the topic, “Skill Boost Introduction and Foundations.”
- Show the video, “CHECK—CALL—CARE Review” (2:29).
- Discuss all points in the topic, “Recognizing an Asthma Attack.”
- Show the video, “Recognizing an Asthma Attack” (1:40).
- Discuss all points in the topic, “Giving Care for a Person Experiencing an Asthma Attack.”
- Show the video, “Administering Quick-Relief Medication for an Asthma Attack” (3:52).
- Conduct the skill practice, “Administering Quick-Relief Medication Using an Inhaler.”
- Conduct the skill practice, “Administering Quick-Relief Medication Using a Nebulizer” (optional).
- Show the video, “Using a Nebulizer” (2:42) (optional).
- Discuss all points in the topic, “Assessment Scenario: Caring for a Person Experiencing an Asthma Attack.”
- Conduct the assessment scenario, “Caring for a Person Experiencing an Asthma Attack (Using an Inhaler with Spacer).”
- Conduct the assessment scenario, “Caring for a Person Experiencing an Asthma Attack (Using a Nebulizer)” (optional).
- Discuss all points in the topic, “Conclusion.”

Learning Objectives


After completing this module, participants will be able to:

- Describe asthma and an asthma attack.
- Understand general care for asthma.
- Apply the emergency action steps to an asthma attack.
- Administer quick-relief medication using an inhaler with a spacer.
- Administer quick-relief medication via nebulizer (optional).

Materials, Equipment and Supplies

- Skill Boost: Asthma and Quick-Relief Medication Administration course presentation, downloadable videos or First Aid/CPR/AED DVD
- Computer or tablet with speakers, projector and projection screen or monitor
- Inhaler (training) (one for every two or three participants)
- Spacer device (one for each participant)
- Face mask for spacer device (optional; if practicing to administer to young children or infants; one for each participant)
- Nebulizer (optional; one for every two or three participants)
- Nebulizer face mask or bite piece (optional; one for each participant)
- Saline solution (optional)
- Latex-free disposable gloves (multiple sizes)

- Skill Practice Sheet: Administering Quick-Relief Medication Using an Inhaler (one for every two or three participants)
- Skill Practice Sheet: Administering Quick-Relief Medication Using a Nebulizer (optional; one for every two or three participants)
- Assessment Scenario Flowchart: Caring for a Person Experiencing an Asthma Attack (Using an Inhaler with Spacer) (one for every two or three participants)
- Assessment Scenario Flowchart: Caring for a Person Experiencing an Asthma Attack (Using a Nebulizer) (optional; one for every two or three participants)
- Assessment Scenario Tool: Caring for a Person Experiencing an Asthma Attack (Using an Inhaler with Spacer)
- Assessment Scenario Tool: Caring for a Person Experiencing an Asthma Attack (Using a Nebulizer) (optional)
- Participant Progress Log
- Red Cross First Aid mobile app (optional)
- *First Aid/CPR/AED Participant's Manual* (optional)

 **Instructor's Note** Skill Practice Sheets, Assessment Scenario Flowcharts, Assessment Scenario Tools and Participant Progress Logs can be copied from this appendix or downloaded from the Red Cross Learning Center.

 **Instructor's Note**

- This skill boost was developed to address the need for training and certification in the use of an inhaler with spacer and includes optional training in the use of a nebulizer. Participants must be certified in First Aid and/or CPR or enrolled in an equivalent Red Cross course to take this skill boost.
- The instructor should emphasize during the module that:
 - This information is provided as general guidance only.
 - State and local laws, facility policies and differing advice, actual instructions or protocols from a healthcare provider for a specific person or situation should take precedence over instruction in this module.
 - It is important to follow the manufacturer's instructions for the type of inhaler, spacing device or nebulizer you are using.
 - Being proactive is key, such as:
 - Obtaining health information about respiratory problems, along with instructions and permission to administer treatment.
 - Following instructions for the person as provided by a healthcare provider.
 - Checking medication(s) for expiration date.
 - Knowing the plan of action for the setting in an emergency.

Skill Boost Introduction and Foundations

5 minutes



Instructor's Note If you are teaching this skill boost at the same time as the First Aid/CPR/AED core course, skip the Welcome and the Review of Check, Call, Care sections.

Welcome

LECTURE



REFERENCES

Course Presentation
Slides 1–2

- Welcome participants and briefly introduce yourself as an American Red Cross instructor.
- Review the following information, if necessary:
 - Facility policies and procedures
 - Locations of restrooms, water fountains and break areas
 - Where emergency exits are located as well as where automated external defibrillators (AEDs) and first aid kits are located
- Tell participants:
 - PPE, which includes latex-free disposable gloves, will be used during all skill practice sessions and assessment scenarios.
 - Though the risk for infection is low when giving care, you can lower your risk by always washing your hands after giving care (and before, if possible) and using PPE when giving care.



Instructor's Note The American Red Cross advises that responders use appropriate PPE when giving first aid care if PPE is available and circumstances allow. In accordance with this position, the responders depicted in the skill videos that support this training are consistently shown using PPE as availability and circumstances allow.

Skill Boost Purpose and Completion

LECTURE



REFERENCES

Course Presentation
Slides 3–4

- Tell participants that the purpose of this module is to give individuals the knowledge and skills necessary to recognize an asthma attack and give care for a person experiencing an asthma attack by administering medication until EMS personnel arrive and begin their care of the person.
- Explain that this module includes the demonstration of, and skill practice session and assessment scenario for, administering quick-relief medication using an inhaler with spacer. In addition, optional content is available for administering quick-relief medication using a nebulizer device.
- Emphasize that this module is designed to help participants feel confident and willing to act if they ever need to give care for an asthma attack.
- Inform participants of successful skill boost completion requirements. They must:
 - Attend and participate in the entire class session.
 - Participate in all skill boost activities.
 - Demonstrate competency in the required skill.
 - Successfully complete the assessment scenario.
- Inform participants that upon successful skill boost completion, they will receive a certificate from the American Red Cross that is valid for 2 years.



Instructor's Note Ask participants to inform you privately if they have any condition that might affect participation in this skill boost.

Review of Check, Call, Care

LECTURE



VIDEO



REFERENCES

Course Presentation
Slides 5–6

Participant's Manual
Chapter 1

- In any emergency situation, including an asthma attack, it is important to follow the emergency action steps: CHECK—CALL—CARE.
- Tell participants that they are going to watch a video to review how to check, call and care for a person.
- Show the video, “CHECK—CALL—CARE Review” (2:29).
- Ask participants if anything in the video needs clarification.

Recognizing an Asthma Attack

4 minutes

LECTURE



REFERENCES

Course Presentation
Slides 7–10

- Briefly review with participants what asthma is.
 - Asthma is a chronic illness that has acute episodes due to triggers involving airway inflammation that leads to swelling and narrowing.
 - Muscle tightening around the airways (bronchoconstriction)
 - Possible increase in mucus production
 - The inflammatory effects initially lead to increased difficulty moving air out of the lungs.
 - As the condition worsens, it can also affect the ability to move air into the lungs.
 - Triggers can include stress, exercise, temperature changes, allergens.
- Summarize strategies used by a person with asthma, such as:
 - Avoiding triggers, such as exercise, temperature extremes, allergens, respiratory infections, stress or anxiety, air pollution and strong odors.
 - Taking prescribed long-term control medications.
 - Monitoring symptoms.
 - Following an asthma action plan that identifies the steps to follow based on symptoms.
- Reinforce with participants that even when a person takes steps to manage asthma, they may still experience an asthma attack.
- Tell participants that a person experiencing an asthma attack can lose their life before EMS arrives. By taking action and giving immediate care, they can save a life.
- Explain to participants that it is important to know what an asthma attack is, what causes it and the signs and symptoms of an asthma attack.

VIDEO





REFERENCES

Course Presentation
Slide 11

- Tell participants that they are going to watch a video about recognizing an asthma attack.
- Show the video, “Recognizing an Asthma Attack” (1:40).
- Ask participants if anything in the video needs clarification.

Giving Care for a Person Experiencing an Asthma Attack

24 minutes

Check, Call, Care	
<p>LECTURE</p>  <p>REFERENCES Course Presentation Slides 12–14</p>	<ul style="list-style-type: none">■ Explain to participants that an asthma attack is life-threatening and so it is critical to act quickly to stop or slow its effects.■ Tell participants that they should follow the emergency action steps: CHECK—CALL—CARE as they have learned to do for any emergency situation.<ul style="list-style-type: none">● Check the scene for safety, form an initial impression and obtain consent. (Note: If, during the <i>initial impression</i>, you determine that the person appears to be experiencing a life-threatening emergency [e.g., trouble breathing], immediately call 9-1-1, get the equipment and give general care for the condition found. <i>Then</i>, continue your check [as appropriate] to determine if additional care is needed.) Continue checking the person for signs and symptoms of an asthma attack.● Call 9-1-1 and get equipment, or tell someone to do so, if you recognize signs and symptoms of an asthma attack.<ul style="list-style-type: none">○ If you are alone, administer the medication and then call 9-1-1.● Care for an asthma attack includes general care and administration of quick-relief medication.
Understanding Asthma Medication	
<p>LECTURE</p>  <p>REFERENCES Course Presentation Slides 15–21</p>	<ul style="list-style-type: none">■ Communicate the following to participants:<ul style="list-style-type: none">● People who have been diagnosed with asthma are likely to have a personalized medication plan, including a set of steps for emergencies. Parents of children with asthma will often give an emergency plan from their child's medical provider to their child's school, day care or after-school program. Those with a plan should take all medications exactly as prescribed by their healthcare provider.● General care for an asthma attack follows the general care approach for medical emergencies, including:<ul style="list-style-type: none">○ Allowing the person to assume a position of comfort.○ Maintaining their temperature.○ Assisting with or administering quick-relief medications.○ Continuing to monitor until EMS arrive.● Asthma medications come in two forms: long-term control and quick relief.<ul style="list-style-type: none">○ Long-term control medications prevent or reverse inflammation (swelling) and muscle constriction in the airway. These medicines work slowly. They help to control asthma over the long term and should be taken every day whether or not signals of asthma are present.○ Quick-relief—or rescue—medications are used to treat an asthma attack. These medications work quickly to relieve the sudden narrowing of breathing passages. Quick-relief medications also are called bronchodilators.■ Tell participants that before administering quick-relief medication, they must determine if their state and local laws and facility policies permit them to do so.■ Explain to participants that some state and local laws and facility policies require previous use of or a prescription for quick-relief medications; others allow administering stock quick-relief medications using a stock device, which may be used depending on state laws and facility policies for either <i>anyone</i> experiencing an asthma attack or <i>only for those diagnosed as having asthma</i> and who have been prescribed quick-relief medications.

(Continued)

- Tell participants that they can administer quick-relief medication *using a person’s prescribed inhaler or nebulizer device* when:
 - State and local laws and facility policy permit them to do so, and they are trained.
 - The person has a previous diagnosis of asthma and has been prescribed an inhaler or nebulizer device with quick-relief medications, which they have with them.
 - The person is having signs and symptoms of an asthma attack.
 - The person requests the lay responder’s help to use their inhaler or nebulizer, or the person is unable to administer their medication.
- Tell participants that they can administer quick-relief medication *via a stock inhaler or nebulizer device* if state and local laws and facility policy permit them to do so and if one of these devices is available and they are trained to use it.
 - If this is permitted at their facility, there will be a specific plan for using these stock items.
 - There may be specific requirements, which will be in compliance with state law and facility policies such as:
 - Only administer to someone who has been prescribed quick-relief medication via an inhaler or nebulizer.
 - Only administer to someone who has been previously diagnosed with asthma.
 - Administer to anyone having signs and symptoms of an asthma attack.

Administering Quick-Relief Medication for Asthma

VIDEO



REFERENCES

Course Presentation
Slide 22

- Tell participants that they are going to watch a video about administering quick-relief medication for asthma.
- Show the video, “Administering Quick-Relief Medication for an Asthma Attack” (3:52).

Skill Practice: Administering Quick-Relief Medication Using an Inhaler

SKILL PRACTICE



REFERENCES

Course Presentation
Slides 23–25

Skill Practice Sheet:
Administering Quick-
Relief Medication
Using an Inhaler

Participant Progress
Log

Participant’s Manual
Appendix D

- Conduct the skill practice, “Administering Quick-Relief Medication Using an Inhaler.”
- Tell participants that they will now practice administering quick-relief medication using an inhaler with a spacer.



Instructor’s Note If participants do not want to put their mouth on the equipment, they can choose to simulate the actions.

- Divide the class into groups of **two or three** and assign the roles of “First Aid Responder,” “Person Experiencing an Asthma Attack” or “Coach.” For groups of two, have the second participant play the roles of Person Experiencing an Asthma Attack and Coach.
- Communicate the following to participants:
 - The **First Aid Responder** will care for a person experiencing an asthma attack. The person in this role should complete all steps of caring for a person experiencing an asthma attack by administering quick-relief medication using an inhaler with a spacer.
 - The **Person Experiencing an Asthma Attack** should role-play as appropriate.
 - The **Coach** will give feedback and guide the First Aid Responder through the steps of the skill using the Skill Practice Sheet: Administering Quick-Relief Medication Using an Inhaler.
 - In all rounds, the Coach should read each step of the skill aloud, as needed.



Instructor's Note You can modify the degree of coaching based on the participants' experience level. For example, if a participant in the role of First Aid Responder doesn't need guiding through the steps of the skill, the Bystander can just observe and give corrective feedback as needed.

- After all steps have been completed, participants should switch roles and the new First Aid Responder should complete all steps.
- Participants should help each other and give peer feedback.
- Circulate among the groups to give assistance and corrective global and individual feedback as necessary.
 - Common errors to look for include:
 - Does not shake the inhaler before administering.
 - Does not remove the cap on the inhaler before attaching to a spacer.
 - Does not instruct the person about exhaling prior to inserting the spacer.
 - Does not tell the person when to inhale.
 - Does not press the inhaler and then immediately tell the person to inhale.
- Ensure that the Coach gives step-by-step instructions during the rounds, as necessary.
- Manage the time for each round of skill practice and rotate roles at the end of each round.
- Check off each participant's progress on the Participant Progress Log.
- Ask participants if anything from the skill practice needs clarification.

Skill Practice: Administering Quick-Relief Medication Using a Nebulizer (optional)

SKILL PRACTICE



REFERENCES

Course Presentation
Slides 26–29

Skill Practice Sheet:
Administering Quick-
Relief Medication
Using a Nebulizer

Participant Progress
Log

Participant's Manual
Appendix D

- Show the video, "Using a Nebulizer" (2:42).
- Conduct the skill practice, "Administering Quick-Relief Medication Using a Nebulizer."
- Tell participants that they will now practice administering quick-relief medication using a nebulizer.



Instructor's Note If participants do not want to put their mouth on the equipment, they can choose to simulate the actions.

- Have the groups of **two or three** stay in position and assign the roles of "First Aid Responder," "Person Experiencing an Asthma Attack" or "Coach." For groups of two, have the second participant play the roles of Person Experiencing Asthma Attack and Coach.
- Communicate the following to participants:
 - The **First Aid Responder** will care for a person experiencing an asthma attack. The person in this role should complete all steps of caring for a person experiencing an asthma attack by administering quick-relief medication using a nebulizer.
 - The **Person Experiencing an Asthma Attack** should role-play as appropriate.
 - The **Coach** will give feedback and guide the First Aid Responder through the steps of the skill using the Skill Practice Sheet: Administering Quick-Relief Medication Using a Nebulizer.
 - In all rounds, the Coach should read each step of the skill aloud, as needed.



Instructor's Note You can modify the degree of coaching based on the participants' experience level. For example, if a participant in the role of First Aid Responder doesn't need guiding through the steps of the skill, the Bystander can just observe and give corrective feedback as needed.

(Continued)



Instructor's Note In a real-life situation, it can take from 10 to 15 minutes to deliver the full amount of medication. During skill practice, you can end each participant's practice about a minute after starting the nebulizer by stating that all the medication has been given.

- After all steps have been completed, participants should switch roles and the new First Aid Responder should complete all steps.
- Participants should help each other and give peer feedback.
- Circulate among the groups to give assistance and corrective global and individual feedback as necessary.
 - Common errors to look for include:
 - Does not attach the tubing in the correct places.
 - Does not place the medication into the medicine cup before turning on the nebulizer or pours too much medication into the medicine cup (if applicable).
 - Does not plug in or turn on the nebulizer machine.
 - Places the mouthpiece or face mask incorrectly.
 - Does not tap the side of the nebulizer to allow all medication to drop and be nebulized.
- Ensure that the Coach gives step-by-step instructions during the rounds, as necessary.
- Manage the time for each round of skill practice and rotate roles at the end of each round.
- Check off each participant's progress on the Participant Progress Log.
- Ask participants if anything from the skill practice needs clarification.

Assessment Scenario: Caring for a Person Experiencing an Asthma Attack

10 minutes

Assessment Scenario: Caring for a Person Experiencing an Asthma Attack (Using an Inhaler with Spacer)

SCENARIO



REFERENCES

Course Presentation Slides 30–35

Assessment Scenario Flowchart: Caring for a Person Experiencing an Asthma Attack (Using an Inhaler with Spacer)

Assessment Scenario Tool: Caring for a Person Experiencing an Asthma Attack (Using an Inhaler with Spacer)

Participant Progress Log

- Tell participants that they will now be assessed on putting everything together, from checking the scene and forming an initial impression through administering quick-relief medication using an inhaler with a spacer.



Instructor's Note If participants do not want to put their mouth on the equipment, they can choose to simulate the actions.

- Have the groups of **two or three** get into position and assign the roles of “First Aid Responder,” “Person Experiencing an Asthma Attack” or “Bystander/Coach.” For groups of two, have the second participant play the roles of Person Experiencing an Asthma Attack and Coach. You (the instructor) may play the role of Bystander.
- Explain to participants that you will provide a scenario setup and appropriate prompts throughout the scenario.
 - Participants should wait for instructor prompts and not rush ahead in the scenario.



Instructor's Note Scenario setups are provided in the Assessment Scenario Tool. However, you can make up your own scenario setup specific to your facility's needs, as long as it achieves the objectives of checking the scene, forming an initial impression, obtaining consent, using PPE, checking for signs and symptoms of an asthma attack, calling 9-1-1 and getting equipment, and administering quick-relief medication using an inhaler with a spacer.

- Communicate the following to participants:
 - The **First Aid Responder** will follow instructor prompts and check the scene for safety, form an initial impression, obtain consent, use PPE, check the person for signs and symptoms of an asthma attack, tell Bystander to call 9-1-1 and get equipment, and administer quick-relief medication using an inhaler with a spacer.
 - The **Person Experiencing an Asthma Attack** should role-play as appropriate.
 - The **Bystander** will verbalize calling 9-1-1 and getting an AED, a first aid kit, and an inhaler with a spacer when instructed. The **Coach** will observe the First Aid Responder and reference the Assessment Scenario Flowchart: Caring for a Person Experiencing an Asthma Attack (Using an Inhaler with Spacer) in preparation for their turn.
 - If necessary, the Coach can repeat the instructor prompts during the scenario but should **not** provide coaching or peer-to-peer feedback.



Instructor's Note Tell participants that in this scenario the Bystander is authorized to go and get the stock medication that is stored in the facility. In a real-life situation, only someone authorized to get the medication should do so. In some instances, you can administer a person's own inhaler and would not need to send someone to get it.

- Hand out the Assessment Scenario Flowchart: Caring for a Person Experiencing an Asthma Attack (Using an Inhaler with Spacer) to each group.
- Communicate the following to participants:
 - You will perform the assessment scenario until all participants have had an opportunity to be assessed in the role of First Aid Responder.
- Circulate among the groups to give assistance and corrective global and individual feedback as necessary during and after each round.
- Manage the time for each round of the scenario and rotate roles after each round of the scenario.
- Check off each participant's progress on the Participant Progress Log.
- Ask participants if anything from the scenario needs clarification.

(Continued)

Assessment Scenario: Caring for a Person Experiencing an Asthma Attack (Using a Nebulizer) (optional)

SCENARIO



REFERENCES

Course Presentation
Slide xx

Assessment Scenario
Flowchart: Caring for
a Person Experiencing
an Asthma Attack
(Using a Nebulizer)

Assessment Scenario
Tool: Caring for a
Person Experiencing
an Asthma Attack
(Using a Nebulizer)

Participant Progress
Log

- Tell participants that they will now be assessed on putting everything together, from checking the scene and forming an initial impression through administering quick-relief medication using a nebulizer.



Instructor's Note If participants do not want to put their mouth on the equipment, they can choose to simulate the actions.

- Have the groups of **two or three** get into position and assign the roles of “First Aid Responder,” “Person Experiencing an Asthma Attack” or “Bystander/Coach.” For groups of two, have the second participant play the roles of Person Experiencing an Asthma Attack and Coach. You (the instructor) may play the role of Bystander.
- Explain to participants that you will provide a scenario setup and appropriate prompts throughout the scenario.
 - Participants should wait for instructor prompts and not rush ahead in the scenario.



Instructor's Note Scenario setups are provided in the Assessment Scenario Tool. However, you can make up your own scenario setup specific to your facility's needs, as long as it achieves the objectives of checking the scene, forming an initial impression, obtaining consent, using PPE, checking for signs and symptoms of an asthma attack, calling 9-1-1 and getting equipment, and administering quick-relief medication using a nebulizer.

- Communicate the following to participants:
 - The **First Aid Responder** will follow instructor prompts and check the scene for safety, form an initial impression, obtain consent, use PPE, check the person for signs and symptoms of an asthma attack, tell Bystander to call 9-1-1 and get equipment, and administer quick-relief medication using a nebulizer.
 - The **Person Experiencing an Asthma Attack** should role-play as appropriate.
 - The **Bystander** will verbalize calling 9-1-1 and getting an AED, a first aid kit, quick-relief medication and a nebulizer when instructed. The **Coach** will observe the First Aid Responder and reference the Assessment Scenario Flowchart: Caring for a Person Experiencing an Asthma Attack (Using a Nebulizer) in preparation for their turn.
 - If necessary, the Coach can repeat the instructor prompts during the scenario but should **not** provide coaching or peer-to-peer feedback.



Instructor's Note Tell participants that in this scenario the Bystander is authorized to go and get the medication that is stored in the facility. In a real-life situation, only someone authorized to get the quick-relief medication and nebulizer should do so. In some instances, you can administer a person's own quick-relief medication via a nebulizer and would not need to send someone to get it.

- Hand out the Assessment Scenario Flowchart: Caring for a Person Experiencing an Asthma Attack (Using a Nebulizer) to each group.

	<ul style="list-style-type: none"> ■ Communicate the following to participants: <ul style="list-style-type: none"> ● You will perform the assessment scenario until all participants have had an opportunity to be assessed in the role of First Aid Responder. ■ Circulate among the groups to give assistance and corrective global and individual feedback as necessary during and after each round. ■ Manage the time for each round of the scenario and rotate roles after each round of the scenario. ■ Check off each participant's progress on the Participant Progress Log. ■ Ask participants if anything from the scenario needs clarification.
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Conclusion

2 minutes



Instructor's Note If you are teaching this skill boost on the same day as the First Aid/CPR/AED core course, you do not need to teach this topic. Instead, teach the Conclusion module in the core course.

LECTURE



REFERENCES

Course Presentation
Slides 36–37

- Thank participants for their efforts during class and ask for any remaining questions.
- Explain that participants will receive a certificate for Asthma and Quick-Relief Medication Administration from the American Red Cross that is valid for 2 years.
- Remind participants that this certification is separate from their First Aid/CPR/AED certification.
- Remind participants that many resources are available to help them respond to an emergency:
 - The American Red Cross First Aid app is free and available for iPhone and Android devices.
 - Ready Reference cards can be kept handy in a medical emergency.
 - The *First Aid/CPR/AED Participant's Manual* contains detailed information on topics covered in class as well as a wide range of additional topics not covered in the course.






Instructor's Note If participants did not receive Ready Reference cards or a participant's manual as part of their course materials, tell participants that these materials (as well as first aid kits and supplies) are available through the Red Cross store at redcross.org.







Instructor's Note If a participant did not successfully complete the assessment scenario, offer the opportunity for a same-day retest. If a participant did not successfully complete the same-day retest, inform the participant about the need to retake the skill boost.

Skill Practice Sheet: Administering Quick-Relief Medication Using an Inhaler

<p>1. Verify the medication with the person.</p> <ul style="list-style-type: none">■ Check the label for the medication name and expiration date.	
<p>2. Shake the inhaler and remove the mouthpiece cover.</p>	
<p>3. Attach a spacing device (and a face mask for a young child or infant) to the inhaler.</p>	
<p>4. Tell the person to breathe out as much as possible through the mouth.</p>	
<p>5. Have the person place their lips tightly around the mouthpiece (or place the face mask over the child's or infant's nose and mouth).</p>	
<p>6. Firmly press the inhaler canister to release the medicine into the spacer.</p>	
<p>7. Tell the person to take a slow deep breath and then to hold their breath for 5 to 10 seconds.</p> <ul style="list-style-type: none">■ If they can't take a slow, deep breath OR they are using a spacer with a face mask, tell them to take several normal breaths from the spacer.	
<p>8. Note the time of administration and any change in their condition.</p>	

Skill Practice Sheet: Administering Quick-Relief Medication Using a Nebulizer

<p>1. Verify the medication with the person.</p> <ul style="list-style-type: none">■ Check the label for the medication name and expiration date.	
<p>2. Connect the tubing to the bottom of the medicine cup.</p>	
<p>3. Remove the cap of the medicine cup and fill it with the prescribed amount of liquid medication.</p> <p>Note: <i>Make sure the medicine cup remains upright.</i></p>	
<p>4. Put the cap back onto the medicine cup and connect the tubing to the air compressor.</p>	
<p>5. Attach a mouthpiece OR a face mask to the medicine cup.</p>	

(Continued)

6. Turn the nebulizer on and make sure it is misting.



7. Place the mouthpiece and have the person bite down to seal it in the person's mouth **OR place the face mask** over the person's nose and mouth.



8. Tell the person to take slow and deep breaths through the mouth (mouthpiece) or mouth and nose (face mask) until all the medicine is used.

- Occasionally tap the sides of the nebulizer to help the medicine drop to where it can be misted.



9. After all the medication has been given, remove the mouthpiece from the person's mouth **OR take the mask off** the person. Then, turn off the nebulizer.

10. Note the time of administration and any **change in their condition**.

Assessment Scenario Flowchart: Caring for a Person Experiencing an Asthma Attack (Using an Inhaler with Spacer)



First Aid Responder action.
Do not read aloud.



Instructor prompt. Read aloud
after each critical action.



Bystander, Parent, Injured
or Ill Person

First Aid Responder:

Checks the scene for **safety**, forms an **initial impression**, **obtains consent** and **puts on gloves**.

Person Experiencing an Asthma Attack:

Role-plays as appropriate.

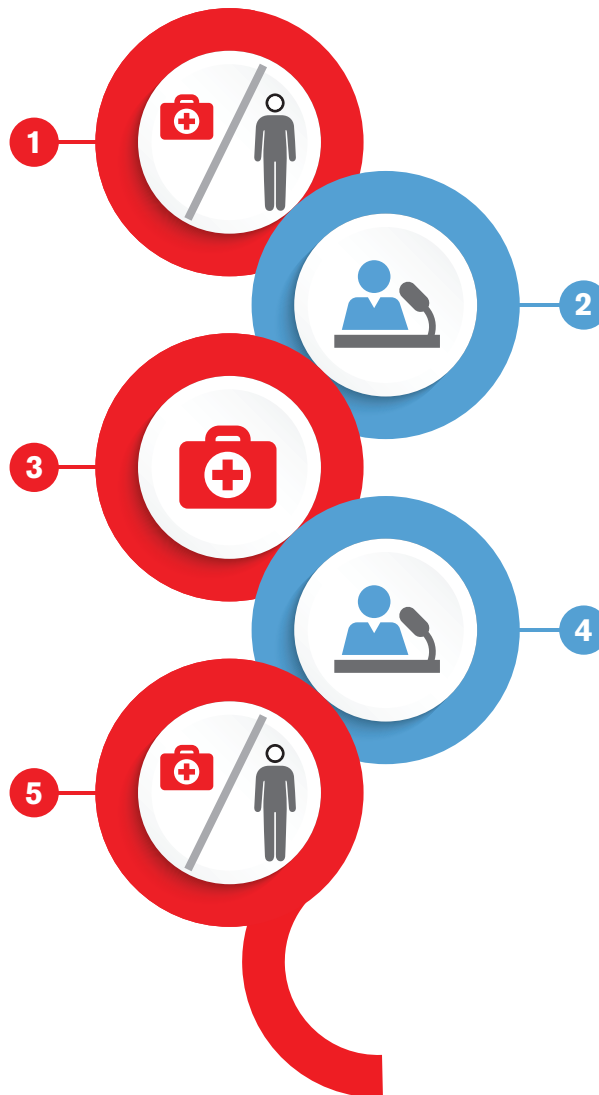
First Aid Responder:

Continues the check of the person (**SAM** and **focused check**).

First Aid Responder:

Tells Bystander to **call 9-1-1** and get an **AED**, a **first aid kit**, and a quick-relief **inhaler** and **spacer**.

Bystander: Verbalizes calling 9-1-1 and getting an AED, a first aid kit, and an inhaler and spacer.



Instructor: The scene is safe, the person appears responsive and you do not see life-threatening bleeding, but the person is coughing quite a bit and looks scared. You have consent.

Instructor: The person is coughing, and you can hear wheezing. They are only able to answer your questions using a few words without stopping for a breath. They tell you that they have asthma and use a quick-relief medication.

(Continued)



First Aid Responder action.
Do not read aloud.



Instructor prompt. Read aloud
after each critical action.



Bystander, Parent, Injured
or Ill Person

Instructor: You allow the person to assume a position of comfort and continue to monitor them while awaiting the medication. The Bystander has returned with the AED, a first aid kit, and an inhaler and spacer and informs you that they have called 9-1-1 and EMS is on the way.

First Aid Responder: **Shakes the inhaler** and removes the mouthpiece cover.

First Aid Responder: **Tells the person to breathe out** as much as possible through the mouth.

First Aid Responder: **Firmly presses down on the inhaler canister** to administer the medication.

6



7

First Aid Responder: **Verifies** the medication, including name of medication and expiration date.

8



First Aid Responder: **Shakes the inhaler** and removes the mouthpiece cover.

First Aid Responder: **Tells the person to breathe out** as much as possible through the mouth.

First Aid Responder: **Firmly presses down on the inhaler canister** to administer the medication.

10



First Aid Responder: **Firmly presses down on the inhaler canister** to administer the medication.

12



First Aid Responder: **Firmly presses down on the inhaler canister** to administer the medication.

9



First Aid Responder: **Attaches a spacing device** to the inhaler (and a face mask to the spacing device if the person is a young child or infant).

11



First Aid Responder: Has the person **place their lips tightly around the mouthpiece OR** places the face mask over the child's or infant's nose and mouth.



First Aid Responder action.
Do not read aloud.



Instructor prompt. Read aloud
after each critical action.



Bystander, Parent, Injured
or Ill Person

First Aid Responder:

Has the person take a **slow, deep breath** and then tells them **to hold their breath for 5 to 10 seconds** OR if they can't take deep breaths or are using a spacer with a face mask, tells them to take **several normal breaths** from the spacer.

Instructor: EMS personnel have arrived and are beginning their care of the person.

13



14



First Aid Responder:
Notes the time of administration and any change in the person's condition.

15



Assessment Scenario Flowchart: Caring for a Person Experiencing an Asthma Attack (Using a Nebulizer) (optional)



First Aid Responder action.
Do not read aloud.



Instructor prompt. Read aloud
after each critical action.



Bystander, Parent, Injured
or Ill Person

First Aid Responder:

Checks the scene for **safety**, forms an **initial impression**, **obtains consent**, and **puts on gloves**.

Person Experiencing an Asthma Attack:

Role-plays as appropriate.

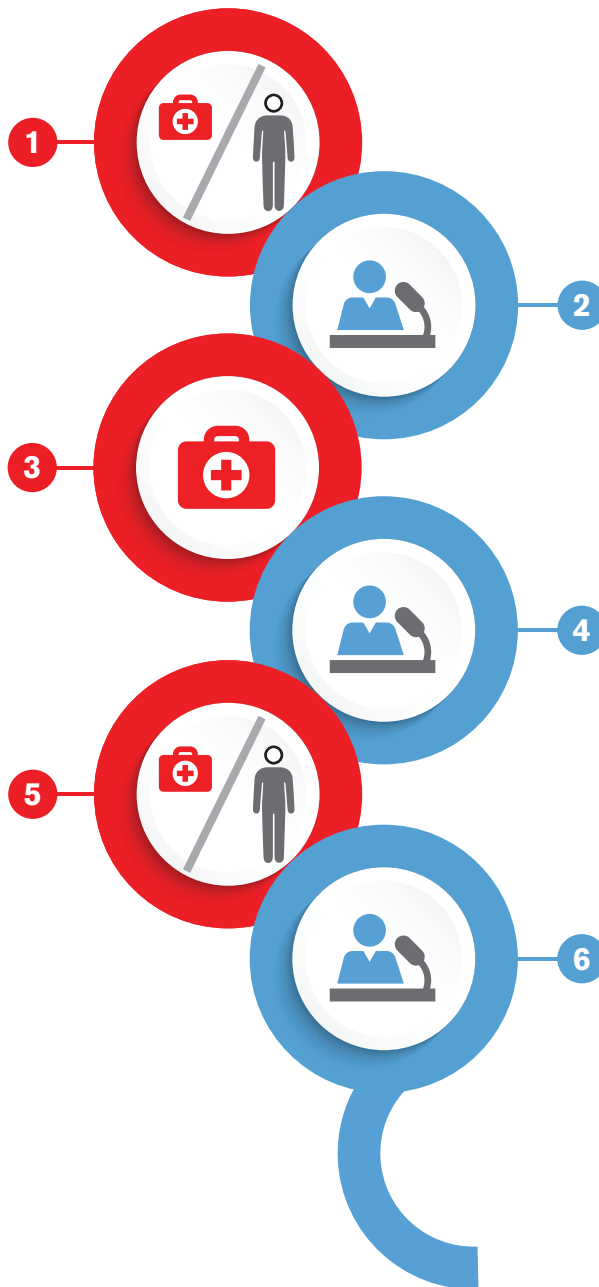
First Aid Responder:

Continues the check of the person (**SAM** and **focused check**).

First Aid Responder:

Tells Bystander to **call 9-1-1** and get an **AED**, a **first aid kit**, **quick-relief medication** and a **nebulizer**.

Bystander: Verbalizes calling 9-1-1 and getting an AED, a first aid kit, quick-relief medication and a nebulizer.



Instructor: The scene is safe, the person appears responsive and you do not see life-threatening bleeding, but the person is coughing quite a bit and looks scared. You have consent.

Instructor: The person is coughing, and you can hear wheezing. They are only able to answer your questions using a few words without stopping for a breath. They tell you that they have asthma and use a quick-relief medication.

Instructor: You allow the person to assume a position of comfort and continue to monitor them while awaiting the medication. The Bystander has returned with the AED, a first aid kit, quick-relief medication and a nebulizer and informs you that they have called 9-1-1 and EMS is on the way.



First Aid Responder action.
Do not read aloud.



Instructor prompt. Read aloud
after each critical action.



Bystander, Parent, Injured
or Ill Person

First Aid Responder:

Verifies the medication, including name of medication and expiration date.

7



First Aid Responder:

Removes the cap of the medicine cup and **fills it with the prescribed amount of liquid medication.**

9



First Aid Responder:

Attaches a mouthpiece OR a face mask to the medicine cup.

11



First Aid Responder:

Places the mouthpiece in the person's mouth **OR places the face mask** over the person's nose and mouth.

13



First Aid Responder:

Connects the tubing to the medicine cup.

8



First Aid Responder:

Puts the cap back onto the medicine cup and **connects the tubing to the air compressor.**

10



First Aid Responder:

Turns the nebulizer on and makes sure it is misting.

12



First Aid Responder:

Tells the person to take slow and deep breaths through the mouth until all the medicine is used.

14



(Continued)



First Aid Responder action.
Do not read aloud.



Instructor prompt. Read aloud
after each critical action.



Bystander, Parent, Injured
or Ill Person

First Aid Responder:

Occasionally taps the sides of the nebulizer to help the medicine drop to where it can be misted.

15



16

Instructor: All the medication has been given.

First Aid Responder:

Removes the mouthpiece from the person's mouth **OR takes the mask off** the person.

17



18

First Aid Responder:
Turns off the nebulizer.

First Aid Responder:

Notes the time of administration and any change in the person's condition.

19



20

Instructor: EMS personnel have arrived and are beginning their care of the person.

Assessment Scenario Tool: Caring for a Person Experiencing an Asthma Attack (Using an Inhaler with Spacer)

Please use the setup option that best suits the needs of your participants or create your own scenario setup.

Scenario Setup Option 1	Scenario Setup Option 2	Scenario Setup Option 3
<i>You are teaching a science class on plants and flowers outside to a group of 6th graders. One of your students starts to cough and looks scared.</i>	<i>You are working on a construction site on a hot summer day. One of your co-workers starts to cough and looks scared.</i>	<i>You are running on a trail with a friend when you come upon a person standing on the side of the trail. They are coughing and look scared.</i>
FIRST AID RESPONDER ACTIONS		PROFICIENCY CHECKLIST
✓ Checks the scene for safety	<input type="checkbox"/> Checks scene before entering scene to ensure safety	
✓ Forms an initial impression	<input type="checkbox"/> Forms an initial impression about what's going on with the person as they approach them <input type="checkbox"/> Identifies any life-threatening conditions, such as appearing unresponsive, appearing not to be breathing, having life-threatening bleeding or another life-threatening condition	
✓ Obtains consent	<input type="checkbox"/> Obtains consent by telling the person who they are and what they plan to do, or consent is implied	
✓ Puts on gloves	<input type="checkbox"/> Uses appropriate PPE	
INSTRUCTOR PROMPT		
<i>The scene is safe, the person appears responsive and you do not see life-threatening bleeding, but the person is coughing quite a bit and looks scared. You have consent.</i>		

(Continued)

FIRST AID RESPONDER ACTIONS	PROFICIENCY CHECKLIST
<p>✓ Continues the check of the person (SAM and focused check)</p>	<p><input type="checkbox"/> Uses SAM to ask questions about Signs and Symptoms, Allergies, and Medications and Medical conditions</p> <p><input type="checkbox"/> Does a focused check of the injured or ill person based on what the injured or ill person told them, how the injured or ill person is acting and what they see</p>

INSTRUCTOR PROMPT

The person is coughing, and you can hear wheezing. They are only able to answer your questions using a few words without stopping for a breath. They tell you that they have asthma and use a quick-relief medication.

FIRST AID RESPONDER ACTIONS	PROFICIENCY CHECKLIST
<p>✓ Tells Bystander to call 9-1-1 and get an AED, a first aid kit, and a quick-relief inhaler and spacer</p>	<p><input type="checkbox"/> Tells Bystander to call 9-1-1 and get an AED, a first aid kit, and a quick-relief inhaler and spacer</p> <p><input type="checkbox"/> Uses closed-loop communication</p>

INSTRUCTOR PROMPT

You allow the person to assume a position of comfort and continue to monitor them while awaiting the medication. Bystander has returned with the AED, a first aid kit, and an inhaler and spacer and informs you that they have called 9-1-1 and EMS is on the way.

<p>✓ Verifies the medication, including name of medication and expiration date</p>	<p><input type="checkbox"/> Checks the label for the medication name and expiration date</p>
<p>✓ Shakes the inhaler and removes the mouthpiece cover</p>	<p><input type="checkbox"/> Shakes inhaler and removes mouthpiece cover</p>
<p>✓ Attaches a spacing device to the inhaler (or a face mask if the person is a young child or an infant)</p>	<p><input type="checkbox"/> Attaches spacer to inhaler</p> <p><input type="checkbox"/> Attaches face mask to spacer for a young child or infant</p>
<p>✓ Tells the person to breathe out as much as possible through the mouth</p>	<p><input type="checkbox"/> Tells person to breathe out as much as possible</p>
<p>✓ Has the person place their lips tightly around the mouthpiece OR places the face mask over the child's or infant's nose and mouth)</p>	<p><input type="checkbox"/> Tells person to place lips tightly around mouthpiece</p> <p><input type="checkbox"/> Places face mask over child's or infant's nose and mouth</p>

<p>✓ Firmly presses down on the inhaler canister to administer the medication</p>	<p><input type="checkbox"/> Firmly presses down on inhaler</p>
<p>✓ Has the person take a slow, deep breath and then tells them to hold their breath for 5 to 10 seconds OR if they can't take deep breaths or if using a spacer with a face mask, tells them to take several normal breaths from the spacer</p>	<p><input type="checkbox"/> Has person take a slow, deep breath and then tells them to hold their breath for 5 to 10 seconds</p> <p><input type="checkbox"/> If person can't take deep breaths or if using a spacer with face mask, tells person to take several normal breaths</p>
<p>✓ Notes the time of administration and any change in the person's condition</p>	<p><input type="checkbox"/> Records time of administration</p> <p><input type="checkbox"/> Checks the person for changes in condition</p>
<p>INSTRUCTOR PROMPT</p>	
<p><i>EMS personnel have arrived and are beginning their care of the person.</i></p>	

Assessment Scenario Tool: Caring for a Person Experiencing an Asthma Attack (Using a Nebulizer) (optional)

Please use the setup option that best suits the needs of your participants or create your own scenario setup.

Scenario Setup Option 1	Scenario Setup Option 2	Scenario Setup Option 3
<i>You are leading an oil painting class at the senior center where you work. One of the class participants starts to cough and looks scared.</i>	<i>You are working at a community summer program for preschoolers. One of the campers starts to cough and looks scared.</i>	<i>You are outside supervising playtime for children in the 4-year-old day care group. One of the children stops playing, starts to cough and looks scared.</i>
FIRST AID RESPONDER ACTIONS		PROFICIENCY CHECKLIST
✓ Checks the scene for safety		<input type="checkbox"/> Checks scene before entering to ensure safety
✓ Forms an initial impression		<input type="checkbox"/> Forms an initial impression about what's going on with the person as they approach them <input type="checkbox"/> Identifies any life-threatening conditions, such as appearing unresponsive, appearing not to be breathing, having life-threatening bleeding or another life-threatening condition
✓ Obtains consent		<input type="checkbox"/> Obtains consent by telling the person who they are and what they plan to do, or consent is implied
✓ Puts on gloves		<input type="checkbox"/> Uses appropriate PPE
INSTRUCTOR PROMPT		
<i>The scene is safe, the person appears responsive and you do not see life-threatening bleeding, but the person is coughing quite a bit and looks scared. You have consent.</i>		
FIRST AID RESPONDER ACTIONS		PROFICIENCY CHECKLIST
✓ Continues the check of the person (SAM and focused check)		<input type="checkbox"/> Uses SAM to ask questions about S igns and S ymptoms, A llergies, and M edications and M edical conditions <input type="checkbox"/> Does a focused check of the injured or ill person based on what the injured or ill person told them, how the injured or ill person is acting and what they see

INSTRUCTOR PROMPT

The person is coughing, and you can hear wheezing. They are only able to answer your questions using a few words without stopping for a breath. They tell you they have asthma and use a quick-relief medication.

FIRST AID RESPONDER ACTIONS

- ✓ Tells Bystander to **call 9-1-1** and get an **AED, a first aid kit, quick-relief medication** and a **nebulizer**

PROFICIENCY CHECKLIST

- Tells Bystander to call 9-1-1 and get an AED, a first aid kit, quick-relief medication and a nebulizer
- Uses closed-loop communication

INSTRUCTOR PROMPT

You allow the person to assume a position of comfort and continue to monitor them while awaiting the medication. The Bystander has returned with the AED, first aid kit, quick-relief medication and a nebulizer and informs you that they have called 9-1-1 and EMS is on the way.

- ✓ **Verifies** the medication, including name of medication and expiration date

- Checks the label for the medication name and expiration date

- ✓ **Connects the tubing** to the medicine cup

- Connects the tubing to the medicine cup

- ✓ **Removes the cap** of the medicine cup and **fills it with the prescribed amount of liquid medication**

- Removes cap of medicine cup and fills medicine cup with prescribed amount of medication
- Keeps medicine cup upright

- ✓ **Puts the cap back onto the medicine cup** and **connects the tubing to the air compressor**

- Puts cap back on and connects the tubing

- ✓ **Attaches a mouthpiece OR a face mask** to the medicine cup

- Attaches the mouthpiece or face mask to the medicine cup

- ✓ **Turns the nebulizer on** and makes sure it is misting

- Turns on the nebulizer and checks for misting

- ✓ **Places the mouthpiece** in the person's mouth **OR places the face mask** over the person's nose and mouth

- Places the mouthpiece in person's mouth or places the face mask over the person's nose and mouth

- ✓ **Tells the person to take slow and deep breaths** through the mouth until all the medicine is used

- Tells the person to take slow, deep breaths

- ✓ Occasionally taps the sides of the nebulizer to help the medicine drop to where it can be misted

- Taps sides of the nebulizer to make sure all of the medication is administered

(Continued)

INSTRUCTOR PROMPT

All the medication has been given.

✓ **Removes the mouthpiece** from the person's mouth **OR takes the mask off** the person

Removes the mouthpiece or face mask after medication is given

✓ **Turns off** the nebulizer

Turns off the nebulizer

✓ **Notes the time of administration** and any change in the person's condition

Records time of administration

Checks the person for changes in condition

INSTRUCTOR PROMPT

EMS personnel have arrived and are beginning their care of the person.

APPENDIX G

Skill Boost: Anaphylaxis and Epinephrine Auto-Injector Administration

Module Length: 45 minutes

Guidance for the Instructor

To complete this module and meet the learning objectives, you must:

- Discuss all points in the topic, “Skill Boost Introduction and Foundations.”
- Show the video, “CHECK—CALL—CARE Review” (2:29).
- Discuss all points in the topic, “Recognizing Anaphylaxis.”
- Show the video, “Recognizing Anaphylaxis” (2:52).
- Discuss all points in the topic, “Giving Care for a Person Experiencing Anaphylaxis.”
- Show the video, “Administering Epinephrine” (2:59).
- Conduct the skill practice, “Administering Epinephrine Using an Auto-Injector.”
- Discuss all points in the topic, “Assessment Scenario: Caring for a Person Experiencing Anaphylaxis.”
- Conduct the assessment scenario, “Caring for a Person Experiencing Anaphylaxis.”
- Discuss all points in the topic, “Conclusion.”


Learning Objectives

After completing this module, participants will be able to:

- Describe anaphylaxis.
- Differentiate between an allergic reaction and anaphylaxis.
- Apply the emergency action steps to an anaphylaxis emergency.
- Demonstrate how to administer an epinephrine auto-injector.

Materials, Equipment and Supplies

- Skill Boost: Anaphylaxis and Epinephrine Auto-Injector Administration course presentation, downloadable videos or First Aid/CPR/AED DVD
- Computer or tablet with speakers, projector and projection screen or monitor
- Auto-injector training device (one for every two or three participants)
- Latex-free disposable gloves (multiple sizes)
- Skill Practice Sheet: Administering Epinephrine Using an Auto-Injector (one for every two or three participants)
- Assessment Scenario Flowchart: Caring for a Person Experiencing Anaphylaxis (one for every two or three participants)
- Assessment Scenario Tool: Caring for a Person Experiencing Anaphylaxis
- Participant Progress Log
- Red Cross First Aid mobile app (optional)
- *First Aid/CPR/AED Participant's Manual* (optional)


 **Instructor's Note** Skill Practice Sheets, Assessment Scenario Flowcharts, Assessment Scenario Tools and Participant Progress Logs can be copied from this appendix or downloaded from the Red Cross Learning Center.

 **Instructor's Note**

- This skill boost was developed to address the need for training about anaphylaxis and the use of an epinephrine auto-injector device. Participants must be certified in First Aid and/or CPR or enrolled in an equivalent Red Cross course to take this skill boost.
- The instructor should emphasize during the module that:
 - This information is provided as general guidance only.
 - State and local laws, facility policies and differing advice, actual instructions or protocols from a healthcare provider for a specific person or situation should take precedence over instruction in this module.
 - The instructions within the skill boost are based on the most commonly available epinephrine auto-injectors. If you are using a different epinephrine injector device, be sure to follow that manufacturer's instructions.

Skill Boost Introduction and Foundations

5 minutes

 **Instructor's Note** If you are teaching this skill boost at the same time as the First Aid/CPR/AED core course, skip the Welcome and the Review of Check, Call, Care sections.

Welcome


LECTURE



REFERENCES

Course Presentation
Slides 1–2

- Welcome participants and briefly introduce yourself as an American Red Cross instructor.
- Review the following information, if necessary:
 - Facility policies and procedures
 - Locations of restrooms, water fountains and break areas
 - Where emergency exits are located as well as where automated external defibrillators (AEDs) and first aid kits are located
- Tell participants:
 - PPE, which includes latex-free disposable gloves and breathing barriers, will be used during all skill practice and assessment scenarios.
 - Though the risk for infection is low when giving care, you can lower your risk by always washing your hands after giving care (and before, if possible) and using PPE when giving care.

 **Instructor's Note** The American Red Cross advises that responders use appropriate PPE when giving first aid care if PPE is available and circumstances allow. In accordance with this position, the responders depicted in the skill videos that support this training are consistently shown using PPE as availability and circumstances allow.

Skill Boost Purpose and Completion

LECTURE



REFERENCES

Course Presentation
Slides 3–4

- Tell participants that the purpose of this module is to give individuals the knowledge and skills necessary to recognize anaphylaxis and give care for a person experiencing anaphylaxis by administering medication until EMS personnel arrive and begin their care of the person.
- Explain that this module includes the demonstration and skill practice session of administering an epinephrine auto-injector device.
- Emphasize that this skill boost is designed to help participants feel confident and willing to act if they ever need to give care for anaphylaxis.
- Inform participants of successful skill boost completion requirements. They must:
 - Attend and participate in the entire class session.
 - Participate in all skill boost activities.
 - Demonstrate competency in the required skill.
 - Successfully complete the assessment scenario.
- Inform participants that upon successful skill boost completion, they will receive a certificate from the American Red Cross that is valid for 2 years.



Instructor's Note Ask participants to inform you privately if they have any condition that might affect participation in this skill boost.

Review of Check, Call, Care

LECTURE



VIDEO



REFERENCES

Course Presentation
Slides 5–6

Participant's Manual
Chapter 1

- In any emergency situation, including anaphylaxis, it is important to follow the emergency action steps: CHECK—CALL—CARE.
- Tell participants that they are going to watch a video to review how to check, call and care for a person.
- Show the video, "CHECK—CALL—CARE Review" (2:29).
- Ask participants if anything in the video needs clarification.

Recognizing Anaphylaxis

4 minutes

LECTURE



VIDEO



REFERENCES

Course Presentation
Slides 7–9

- Tell participants that a person with anaphylaxis can lose their life before EMS arrives. By taking action and giving immediate care, they can save a life.
- Explain to participants that it is important to know what anaphylaxis is, what causes it, and the signs and symptoms of anaphylaxis.
- Tell participants that they are going to watch a video about recognizing anaphylaxis.
- Show the video, "Recognizing Anaphylaxis" (2:52).
- Explain to participants that if they suspect someone is having an allergic reaction (e.g., skin symptoms or gastrointestinal complaints), they should always watch them for signs and symptoms of anaphylaxis.
- Ask participants if anything in the video needs clarification.

Giving Care for a Person Experiencing Anaphylaxis

24 minutes

Check, Call, Care

LECTURE



REFERENCES

Course Presentation
Slides 10–12

- Explain to participants that anaphylaxis is life-threatening and so it is critical to act quickly to stop or slow its effects.
- Tell participants that they should follow the emergency action steps: **CHECK—CALL—CARE** as they have learned to do for any emergency situation.
 - **Check** the scene for safety, form an initial impression and obtain consent. (**Note:** If, during the *initial impression*, you determine that the person appears to be experiencing a life-threatening emergency [e.g., trouble breathing], immediately call 9-1-1, get the equipment and give general care for the condition found. *Then*, continue your check [as appropriate] to determine if additional care is needed.) Continue **checking** the person for signs and symptoms of anaphylaxis.
 - **Call** 9-1-1 and get equipment, or tell someone to do so, if you recognize signs and symptoms of anaphylaxis.
 - If you are alone, administer the medication and then call 9-1-1.
 - **Care** for anaphylaxis includes administration of epinephrine.

What Is Epinephrine?

LECTURE



REFERENCES

Course Presentation
Slides 13–21

- Communicate the following to participants:
 - Epinephrine is a medication that works in the body to counteract the actions of the internal chemicals that cause the anaphylactic reaction.
 - People who have had anaphylaxis or are at risk for anaphylaxis should carry an epinephrine auto-injector.
 - An auto-injector is a device used to administer epinephrine. It is a spring-loaded syringe system containing a single dose of epinephrine, and it is available in adult and child doses (based on weight).
 - Epinephrine auto-injectors are typically only available through a prescription.
 - The prescription for an epinephrine auto-injector often comes with two devices because it may be necessary to administer a second dose.
 - It is important to inspect devices regularly as instructed by the healthcare provider. Checking may include checking for cloudiness of the solution and expiration or damage, all of which could compromise the life-saving capabilities of the medication.
 - Auto-injectors should be stored in a cool, dry location. Avoid prolonged contact with sunlight, excessive heat or cold temperatures.
 - When state and local laws allow, some schools, facilities and organizations keep stock epinephrine auto-injectors for use in people experiencing an anaphylactic reaction. Based on state and local laws and facility protocols, they may be used for *any* anaphylactic reaction or *only for people previously diagnosed* and/or who have been prescribed an auto-injector for anaphylaxis.
 - If use of stock auto-injectors is permitted, the person administering epinephrine using an auto-injector still must be authorized to use it at the location as required by state laws. That is, there must be specific processes in place including who is authorized and trained to use the auto-injector.

- Tell participants that it is important to determine the correct dose of epinephrine auto-injector to use if using a stock auto-injector. Dose is based on the weight of the person. There are two doses of auto-injectors available:
 - An auto-injector with a 0.15 mg dose of epinephrine for a child who weighs between 33 pounds (15 kg) and 66 pounds (30 kg).
 - An auto-injector with a 0.3 mg dose of epinephrine for a child or adult who weighs more than 66 pounds (30 kg). If you are unsure of the child's weight, use the 0.3 mg dose auto-injector.
- Tell participants that before administering epinephrine, determine if the person has already taken epinephrine. If so, a second dose should be administered *ONLY* when:
 - Symptoms of anaphylaxis do not improve or improve and then get worse again.
 - Five to 10 minutes have passed since the first dose.
 - Your state and local laws and facility protocols allow you to give a second dose.
- Tell participants that before administering epinephrine, they must determine if their state and local laws and facility policies permit them to do so.
- Explain to participants that some state and local laws and facility policies allow them to administer someone's prescribed epinephrine; others allow them to administer epinephrine using a stock auto-injector for either *anyone* experiencing anaphylaxis or *only for people previously diagnosed* as having a risk of anaphylaxis and who have been prescribed an epinephrine auto-injector.
- Tell participants that they can administer epinephrine *using a person's prescribed epinephrine auto-injector* when:
 - State and local laws and facility policy permit them to do so, and they are trained.
 - The person is having signs and symptoms of anaphylaxis.
 - The person requests the lay responder's help to use an auto-injector or the person is unable to administer the medication.
- Tell participants that they can administer epinephrine *via a stock epinephrine auto-injector* if their state and local laws and facility policy permit them to do so and an auto-injector is available and they are trained to use it.
 - If this is permitted at their facility, there will be a specific plan in place for them to follow.
 - There may be specific requirements, which will be in compliance with state law, such as:
 - Only administer to someone who has been prescribed an epinephrine auto-injector.
 - Only administer to someone who has been diagnosed with anaphylaxis.
 - Administer to anyone having signs and symptoms of anaphylaxis.

Administering Epinephrine

VIDEO



REFERENCES

Course Presentation
Slide 22

- Tell participants you are going to show them a video about administering epinephrine using an auto-injector.
- Show the video, "Administering Epinephrine" (2:59).

Skill Practice: Administering Epinephrine Using an Auto-Injector

SKILL PRACTICE



REFERENCES

Course Presentation
Slides 23–25

Skill Practice Sheet:
Administering
Epinephrine Using an
Auto-Injector

Participant Progress
Log

Participant's Manual
Appendix D

- Conduct the skill practice, “Administering Epinephrine Using an Auto-Injector.”
- Tell participants that they will now practice administering epinephrine using an auto-injector.
- Divide the class into groups of **two or three** and assign the roles “First Aid Responder,” “Person Experiencing Anaphylaxis” or “Coach.” For groups of two, have the second participant play the roles of Person Experiencing Anaphylaxis and Coach.
- Communicate the following to participants:
 - The **First Aid Responder** will care for a person experiencing anaphylaxis. The person in this role should complete all steps of caring for a person experiencing anaphylaxis by administering epinephrine using an auto-injector.
 - The **Person Experiencing Anaphylaxis** should role-play as appropriate.
 - The **Coach** will give feedback and guide the First Aid Responder through the steps of the skill using the Skill Practice Sheet: Administering Epinephrine Using an Auto-Injector.
 - In all rounds, the Coach should read each step of the skill aloud, as needed.






Instructor's Note You can modify the degree of coaching based on the participants' experience level. For example, if a participant in the role of First Aid Responder doesn't need guiding through the steps of the skill, the Bystander can just observe and give corrective feedback as needed.

- After all steps have been completed, participants should switch roles and the new First Aid Responder should complete all steps.
- Participants should help each other and give peer feedback.
- Circulate among the groups to give assistance and corrective global and individual feedback as necessary.
 - Common errors to look for include:
 - Not removing safety cap before administering the medication.
 - Placing thumb, fingers or hand over the ends of the auto-injector.
 - Not placing needle side against the leg (upside down).
 - Not placing the auto-injector on the outer thigh.
 - Placing the auto-injector on another muscular part of an extremity.
 - Not administering medication at the correct 90-degree angle.
 - Not holding auto-injector in place for the correct amount of time.
- Ensure that the Coach gives step-by-step instructions during the rounds, as necessary.
- Manage the time for each round of skill practice and rotate roles at the end of each round.
- Check off each participant's progress on the Participant Progress Log.
- Ask participants if anything from the skill practice needs clarification.

Assessment Scenario: Caring for a Person Experiencing Anaphylaxis

10 minutes


<p>SCENARIO</p>  <p>REFERENCES Course Presentation Slides 26–28 Assessment Scenario Flowchart: Caring for a Person Experiencing Anaphylaxis Assessment Scenario Tool: Caring for a Person Experiencing Anaphylaxis Participant Progress Log</p>	<ul style="list-style-type: none"> ■ Tell participants that they will now be assessed on putting everything together, from checking the scene and forming an initial impression through administering epinephrine using an auto-injector. ■ Have the groups of two or three get into position and assign the roles of “First Aid Responder,” the “Person Experiencing Anaphylaxis” or the “Bystander/Coach.” For groups of two, have the second participant play the roles of Person Experiencing Anaphylaxis and Coach. You (the instructor) may play the role of Bystander. ■ Explain to participants that you will provide a scenario setup and appropriate prompts throughout the scenario. <ul style="list-style-type: none"> ● Participants should wait for instructor prompts and not rush ahead in the scenario. <div style="border: 2px solid red; padding: 10px; margin-top: 10px;"> <p> Instructor’s Note Scenario setups are provided in the Assessment Scenario Tool. However, you can make up your own scenario setup specific to your facility’s needs, as long as it achieves the objectives of checking the scene, obtaining consent (as necessary), forming an initial impression, using PPE, checking for signs and symptoms of anaphylaxis, calling 9-1-1 and getting equipment, and administering epinephrine using an auto-injector.</p> </div>
	<ul style="list-style-type: none"> ■ Communicate the following to participants: <ul style="list-style-type: none"> ● The First Aid Responder will follow instructor prompts and check the scene for safety, obtain consent as necessary, form an initial impression, use PPE, check the person for signs and symptoms of anaphylaxis, tell the Bystander to call 9-1-1 and get equipment, and administer epinephrine using an auto-injector. ● The Person Experiencing Anaphylaxis should follow instructor prompts and role-play as appropriate. ● The Bystander will verbalize calling 9-1-1 and getting an AED, a first aid kit and an epinephrine auto-injector when instructed. The Coach will observe the First Aid Responder and reference the Assessment Scenario Flowchart: Caring for a Person Experiencing Anaphylaxis in preparation for their turn. <ul style="list-style-type: none"> ○ If necessary, the Coach can repeat the instructor prompts during the scenario but should not provide coaching or peer-to-peer feedback. <div style="border: 2px solid red; padding: 10px; margin-top: 10px;"> <p> Instructor’s Note Tell participants that in this scenario the Bystander is trained and authorized to go and get the medication that is stored in the facility. In a real-life situation, only someone trained and authorized to get an epinephrine auto-injector should do so. In some instances, you can administer a person’s own epinephrine auto-injector and would not need to send someone to get it.</p> </div> <ul style="list-style-type: none"> ■ Hand out the Assessment Scenario Flowchart: Caring for a Person Experiencing Anaphylaxis to each group. ■ Communicate the following to participants: <ul style="list-style-type: none"> ● You will perform the assessment scenario until all participants have had an opportunity to be assessed in the role of First Aid Responder.

(Continued)

- Circulate among the groups to give assistance and corrective global and individual feedback as necessary during and after each round.
- Manage the time for each round of the scenario and rotate roles after each round of the scenario.
- Check off each participant's progress on the Participant Progress Log.
- Ask participants if anything from the scenario needs clarification.

Conclusion

2 minutes

 **Instructor's Note** If you are teaching this skill boost on the same day as the First Aid/CPR/AED core course, you do not need to teach this topic. Instead, teach the Conclusion in the core course.


LECTURE




REFERENCES






Course Presentation
Slides 29–30

- Thank participants for their efforts during class and ask for any remaining questions.
- Explain that participants will receive a certificate for Anaphylaxis and Epinephrine Auto-Injector from the American Red Cross that is valid for 2 years.
- Remind participants that this certification is separate from their First Aid/CPR/AED certification.
- Remind participants that many resources are available to help them respond to an emergency
 - The American Red Cross First Aid app is free and available for iPhone and Android devices.
 - Ready Reference cards can be kept handy in a medical emergency.
 - The *First Aid/CPR/AED Participant's Manual* contains detailed information on topics covered in class as well as a wide range of additional topics not covered in the course.

 **Instructor's Note** If participants did not receive Ready Reference cards or a participant's manual as part of their course materials, tell participants that these materials (as well as first aid kits and supplies) are available through the Red Cross store at redcross.org.

 **Instructor's Note** If a participant did not successfully complete the assessment scenario, offer the opportunity for a same-day retest. If a participant did not successfully complete the same-day retest, inform the participant about the need to retake the boost.

Skill Practice Sheet: Administering Epinephrine Using an Auto-Injector

<p>1. Verify the medication with the person.</p> <ul style="list-style-type: none">■ Check the label for the medication name and expiration date.	
<p>2. Remove the cap and any safety device on the auto-injector.</p>	
<p>3. Locate the outside middle of one thigh to use as the injection site.</p>	
<p>4. Hold the person's leg firmly.</p> <ul style="list-style-type: none">■ With one hand, hold the person's leg firmly to limit movement while you administer the medication.	
<p>5. Administer the medication.</p> <ul style="list-style-type: none">■ With your other hand, administer the medication.■ Quickly and firmly push the auto-injector tip into the person's thigh at a 90-degree angle.■ Hold it in place for 3 seconds after a click is heard. <p>Note: <i>It's okay to do this through clothing, if necessary.</i></p>	

(Continued)

6. Massage the injection area for 10 seconds.



7. Note the time of administration and any **change in their condition**.

Assessment Scenario Flowchart: Caring for a Person Experiencing Anaphylaxis



First Aid Responder action.
Do not read aloud.



Instructor prompt. Read aloud
after each critical action.



Bystander, Parent, Injured
or Ill Person

First Aid Responder:

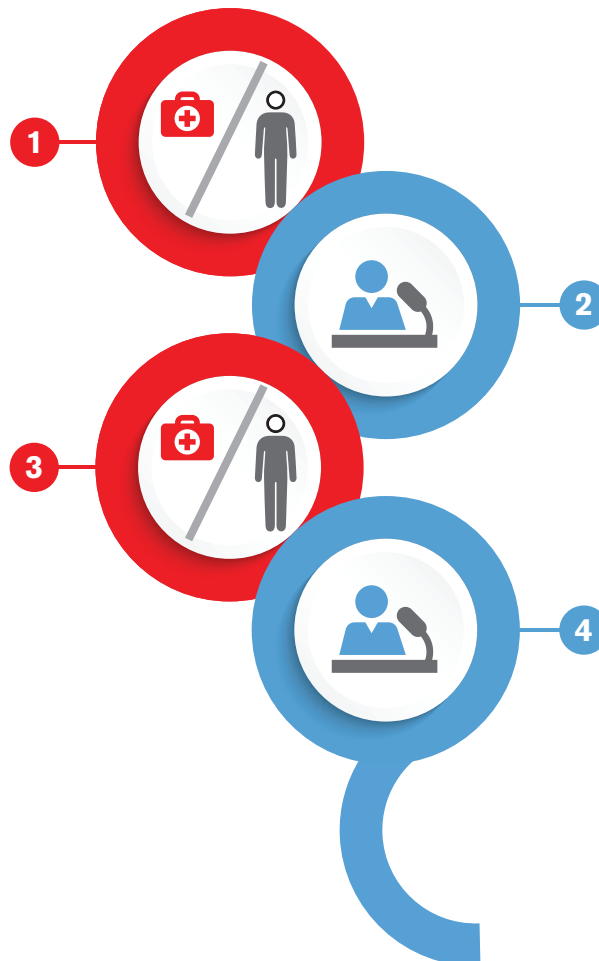
Checks the scene for **safety**, forms an **initial impression**, **obtains consent** and **puts on gloves**.

Person Experiencing Anaphylaxis: Role-plays as appropriate.

First Aid Responder:

- Tells Bystander to **call 9-1-1** and get an **AED, first aid kit** and an **epinephrine auto-injector**.
- Continues check of the person for signs and symptoms of anaphylaxis (**SAM** and **focused check**).

Bystander: Verbalizes calling 9-1-1 and getting an AED, first aid kit and an epinephrine auto-injector.



Instructor: The scene is safe; the person is responsive but appears ill and is having trouble breathing. You have consent.

Instructor:

- The person's lips are swollen, they are flushed, and they have hives. They tell you that they have a tree nut allergy and that they just ate a cookie but didn't realize it had nuts. The person is wearing a medical ID tag that states that the person has a tree nut allergy.
- The Bystander has returned with the AED, first aid kit and an epinephrine auto-injector.



First Aid Responder action.
Do not read aloud.



Instructor prompt. Read aloud
after each critical action.



Bystander, Parent, Injured
or Ill Person

First Aid Responder:

Verifies the medication, including name of medication and expiration date.

First Aid Responder:

Locates the outside middle of the person's thigh to use as an injection site.

Person Experiencing Anaphylaxis: Role-plays as appropriate.

First Aid Responder:

With other hand, administers the medication at a 90-degree angle and holds it in place for 3 seconds after a click is heard.

First Aid Responder:

Notes the time of administration and any change in the person's condition.

5



6



7



8



9



10



11



12



First Aid Responder:

Removes the cap and any safety device on the auto-injector.

First Aid Responder:

With one hand, holds the person's leg firmly to limit movement while administering the medication.

First Aid Responder:

Massages the injection area for 10 seconds.

Instructor: EMS personnel have arrived and are beginning their care of the person.

Assessment Scenario Tool: Caring for a Person Experiencing Anaphylaxis

Please use the setup option that best suits the needs of your participants or create your own scenario setup.

Scenario Setup Option 1	Scenario Setup Option 2	Scenario Setup Option 3
<i>You are a teacher's aide in an elementary school classroom. A teacher yells out, "We need help over here! I think this child is having an allergic reaction." You go to investigate.</i>	<i>You are on your lunch break in the factory cafeteria. A person at another table yells out, "We need help over here! I think Sam's having an allergic reaction." You go to investigate.</i>	<i>You are a high school soccer team coach and your team is having a break and eating snacks. A player yells out, "We need help over here! I think Jim's having an allergic reaction." You go to investigate.</i>
FIRST AID RESPONDER ACTIONS		PROFICIENCY CHECKLIST
✓ Checks the scene for safety		<input type="checkbox"/> Checks scene before entering to ensure safety
✓ Forms an initial impression		<input type="checkbox"/> Forms an initial impression about what's going on with the person as they approach them <input type="checkbox"/> Identifies any life-threatening conditions, such as appearing unresponsive, appearing not to be breathing, having life-threatening bleeding or another life-threatening condition
✓ Obtains consent		<input type="checkbox"/> Obtains consent by telling the person who they are and what they plan to do, or consent is implied
✓ Puts on gloves		<input type="checkbox"/> Uses appropriate PPE
INSTRUCTOR PROMPT		
<i>The scene is safe; the person is responsive but appears ill and is having trouble breathing. You have consent.</i>		

(Continued)

FIRST AID RESPONDER ACTIONS	PROFICIENCY CHECKLIST
<p>✓ Tells Bystander to call 9-1-1 and get an AED, first aid kit and an epinephrine auto-injector</p>	<p><input type="checkbox"/> Tells Bystander to call 9-1-1 and get an AED, first aid kit and an epinephrine auto-injector</p> <p><input type="checkbox"/> Uses closed-loop communication</p>
<p>✓ Continues check of the person for signs and symptoms of anaphylaxis (SAM and focused check)</p>	<p><input type="checkbox"/> Uses SAM to ask questions about Signs and Symptoms, Allergies, and Medications and Medical conditions</p> <p><input type="checkbox"/> Does a focused check of the injured or ill person based on what the injured or ill person told them, how the injured or ill person is acting and what responder sees</p>

INSTRUCTOR PROMPT

The person's lips are swollen, they are flushed, and they have hives. They tell you that they have a tree nut allergy and that they just ate a cookie but didn't realize it had nuts. The person is wearing a medical ID tag that states that the person has a tree nut allergy. The Bystander has returned with the AED, first aid kit and an epinephrine auto-injector.

FIRST AID RESPONDER ACTIONS	PROFICIENCY CHECKLIST
<p>✓ Verifies the medication including the name of medication and expiration date</p>	<p><input type="checkbox"/> Checks the label for the medication name and expiration date</p>
<p>✓ Removes the cap and any safety device on the auto-injector</p>	<p><input type="checkbox"/> Properly removes cap and/or safety device from auto-injector</p>
<p>✓ Locates the outside middle of the person's thigh to use as an injection site.</p>	<p><input type="checkbox"/> Makes sure there is nothing in the way, such as the seams or items in a pocket</p>
<p>✓ With one hand, holds the person's leg firmly to limit movement while administering the medication</p>	<p><input type="checkbox"/> Uses nondominant hand to maintain a firm hold on the leg</p> <p><input type="checkbox"/> Does not allow leg to move</p>
<p>✓ With other hand, administers the medication at a 90-degree angle and holds it in place for 3 seconds after a click is heard</p>	<p><input type="checkbox"/> Quickly and firmly pushes the auto-injector tip into the person's outer middle thigh at a 90-degree angle</p> <p><input type="checkbox"/> Holds it in place for 3 seconds after a click is heard</p>
<p>✓ Massages the injection area for 10 seconds</p>	<p><input type="checkbox"/> Maintains massaging motion for 10 seconds</p>
<p>✓ Notes the time of administration and any change in the person's condition</p>	<p><input type="checkbox"/> Identifies the time of administration</p> <p><input type="checkbox"/> Checks the person for changes in symptoms</p>
INSTRUCTOR PROMPT	
<i>EMS personnel have arrived and are beginning their care of the person.</i>	

APPENDIX H

Skill Boost: Opioid Overdose and Naloxone Administration

Module Length: 45 minutes (60 minutes with optional content)

Guidance for the Instructor

To complete this module and meet the learning objectives, you must:

- Discuss all points in the topic, “Skill Boost Introduction and Foundations.”
- Show the video, “CHECK—CALL—CARE Review” (2:29).
- Show the video, “Compression-Only CPR” (2:50) (optional).
- Conduct the skill practice, “Giving Compression-Only CPR” (optional).
- Discuss all points in the topic, “Recognizing an Opioid Overdose.”
- Show the video, “Recognizing Opioid Overdose” (1:30).
- Discuss all points in the topic, “Giving Care for a Person Experiencing an Opioid Overdose.”
- Show the video, “Administering Naloxone” (3:02).
- Conduct the skill practice, “Administering Naloxone Using a Nasal Spray” or “Administering Naloxone Using a Nasal Atomizer.”
- Discuss all points in the topic, “Assessment Scenario: Caring for a Person Experiencing an Opioid Overdose (Using a Nasal Spray or Nasal Atomizer).”
- Conduct the assessment scenario, “Caring for a Person Experiencing an Opioid Overdose (Using a Nasal Spray or Nasal Atomizer).”
- Discuss all points in the topic, “Conclusion.”


Learning Objectives

After completing this module, participants will be able to:

- Describe an opioid overdose.
- Apply the emergency action steps to an opioid overdose.
- Demonstrate how to administer naloxone using a nasal spray or nasal atomizer.

Materials, Equipment and Supplies

- Skill Boost: Opioid Overdose and Naloxone Administration course presentation, downloadable videos or First Aid/CPR/AED DVD
- Computer or tablet with speakers, projector and projection screen or monitor
- Naloxone nasal spray training device (one for every two or three participants) **OR** nasal atomizer training device (one for every two or three participants)
- Manikin (one for every two or three participants)
- Latex-free disposable gloves (multiple sizes)
- Skill Practice Sheet: Giving Compression-Only CPR (one for every two or three participants) (optional)
- Skill Practice Sheet: Administering Naloxone Using a Nasal Spray (one for every two or three participants)
- Skill Practice Sheet: Administering Naloxone Using a Nasal Atomizer (one for every two or three participants)
- Assessment Scenario Flowchart: Caring for a Person Experiencing an Opioid Overdose (Using a Nasal Spray or Nasal Atomizer) (one for every two or three participants)
- Assessment Scenario Tool: Caring for a Person Experiencing an Opioid Overdose (Using a Nasal Spray or Nasal Atomizer)
- Participant Progress Log
- Red Cross First Aid mobile app (optional)
- *First Aid/CPR/AED Participant's Manual* (optional)

 **Instructor's Note** Skill Practice Sheets, Assessment Scenario Flowcharts, Assessment Scenario Tools and Participant Progress Logs can be copied from this appendix or downloaded from the Red Cross Learning Center.

Instructor's Note

- This skill boost was developed to address the need for training in recognizing an opioid overdose and administering naloxone via the nose (nasal spray or nasal atomizer). Participants must be certified in First Aid and/or CPR or enrolled in an equivalent Red Cross course to take this skill boost. If participants are not certified in CPR, they must complete the skill practice for Compression-Only CPR for this skill boost.
- The instructor should emphasize during the module that:
 - This information is provided as general guidance only.
 - State and local laws, facility policies and differing advice, actual instructions or protocols from a healthcare provider for a specific person or situation should take precedence over instruction in this module.
 - It is important to follow the manufacturer's instructions for the type of nasal spray or nasal atomizer you are using.
 - Participants should check with their local pharmacy or their state's corresponding health department to learn more about availability in their area.
 - Depending on where participants live, they may be able to obtain naloxone from a local pharmacy without a prescription or from the health department. If they are unable to find naloxone over the counter or via the health department, they should check with their healthcare provider about naloxone availability via prescription.

Skill Boost Introduction and Foundations

5 minutes



Instructor's Note If you are teaching this skill boost at the same time as the First Aid/CPR/AED core course, skip the Welcome and the Review of Check, Call, Care sections.

Welcome

LECTURE



REFERENCES

Course Presentation
Slides 1–2

- Welcome participants and briefly introduce yourself as an American Red Cross instructor.
- Review the following information, if necessary:
 - Facility policies and procedures
 - Locations of restrooms, water fountains and break areas
 - Where emergency exits are located as well as where automated external defibrillators (AEDs) and first aid kits are located
- Tell participants:
 - PPE, which includes latex-free disposable gloves, will be used during all skill practice and assessment scenarios.
 - Though the risk for infection is low when giving care, you can lower your risk by always washing your hands after giving care (and before, if possible) and using PPE when giving care.



Instructor's Note The American Red Cross advises that responders use appropriate PPE when giving first aid care if PPE is available and circumstances allow. In accordance with this position, the responders depicted in the skill videos that support this training are consistently shown using PPE as availability and circumstances allow.

Skill Boost Purpose and Completion

LECTURE



REFERENCES

Course Presentation
Slides 3–4

- Tell participants that the purpose of this module is to give individuals the knowledge and skills necessary to recognize an opioid overdose and give care for a person experiencing an opioid overdose by administering medication until EMS personnel arrive and begin their care of the person.
- Explain that this module includes the demonstration and skill practice session of administering naloxone using a nasal spray or nasal atomizer.
- Emphasize that this skill boost is designed to help participants feel confident and willing to act if they ever need to give care for an opioid overdose.
- Inform participants of successful skill boost completion requirements. They must:
 - Attend and participate in the entire class session.
 - Participate in all skill boost activities.
 - Demonstrate competency in the required skill.
 - Successfully complete the assessment scenario.
- Inform participants that upon successful skill boost completion, they will receive a certificate from the American Red Cross that is valid for 2 years.



Instructor's Note Ask participants to inform you privately if they have any condition that might affect participation in this skill boost.

Review of Check, Call, Care

LECTURE



VIDEO



REFERENCES

Course Presentation
Slides 5–6

Participant's Manual
Chapter 1

- In any emergency situation, including an opioid overdose, it is important to follow the emergency action steps: CHECK—CALL—CARE.
- Tell participants that they are going to watch a video to review how to check, call and care for a person.
- Show the video, “CHECK—CALL—CARE Review” (2:29).
- Ask participants if anything in the video needs clarification.

Skill Practice: Compression-Only CPR (optional)

LECTURE



VIDEO



SKILL PRACTICE



REFERENCES

Course Presentation
Slides 7–9

Skill Practice Sheet:
Giving Compression-
Only CPR


Participant Progress
Log

Participant's Manual
Appendix D

- Tell participants that a person experiencing an opioid overdose may require CPR.
- Explain to participants that they are going to watch a video about giving compression-only CPR.
- Show the video, “Compression-Only CPR” (2:50).
- Communicate the following to participants that with compression-only CPR:
 - Chest compressions are given continuously at a rate of 100 to 120 per minute after calling 9-1-1.
 - Compressions are continued until the person shows an obvious sign of life like breathing; the scene becomes unsafe; an AED is ready; you're too exhausted to continue; a trained responder takes over; or EMS personnel arrive and begin their care of the person.
- Ask participants if they have any questions about the video.
- Conduct the skill practice, “Giving Compression-Only CPR.”
- Tell participants that they will now practice giving chest compressions.
- Divide the class into groups of **two or three** and assign the roles “First Aid Responder,” “Bystander” or “Coach.” For groups of two, have the second participant play the roles of Bystander and Coach.
- Have groups get into position by their manikin to prepare for skill practice.
- Ensure that the manikins are on a firm, flat surface.
- Communicate the following to participants:
 - The **First Aid Responder** will give continuous chest compressions for about 1 minute.
 - The **Bystander** will observe.
 - The **Coach** will give feedback and guide the First Aid Responder through the steps of body position and giving chest compressions using the Skill Practice Sheet: Compression-Only CPR.
 - In all the rounds, the Coach should read each step of the skill aloud, as needed.





Instructor's Note You can modify the degree of coaching based on the participants' experience level. For example, if a participant in the role of First Aid Responder doesn't need guiding through the steps of the skill, the coach can just observe and give corrective feedback as needed.

	<ul style="list-style-type: none"> ● After all steps have been completed, participants should switch roles and the new First Aid Responder should give continuous chest compressions for approximately 1 minute until all participants have had a turn. ● Participants should help each other achieve effective compressions through peer feedback. ■ Circulate among the groups to give assistance and corrective global and individual feedback as necessary. Reinforce the key components of high-quality chest compressions as you give feedback. <ul style="list-style-type: none"> ● Common errors to look for include: <ul style="list-style-type: none"> ○ Giving compressions that are too shallow or too deep. ○ Interrupting compressions for too long or too frequently. ○ Incorrectly positioning the hands too low or too high. ○ Failing to use own weight to help with compressions by being over the center of the person's chest with own arms locked. ○ Failing to allow the chest to return to its normal position after each compression or giving compressions at an inappropriate rate. <div style="border: 2px solid red; padding: 10px; margin: 10px 0;"> <p> Instructor's Note Manikins with a feedback device, such as a clicker or lights, indicate if participants are properly giving chest compressions. Be sure you and participants understand how your specific manikin feedback device works.</p> </div> <ul style="list-style-type: none"> ■ Ensure that the Coach gives step-by-step instructions during the rounds, as needed. ■ Manage the time for each round of skill practice and rotate roles at the end of each round. ■ Check off each participant's progress on the Participant Progress Log. ■ Ask participants if anything from the skill practice needs clarification.
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Recognizing an Opioid Overdose

3 minutes

<p>LECTURE</p>  <p>VIDEO</p>  <p>REFERENCES Course Presentation Slides 10–12</p>	<ul style="list-style-type: none"> ■ Tell participants that a person experiencing an opioid overdose can lose their life before EMS arrives. By taking action and giving immediate care, they can save a life. ■ Explain to participants that it is important to know what an opioid overdose is, what causes it and the signs and symptoms of an opioid overdose. ■ Tell participants that they are going to watch a video about recognizing an opioid overdose. ■ Show the video, “Recognizing an Opioid Overdose” (1:30). ■ Ask participants if anything in the video needs clarification.
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Giving Care for a Person Experiencing an Opioid Overdose

20 minutes

Check, Call, Care

LECTURE



REFERENCES

Course Presentation
Slides 13–15

- Explain to participants that an opioid overdose is life-threatening and so it is critical to act quickly to stop or slow its effects.
- Tell participants that they should follow the emergency action steps: **CHECK—CALL—CARE** as they have learned to do for any emergency situation.
 - **Check** the scene for safety, form an initial impression and obtain consent. (**Note:** If, during the *initial impression*, you determine that the person appears to be experiencing a life-threatening emergency [e.g., trouble breathing], immediately call 9-1-1, get the equipment and give general care for the condition found. *Then*, continue your check [as appropriate] to determine if additional care is needed.) Continue **checking** the person for signs and symptoms of an opioid overdose.
 - **Call** 9-1-1 and get equipment, or tell someone to do so, if the person is unresponsive, not breathing or if you recognize signs and symptoms of an opioid overdose.
 - **Care** for opioid overdose includes administration of naloxone.

What Is Naloxone?






LECTURE



REFERENCES

Course Presentation
Slides 16–20

- Communicate the following to participants:
 - Naloxone is a medication that can save lives by reversing the effects of opioids. It is available in generic form or under brand names such as Narcan®.
 - Naloxone reverses the effects of an opioid overdose, including unresponsiveness and breathing difficulties for a short period of time until it is broken down from its active form.
 - Naloxone can save someone's life until EMS arrives and begins their care.
 - Naloxone does not typically cause serious side effects, even if the person is not overdosing on opioids.
- Tell participants that:
 - Naloxone stops the effects of an opioid overdose by blocking the receptors where opioids cause their effects.
 - While highly effective for opioids, naloxone is specific to opioids and has no effect for other overdoses.
- Explain to participants that naloxone can be given by lay persons currently via an intranasal mechanism.
- Give participants examples of devices that use this mechanism.
- Emphasize to participants that knowing when and how to use this medication could save someone's life!
- Inform participants that, before administering naloxone, they need to determine if their state and local laws and facility policies permit them to do so.
- Some state and local laws and facilities require previous use of or a prescription for and/or use of the person's own prescribed medication; others allow administering naloxone with a stock device, which may be used depending on state laws and facility policies for either *anyone* experiencing an opioid overdose or *only for people previously diagnosed* as having a risk of opioid overdose and who have been prescribed naloxone.
- Tell participants that they can administer naloxone *using a person's prescribed or personal medication* when:
 - State and local laws and facility policy permit them to do so, and they are trained.
 - The person is having signs and symptoms of an opioid overdose.
 - The person is unable to administer the medication.


	<ul style="list-style-type: none"> ■ Tell participants that they can administer naloxone <i>using a stock medication</i> if state and local laws and facility policy permit them to do so and if one is available and they are trained to use it. <ul style="list-style-type: none"> ● If this is permitted at their facility, there will be a plan in place for them to follow. ● There may be specific requirements, which will be in compliance with state law, such as: <ul style="list-style-type: none"> ○ Only administering to someone who has been prescribed naloxone. ○ Administering to anyone having signs and symptoms of an opioid overdose.
Administering Naloxone for an Opioid Overdose	
<p>VIDEO</p>  <p>REFERENCES Course Presentation Slide 21</p>	<ul style="list-style-type: none"> ■ Tell participants you are going to show them a video about administering naloxone. ■ Show the video, “Administering Naloxone” (3:02). <div style="border: 2px solid red; padding: 10px; margin-top: 10px;">  <p>Instructor’s Note Tell participants that if they are assisting with administering a second naloxone dose via the nose, make sure a new nasal device is used for the second dose.</p> </div>
Skill Practice: Administering Naloxone Using a Nasal Spray or Nasal Atomizer	
<p>SKILL PRACTICE</p>  <p>REFERENCES Course Presentation Slides 22–25 Skill Practice Sheet: Administering Naloxone Using a Nasal Spray OR Skill Practice Sheet: Administering Naloxone Using a Nasal Atomizer Participant Progress Log Participant’s Manual Appendix D</p>	<div style="border: 2px solid red; padding: 10px; margin-bottom: 10px;">  <p>Instructor’s Note Choose and facilitate only the skill practice below that meets the needs of the participants in your facility and choose only one device to use for the skill practice (either the nasal spray or the nasal atomizer).</p> </div> <ul style="list-style-type: none"> ■ Conduct the skill practice, “Administering Naloxone Using a Nasal Spray or Nasal Atomizer.” ■ Tell participants that they will now practice administering naloxone using a nasal spray or a nasal atomizer using a manikin. ■ Divide the class into groups of two or three and assign the roles of “First Aid Responder,” “Bystander” or “Coach.” For groups of two, have the second participant play the roles of Bystander and Coach. ■ Communicate the following to participants: <ul style="list-style-type: none"> ● The First Aid Responder will care for a person experiencing an opioid overdose. The person in this role should complete all steps of caring for a person experiencing an opioid overdose by administering naloxone using a nasal spray <i>or</i> a nasal atomizer. ● The Bystander will observe. ● The Coach will give feedback and guide the First Aid Responder through the steps of the skill using the Skill Practice Sheet: Administering Naloxone Using a Nasal Spray <i>or</i> Skill Practice Sheet: Administering Naloxone Using a Nasal Atomizer. In all rounds, the Coach should read each step of the skill aloud, as needed. <div style="border: 2px solid red; padding: 10px; margin-top: 10px;">  <p>Instructor’s Note You can modify the degree of coaching based on the participants’ experience level. For example, if a participant in the role of First Aid Responder doesn’t need guiding through the steps of the skill, the Coach can just observe and give corrective feedback as needed.</p> </div>

(Continued)

- After all steps have been completed, participants should switch roles and the new First Aid Responder should complete all steps.
- Participants should help each other and give peer feedback.
- Circulate among the groups to give assistance and corrective global and individual feedback as necessary.
- Common errors to look for include:
 - Nasal spray:
 - Not holding device with thumb on plunger.
 - Not inserting device until fingers touch base of nose.
 - Not fully depressing the plunger.
 - Nasal atomizer:
 - Not removing cap of medication.
 - Not removing cap of delivery device.
 - Not attaching the spray device to delivery device.
 - Injecting all medication into one nostril.
- Ensure that the Coach gives step-by-step instructions during the rounds, as necessary.
- Manage the time for each round of skill practice and rotate roles at the end of each round.
- Check off each participant's progress on the Participant Progress Log.
- Ask participants if anything from the skill practice needs clarification.

Assessment Scenario: Caring for a Person Experiencing an Opioid Overdose

15 minutes

 **Instructor's Note** Choose and facilitate only the assessment scenario below that meets the needs of the participants in your facility and choose only one device to use for the assessment scenario (either the nasal spray or the nasal atomizer).

Assessment Scenario: Caring for a Person Experiencing an Opioid Overdose (Using a Nasal Spray or Nasal Atomizer)

SCENARIO



REFERENCES

Course Presentation Slides 26–28
 Assessment Scenario Flowchart: Caring for a Person Experiencing an Opioid Overdose (Using a Nasal Spray or Nasal Atomizer)

- Tell participants that they will now be assessed on putting everything together, from checking the scene and forming an initial impression through administering naloxone using a nasal spray **or** a nasal atomizer.
- Have the groups of **two or three** get into position and assign the roles of “First Aid Responder,” “Bystander” or “Coach.” For groups of two, have the second participant play the roles of Bystander and Coach.
- Have them get into position by their manikin to prepare for the scenario.
- Explain to participants that you will provide a scenario setup and appropriate prompts throughout the scenario.
 - Participants should wait for instructor prompts and not rush ahead in the scenario.

Assessment Scenario
Tool: Caring for a
Person Experiencing
an Opioid Overdose
(Using a Nasal Spray
or Nasal Atomizer)
Participant Progress
Log



Instructor's Note Scenario setups are provided in the Assessment Scenario Tool. However, you can make up your own scenario setup specific to your facility's needs, as long as it achieves the objectives of checking the scene, forming an initial impression, obtaining consent, using PPE, checking for signs and symptoms of an opioid overdose, calling 9-1-1 and getting equipment, and administering naloxone using a nasal spray or a nasal atomizer.

- Communicate the following to participants:
 - The **First Aid Responder** will follow instructor prompts and check the scene for safety, form an initial impression, obtain consent, use PPE, check the person for signs and symptoms of an opioid overdose, tell Bystander to call 9-1-1 and get equipment, and administer naloxone using nasal spray or nasal atomizer.
 - The **Bystander** will verbalize calling 9-1-1 and getting an AED, a first aid kit and naloxone when instructed.




Instructor's Note Tell participants that in this scenario the Bystander is trained and authorized to go and get the medication that is stored in the facility. In a real-life situation, only someone trained and authorized to get naloxone should do so. In some instances, you can administer a person's own naloxone and would not need to send someone to get it.

- The **Coach** will observe the First Aid Responder and reference the Assessment Scenario Flowchart: Caring for a Person Experiencing an Opioid Overdose (Using a Nasal Spray or Nasal Atomizer) in preparation for their turn.
 - If necessary, the Coach can repeat the instructor prompts during the scenario but should **not** provide coaching or peer-to-peer feedback.
- Hand out the Assessment Scenario Flowchart: Caring for a Person Experiencing an Opioid Overdose (Using a Nasal Spray or Nasal Atomizer) to each group.
- Communicate the following to participants:
 - You will perform the assessment scenario until all participants have had an opportunity to be assessed in the role of First Aid Responder.
- Circulate among the groups to give assistance and corrective global and individual feedback as necessary during and after each round.
- Manage the time for each round of the scenario and rotate roles after each round of the scenario.
- Check off each participant's progress on the Participant Progress Log.
- Ask participants if anything from the scenario needs clarification.

Conclusion

2 minutes

 **Instructor's Note** If you are teaching this skill boost on the same day as the First Aid/CPR/AED core course, you do not need to teach this topic. Instead, teach the Conclusion in the core course.


LECTURE




REFERENCES



Course Presentation
Slides 29–30

- Thank participants for their efforts during class and ask for any remaining questions.
- Explain that participants will receive a certificate for Opioid Overdose Training—Nasal Spray or Atomizer from the American Red Cross that is valid for 2 years.
- Remind participants that this certification is separate from their First Aid/CPR/AED certification.
- Remind participants that many resources are available to help them respond to an emergency:
 - The American Red Cross First Aid app is free and available for iPhone and Android devices.
 - Ready Reference cards can be kept handy in a medical emergency.
 - The *First Aid/CPR/AED Participant's Manual* contains detailed information on topics covered in class as well as a wide range of additional topics not covered in the course.

 **Instructor's Note** If participants did not receive Ready Reference cards or a participant's manual as part of their course materials, tell participants that these materials (as well as first aid kits and supplies) are available through the Red Cross store at redcross.org.

 **Instructor's Note** If a participant did not successfully complete the assessment scenario, offer the opportunity for a same-day retest.
If a participant did not successfully complete the same-day retest, inform the participant about the need to retake the skill boost.

Skill Practice Sheet: Giving Compression-Only CPR

EACH PARTICIPANT SHOULD GIVE COMPRESSIONS FOR ABOUT 1 MINUTE	
<p>1. Ensure the person is on their back on a firm, flat surface.</p>	
<p>2. Kneel beside the person.</p> <ul style="list-style-type: none">■ Your knees should be near the person's body and spread about shoulder width apart.	
<p>3. Use correct hand placement.</p> <ul style="list-style-type: none">■ Place the heel of one hand in the center of their chest, with your other hand on top.■ Interlace your fingers and make sure they are up off the chest.	 A close-up photograph showing a person's hands, wearing blue nitrile gloves, performing chest compressions on a person lying on their back. The hands are positioned in the center of the chest, with fingers interlaced and the heels of the hands pressing down.
<p>4. Use correct body position.</p> <ul style="list-style-type: none">■ Position your body so that your shoulders are directly over your hands.■ Lock your elbows to keep your arms straight.	 A photograph showing a person in a green shirt kneeling beside a person lying on their back. The person in green is leaning forward, with their shoulders directly over their hands, which are on the chest of the person lying down. Their arms are straight, and their elbows are locked.
<p>5. Give continuous compressions.</p> <ul style="list-style-type: none">■ Push hard and fast (at least 2 inches; 100 to 120 compressions per minute).	
<p>6. Allow chest to return to its normal position after each compression.</p>	

Skill Practice Sheet: Administering Naloxone Using a Nasal Spray

1. Verify the medication.

- Check the label for the medication name and expiration date.



2. Hold the naloxone device with your thumb on the bottom of the plunger and two fingers on either side of the nozzle.






3. Place and hold the tip of the nozzle in either nostril until your fingers touch the bottom of the person's nose.



4. Press the plunger firmly to release the dose into the person's nose.



Skill Practice Sheet: Administering Naloxone Using a Nasal Atomizer

<p>1. Verify the medication.</p> <ul style="list-style-type: none">■ Check the label for the medication name and expiration date.	
<p>2. Uncap the naloxone medication vial and the syringe OR uncap the prefilled syringe.</p>	
<p>3. Attach the medication vial onto the syringe, if necessary.</p>	
<p>4. Screw the nasal atomizer spray device onto the top of the syringe.</p>	
<p>5. Spray half of the medication into each nostril.</p>	

Assessment Scenario Flowchart: Caring for a Person Experiencing an Opioid Overdose (Using a Nasal Spray or Nasal Atomizer)



First Aid Responder action.
Do not read aloud.



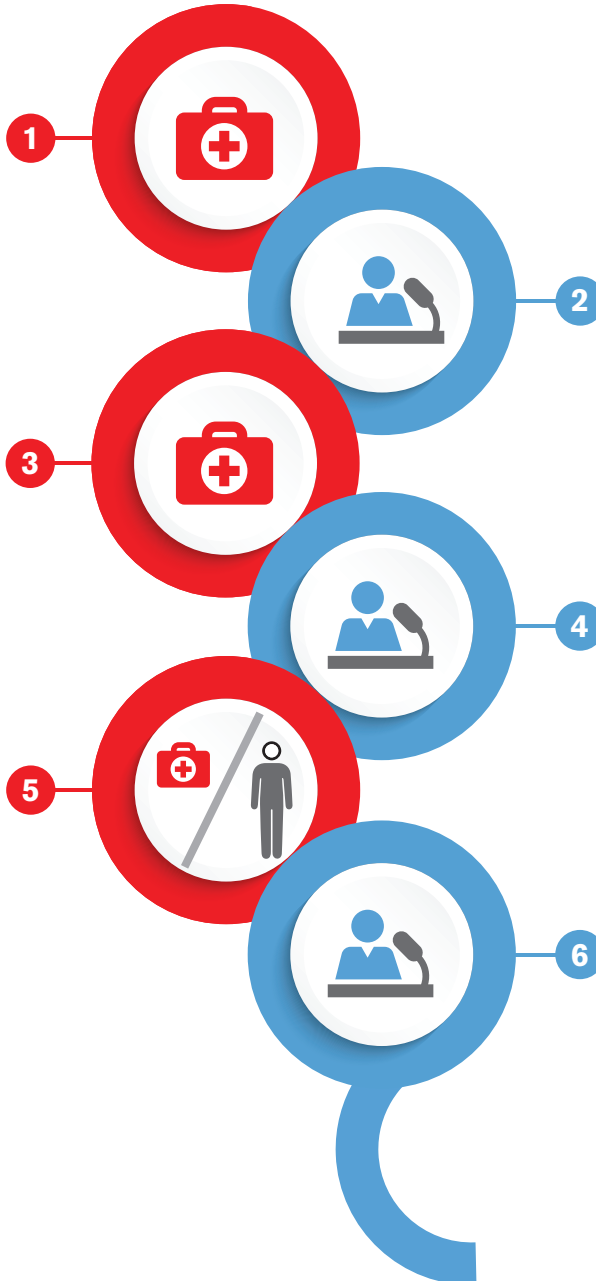
Instructor prompt. Read aloud
after each critical action.



Bystander, Parent, Injured
or Ill Person

First Aid Responder:

Checks the scene for **safety**, forms an **initial impression** and **puts on gloves**.



First Aid Responder:

Checks the person for responsiveness, breathing, life-threatening bleeding or other life-threatening conditions (shout-tap-shout).

First Aid Responder:

Tells Bystander to **call 9-1-1** and get an **AED** and **first aid kit** and **naloxone**.

Bystander: Verbalizes calling 9-1-1 and getting an AED, first aid kit and naloxone.

Instructor: The scene is safe, but the person appears unresponsive.

Instructor: The person is unresponsive and is breathing slowly. There are signs of opioid use near the person.

Instructor: The Bystander has returned with the AED, first aid kit and naloxone.



First Aid Responder action.
Do not read aloud.



Instructor prompt. Read aloud
after each critical action.



Bystander, Parent, Injured
or Ill Person

First Aid Responder:

Verifies the medication, including name of medication and expiration date.

First Aid Responder:

Notes the time of administration and any change in the person's condition.

7



8



9



10



Instructor: EMS personnel have arrived and are beginning their care of the person.

First Aid Responder:

Administers the medication.

▪ Nasal Spray


- o Holds the device with thumb on the bottom of the plunger and two fingers on either side of the nozzle.
- o Places and holds the tip of the nozzle in either nostril until fingers touch the bottom of the person's nose.
- o Presses the plunger firmly to release the dose into the person's nose and continues until plunger cannot be depressed any further.

▪ Nasal Atomizer

- o Uncaps the naloxone and the delivery device.
- o Attaches the medication vial to the syringe, if necessary.
- o Screws the spray device onto the top of the delivery device.
- o Sprays half of the medication into each nostril.

Assessment Scenario Tool: Caring for a Person Experiencing an Opioid Overdose (Using a Nasal Spray or Nasal Atomizer)

Please use the setup option that best suits the needs of your participants or create your own scenario setup.

 **Instructor's Note** Choose either the nasal spray **or** the nasal atomizer to assess participants.

Scenario Setup Option 1	Scenario Setup Option 2	Scenario Setup Option 3
<i>You are shelving books in a back area of the local library where you work when you hear a strange noise and turn to see a person slumped over.</i>	<i>You are working a shift at a local convenience store when someone comes running in to say that a person just collapsed in the parking lot. You go to investigate.</i>	<i>You are volunteering at a community center for teenagers when someone yells out that one of the teens just passed out. You go to investigate.</i>
FIRST AID RESPONDER ACTIONS		PROFICIENCY CHECKLIST
✓ Checks the scene for safety		<input type="checkbox"/> Checks scene before entering to ensure safety
✓ Forms an initial impression		<input type="checkbox"/> Forms an initial impression about what's going on with the person as they approach them <input type="checkbox"/> Identifies any life-threatening conditions, such as appearing unresponsive, appearing not to be breathing, having life-threatening bleeding or another life-threatening condition
✓ Puts on gloves		<input type="checkbox"/> Uses appropriate PPE
INSTRUCTOR PROMPT		
<i>The scene is safe, but the person appears unresponsive.</i>		

FIRST AID RESPONDER ACTIONS	PROFICIENCY CHECKLIST
<p>✓ Checks the person for responsiveness, breathing and life-threatening bleeding or other life-threatening conditions (shout-tap-shout)</p>	<p><input type="checkbox"/> Shouts to get person's attention, using person's name if known</p> <p><input type="checkbox"/> If person does not respond, taps person's shoulder and shouts again while checking for breathing, life-threatening bleeding and other life-threatening conditions</p>
INSTRUCTOR PROMPT	
<i>The person is unresponsive and is breathing very slowly. There are signs of opioid use near the person.</i>	
FIRST AID RESPONDER ACTIONS	PROFICIENCY CHECKLIST
<p>✓ Tells Bystander to call 9-1-1 and get an AED and first aid kit and naloxone</p>	<p><input type="checkbox"/> Tells Bystander to call 9-1-1 and get an AED and first aid kit and naloxone</p> <p><input type="checkbox"/> Uses closed-loop communication</p>
INSTRUCTOR PROMPT	
<i>The Bystander has returned with the AED, first aid kit and naloxone.</i>	
<p>✓ Verifies the medication, including name of medication and expiration date</p>	<p><input type="checkbox"/> Checks the label for the medication name and expiration date</p>
<p>Administers Medication: Nasal Spray</p> <p>✓ Holds the device with thumb on the bottom of the plunger and two fingers on either side of the nozzle</p>	<p><input type="checkbox"/> Places thumb on bottom of plunger and two fingers on either side of the nozzle</p>
<p>✓ Places and holds the tip of the nozzle in either nostril until fingers touch the bottom of the person's nose; (Note: only uses nostril chosen for full administration of medication)</p>	<p><input type="checkbox"/> Ensures tip of nozzle in nostril until fingers touch the bottom of person's nose</p>
<p>✓ Presses the plunger firmly to release the dose into the person's nose and continues until plunger cannot be depressed further</p>	<p><input type="checkbox"/> Applies firm pressure on plunger to release medication</p> <p><input type="checkbox"/> Continues depressing until plunger cannot be pushed any further</p>
<p>✓ Notes the time of administration and any change in the person's condition</p>	<p><input type="checkbox"/> Identifies time of administration</p> <p><input type="checkbox"/> Checks person for changes in condition</p>

(Continued)

<p>Administers Medication: Nasal Atomizer</p> <p>✓ Uncaps the naloxone and the delivery device</p>	<p><input type="checkbox"/> Removes cap from medication</p> <p><input type="checkbox"/> Removes cap from delivery device</p>
<p>✓ Attaches the medication vial to the syringe, if necessary</p>	<p><input type="checkbox"/> Connects vial to syringe</p>
<p>✓ Screws the spray device onto the top of the delivery device</p>	<p><input type="checkbox"/> Secures spray device to delivery device</p>
<p>✓ Sprays half of the medication into each nostril (Note: makes sure to place the device in each nostril so that the full atomizer is in each nostril when administering the medication)</p>	<p><input type="checkbox"/> Gives one-half of the medication into one nostril</p> <p><input type="checkbox"/> Gives remaining one-half of medication into the second nostril</p>
<p>✓ Notes the time of administration and any change in the person's condition</p>	<p><input type="checkbox"/> Identifies time of administration</p> <p><input type="checkbox"/> Checks person for changes in condition</p>
<p>INSTRUCTOR PROMPT</p>	
<p><i>EMS personnel have arrived and are beginning their care of the person.</i></p>	

APPENDIX I

Skill Boost: Life-Threatening Bleeding and Tourniquet Application

Module Length: 75 minutes

Guidance for the Instructor

To complete this module and meet the learning objectives, you must:

- Discuss all points in the topic, “Skill Boost Introduction and Foundations.”
- Show the video, “CHECK—CALL—CARE Review” (2:29).
- Discuss all points in the topic, “Recognizing Life-Threatening Bleeding.”
- Show the video, “Recognizing Life-Threatening Bleeding” (0:50).
- Discuss all points in the topic, “Giving Care for Life-Threatening Bleeding.”
- Show the video, “Using Direct Pressure and a Tourniquet to Control Life-Threatening Bleeding” (11:08).
- Show the video, “Using a Pediatric Tourniquet to Control Life-Threatening Bleeding” (2:08) (optional).
- Conduct the skill practice, “Using Direct Pressure to Control Life-Threatening Bleeding.”
- Conduct the skill practice, “Using Direct Pressure and a Tourniquet to Control Life-Threatening Bleeding.”
- Show the video, “Wound Packing” (2:21).
- Conduct the skill practice, “Wound Packing.”
- Discuss all points in the topic, “Assessment Scenario: Caring for Life-Threatening Bleeding.”
- Conduct the assessment scenario, “Caring for Life-Threatening Bleeding (Using Direct Pressure).”
- Conduct the assessment scenario, “Caring for Life-Threatening Bleeding (Using Direct Pressure and a Tourniquet).”
- Conduct the assessment scenario, “Caring for Life-Threatening Bleeding (Wound Packing).”
- Discuss all points in the topic, “Conclusion.”



Instructor's Note The skill practice sessions included in this skill boost address the use of three different types of tourniquets. Current recommendations encourage the use of windlass rod and ratcheting tourniquets. Keep in mind that in some instances, however, only an elastic tourniquet will be available.


Learning Objectives

After completing this module, participants will be able to:

- Recognize life-threatening bleeding.
- Demonstrate how to control life-threatening bleeding using direct pressure.
- Demonstrate how to control life-threatening bleeding using a manufactured tourniquet.
- Demonstrate how to control life-threatening bleeding with wound packing.

Materials, Equipment and Supplies

- Skill Boost: Life-Threatening Bleeding and Tourniquet Application course presentation, downloadable videos or First Aid/CPR/AED DVD
- Computer or tablet with speakers, projector and projection screen or monitor
- Student Training Kits for CPR and/or First Aid or equivalent training supplies:
 - Latex-free disposable gloves (multiple sizes)
 - Gauze pads
 - Roller bandages
- Simulation device for bleeding control (one for every two or three participants)
- Simulation device for wound packing (one for every two or three participants)
- Manufactured tourniquet: windlass rod tourniquet **OR** ratcheting tourniquet **OR** elastic tourniquet (one for every two or three participants)
- Skill Practice Sheet: Using Direct Pressure to Control Life-Threatening Bleeding (one for every two or three participants)
- Skill Practice Sheet: Using Direct Pressure and a Windlass Rod Tourniquet to Control Life-Threatening Bleeding (one for every two or three participants)
- Skill Practice Sheet: Using Direct Pressure and a Ratcheting Tourniquet to Control Life-Threatening Bleeding (one for every two or three participants)
- Skill Practice Sheet: Using Direct Pressure and an Elastic Tourniquet to Control Life-Threatening Bleeding (one for every two or three participants)
- Skill Practice Sheet: Wound Packing (one for every two or three participants)
- Assessment Scenario Flowchart: Caring for Life-Threatening Bleeding (Using Direct Pressure) (one for every two or three participants)
- Assessment Scenario Flowchart: Caring for Life-Threatening Bleeding (Using Direct Pressure and a Windlass Rod Tourniquet) (one for every two or three participants)
- Assessment Scenario Flowchart: Caring for Life-Threatening Bleeding (Using Direct Pressure and a Ratcheting Tourniquet) (one for every two or three participants)
- Assessment Scenario Flowchart: Caring for Life-Threatening Bleeding (Using Direct Pressure and an Elastic Tourniquet) (one for every two or three participants)
- Assessment Scenario Flowchart: Caring for Life-Threatening Bleeding (Wound Packing) (one for every two or three participants)
- Assessment Scenario Tool: Caring for Life-Threatening Bleeding (Using Direct Pressure)
- Assessment Scenario Tool: Caring for Life-Threatening Bleeding (Using Direct Pressure and a Windlass Rod Tourniquet)
- Assessment Scenario Tool: Caring for Life-Threatening Bleeding (Using Direct Pressure and a Ratcheting Tourniquet)
- Assessment Scenario Tool: Caring for Life-Threatening Bleeding (Using Direct Pressure and an Elastic Tourniquet)
- Assessment Scenario Tool: Caring for Life-Threatening Bleeding (Wound Packing)
- Participant Progress Log
- Red Cross First Aid mobile app (optional)
- *First Aid/CPR/AED Participant's Manual* (optional)

 **Instructor's Note** Skill Practice Sheets, Assessment Scenario Flowcharts, Assessment Scenario Tools and Participant Progress Logs can be copied from this appendix or downloaded from the Red Cross Learning Center.



Instructor's Note

- This skill boost was developed to address the need for training in the use of direct pressure, applying a tourniquet and wound packing to care for life-threatening bleeding. Participants must be certified in First Aid and/or CPR or enrolled in an equivalent Red Cross course to take this skill boost.
- The instructor should emphasize during the module that:
 - This information is provided as general guidance only.
 - State and local laws, facility policies and differing advice, actual instructions or protocols from a healthcare provider for a specific person or situation should take precedence over instruction in this module.
 - It is key to follow the manufacturer's instructions for the type of tourniquet you are using.

Skill Boost Introduction and Foundations

5 minutes



Instructor's Note If you are teaching this skill boost at the same time as the First Aid/CPR/AED core course, skip the Welcome and the Review of Check, Call, Care sections.

Welcome

LECTURE



REFERENCES

Course Presentation
Slides 1–2

- Welcome participants and briefly introduce yourself as an American Red Cross instructor.
- Review the following information, if necessary:
 - Facility policies and procedures
 - Locations of restrooms, water fountains and break areas
 - Where emergency exits are located as well as where automated external defibrillators (AEDs) and first aid kits are located.
- Tell participants:
 - PPE, which includes latex-free disposable gloves and breathing barriers, will be used during all skill practice sessions and assessment scenarios.
 - Though the risk for infection is low when giving care, you can lower your risk by always washing your hands after giving care (and before, if possible) and using PPE when giving care.



Instructor's Note The American Red Cross advises that responders use appropriate PPE when giving first aid care if PPE is available and circumstances allow. In accordance with this position, the responders depicted in the skill videos that support this training are consistently shown using PPE as availability and circumstances allow.

Skill Boost Purpose and Completion

LECTURE



REFERENCES

Course Presentation
Slides 3–4

- Tell participants that the purpose of this module is to give individuals the knowledge and skills necessary to recognize life-threatening bleeding and give care for a person with life-threatening bleeding until EMS personnel arrive and begin their care of the person.
- Explain that this module includes the demonstration and skill practice session of using direct pressure to control life-threatening bleeding, using direct pressure and a tourniquet to control life-threatening bleeding and wound packing to control life-threatening bleeding.
- Emphasize that this module is designed to help participants feel confident and willing to act if they ever need to give care for life-threatening bleeding.
- Inform participants of successful skill boost completion requirements. They must:
 - Attend and participate in the entire class session.
 - Participate in all skill boost activities.
 - Demonstrate competency in the required skill.
 - Successfully complete the assessment scenario.
- Inform participants that upon successful skill boost completion, they will receive a certificate from the American Red Cross that is valid for 2 years.



Instructor's Note Ask participants to inform you privately if they have any condition that might affect participation in this skill boost.

Review of Check, Call, Care

LECTURE



VIDEO



REFERENCES

Course Presentation
Slides 5–6

Participant's Manual
Chapter 1

- In any emergency situation, including life-threatening bleeding, it is important to follow the emergency action steps: CHECK—CALL—CARE.
- Tell participants that they are going to watch a video to review how to check, call and care for a person.
- Show the video, "CHECK—CALL—CARE Review" (2:29).
- Ask participants if anything in the video needs clarification.

Recognizing Life-Threatening Bleeding

3 minutes

LECTURE




REFERENCES

Course Presentation
Slides 7–8




Participant's Manual
Chapter 6

- Emphasize to participants that this training will empower them to act if they ever need to give care for life-threatening bleeding.
- Emphasize that when you recognize that an adult, child or infant has life-threatening bleeding, it is important to do two things immediately:
 - Call 9-1-1 or tell someone to do so.
 - Get a bleeding control/first aid kit and an AED or tell someone to do so.
- Tell participants that an adult, child or infant with life-threatening bleeding can lose their life before EMS personnel arrive. By taking action and giving immediate care, you can save a life.

<p>VIDEO</p>  <p>REFERENCES Course Presentation Slide 9 Participant's Manual Chapter 6</p>	<ul style="list-style-type: none"> ■ Explain to participants that they are going to watch a video about how to recognize if bleeding is life-threatening. ■ Show the video, “Recognizing Life-Threatening Bleeding” (0:50). ■ Ask participants if anything in the video needs clarification.
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Giving Care for Life-Threatening Bleeding

35 minutes

Check, Call, Care	
<p>LECTURE</p>  <p>REFERENCES Course Presentation Slides 10–12</p>	<ul style="list-style-type: none"> ■ Explain to participants that it is critical to act quickly when a person has life-threatening bleeding. ■ Tell participants that they should follow the emergency action steps: CHECK—CALL—CARE as they have learned to do for any emergency situation. <ul style="list-style-type: none"> ● Check the scene for safety, form an initial impression and obtain consent. (Note: If, during the <i>initial impression</i>, you determine that the person appears to be experiencing life-threatening bleeding, immediately call 9-1-1, get the equipment and give general care for the condition found. <i>Then</i>, continue your check [as appropriate] to determine if additional care is needed.) Continue checking the person for signs and symptoms of life-threatening bleeding. ● Call 9-1-1 and get equipment, or tell someone to do so, if the person is unresponsive, not breathing or if you recognize signs and symptoms of life-threatening bleeding. ● Care for life-threatening bleeding includes applying direct pressure and applying indirect pressure (a tourniquet).
Controlling Life-Threatening Bleeding	
<p>LECTURE</p>  <p>VIDEO</p>  <p>REFERENCES Course Presentation Slides 13–16 Participant's Manual Chapter 6</p>	<ul style="list-style-type: none"> ■ Tell participants that pressure is the most effective way to stop all causes of bleeding in adults, children and infants. ■ Explain to participants that they are going to watch a video about how to use direct pressure to control life-threatening bleeding for adults, children and infants, and indirect pressure (a tourniquet) to control life-threatening bleeding for adults and children. ■ Show the video, “Using Direct Pressure and a Tourniquet to Control Life-Threatening Bleeding” (1 1:08). ■ Show the video, “Using a Pediatric Tourniquet to Control Life-Threatening Bleeding” (2:08) (optional). ■ Inform participants that mechanical pressure, such as pressure bandages or devices, might be considered in some situations where direct manual pressure is not feasible. ■ Tell participants that if they have applied a bandage after bleeding has stopped, it is important to do the following: <ul style="list-style-type: none"> ● Monitor for bleeding through the dressing. ● If bleeding recurs, do not apply an additional dressing or bandage; instead remove the bandage and leave only the single dressing on the wound in place, and then apply direct manual pressure.

(Continued)

- Tell participants that it is important to monitor for shock and give care, if necessary, until help arrives.
- Ask if participants have any questions about how to perform the skills of direct pressure or using a tourniquet.
- Tell participants that first they will practice using direct pressure and applying a bandage and then they will practice using direct pressure and a tourniquet.



Instructor's Note Three skill practice sheets are available for using direct pressure and a tourniquet:

- Skill Practice Sheet: Using Direct Pressure and a Windlass Rod Tourniquet to Control Life-Threatening Bleeding
 - Skill Practice Sheet: Using Direct Pressure and a Ratcheting Tourniquet to Control Life-Threatening Bleeding
 - Skill Practice Sheet: Using Direct Pressure and an Elastic Tourniquet to Control Life-Threatening Bleeding
- Choose the one that best fits the needs of your participants. Participants should practice with the one chosen.

Skill Practice: Using Direct Pressure to Control Life-Threatening Bleeding

SKILL PRACTICE



REFERENCES

Course Presentation
Slides 17–19

Skill Practice Sheet:
Using Direct Pressure
to Control Life-
Threatening Bleeding

Participant Progress
Log

Participant's Manual
Appendix D

- Conduct the skill practice, “Using Direct Pressure to Control Life-Threatening Bleeding.”
- Tell participants that they will review controlling life-threatening bleeding using direct pressure, which they learned in their first aid course.
- Divide the class into groups of **two or three** and assign the roles of “First Aid Responder,” “Bystander” or “Coach.” For groups of two, have the second participant play the roles of Bystander and Coach.
- Have groups get into position by their simulation device for bleeding control to prepare for skill practice. Tell them they should **not** practice direct pressure on each other. To ensure the safety of all participants, they should only practice on their simulated limb.
- Communicate the following to participants:
 - The **First Aid Responder** will use direct pressure to control life-threatening bleeding.
 - The **Bystander** will observe.
 - The **Coach** will give feedback and guide the First Aid Responder through the steps of using direct pressure using the Skill Practice Sheet: Using Direct Pressure to Control Life-Threatening Bleeding. In all rounds, the Coach should read each step of the skill aloud, as needed.





Instructor's Note You can modify the degree of coaching based on the participants' experience level. For example, if a participant in the role of First Aid Responder doesn't need guiding through the steps of the skill, the Coach can just observe and give corrective feedback as needed.

- After all steps have been completed, participants should switch roles and the new First Aid Responder should use direct pressure to control life-threatening bleeding until all participants have had a turn.
- Participants should help each other and give peer feedback.
- Circulate among the groups to give assistance and corrective global and individual feedback as necessary.

	<ul style="list-style-type: none"> ● Common errors to look for include: <ul style="list-style-type: none"> ○ Not putting gauze pad over wound. ○ Not using both hands to apply pressure. ○ Not having heel of hand on top of wound when applying pressure. ○ Not having elbows locked out and having shoulders directly over hands while applying pressure. ○ Removing initial/first gauze pad when blood has soaked through. ■ Ensure that the Coach gives step-by-step instructions during the rounds, as needed. ■ Manage the time for each round of skill practice and rotate roles at the end of each round. ■ Check off each participant's progress on the Participant Progress Log. ■ Ask participants if anything from the skill practice needs clarification.
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Skill Practice: Using Direct Pressure and a Tourniquet to Control Life-Threatening Bleeding

<p>SKILL PRACTICE</p>  <p>REFERENCES Course Presentation Slides 20–24</p> <p>Skill Practice Sheet: Using Direct Pressure and a Windlass Rod Tourniquet to Control Life-Threatening Bleeding</p> <p>OR</p> <p>Skill Practice Sheet: Using Direct Pressure and a Ratcheting Tourniquet to Control Life-Threatening Bleeding</p> <p>OR</p> <p>Skill Practice Sheet: Using Direct Pressure and an Elastic Tourniquet to Control Life-Threatening Bleeding</p> <p>Participant Progress Log</p> <p>Participant's Manual Appendix D</p>	<ul style="list-style-type: none"> ■ Conduct the skill practice, “Using Direct Pressure and a Tourniquet to Control Life-Threatening Bleeding.” ■ Tell participants that they will practice controlling life-threatening bleeding using direct pressure and a tourniquet. ■ Have the groups of two or three get into position and assign the roles of “First Aid Responder,” “Bystander” or “Coach.” For groups of two, have the second participant play the roles of Bystander and Coach. ■ Remind participants that they should not practice direct pressure or use a tourniquet on each other. ■ Communicate the following to participants: <ul style="list-style-type: none"> ● The First Aid Responder will use direct pressure and a tourniquet to control life-threatening bleeding. ● The Bystander will observe. ● The Coach will give feedback and guide the First Aid Responder through the steps using one of the following skill practice sheets: <ul style="list-style-type: none"> ○ Skill Practice Sheet: Using Direct Pressure and a Windlass Rod Tourniquet to Control Life-Threatening Bleeding ○ Skill Practice Sheet: Using Direct Pressure and a Ratcheting Tourniquet to Control Life-Threatening Bleeding ○ Skill Practice Sheet: Using Direct Pressure and an Elastic Tourniquet to Control Life-Threatening Bleeding ● In all rounds, the Coach should read each step of the skill aloud, as needed. <div style="border: 2px solid red; padding: 10px; margin: 10px 0;"> <p> Instructor's Note You can modify the degree of coaching based on the participants' experience level. For example, if a participant in the role of First Aid Responder doesn't need guiding through the steps of the skill, the Coach can just observe and give corrective feedback as needed.</p> </div> <ul style="list-style-type: none"> ● After all steps have been completed, participants should switch roles and the new First Aid Responder should use direct pressure and a tourniquet to control life-threatening bleeding until all participants have had a turn. ● Participants should help each other and give peer feedback. ■ Circulate among the groups to give assistance and corrective global and individual feedback as necessary.
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(Continued)

- Common errors to look for include:
 - Not continuing to apply direct pressure or not asking someone to apply direct pressure while applying the tourniquet.
 - Placing tourniquet directly on the wound.
 - Placing tourniquet below the wound or on a joint.
 - Tightening the rod before first tightening the strap (windlass rod tourniquet).
 - Not securing the tourniquet after tightening it (windlass rod and elastic tourniquets).
- Ensure that the Coach gives step-by-step instructions during the rounds, as needed.
- Manage the time for each round of skill practice and rotate roles at the end of each round.
- Check off each participant's progress on the Participant Progress Log.
- Ask participants if anything from the skill practice needs clarification.

Wound Packing to Control Life-Threatening Bleeding

LECTURE



VIDEO



REFERENCES

Course Presentation
Slides 25–26

Participant's Manual
Chapter 6

- Tell participants that they will watch a video about how to perform the skill of wound packing to control life-threatening bleeding for adults, children and infants.
- Show the video, “Wound Packing” (2:21).
- Ask if participants have any questions about how to perform the skill of wound packing.
- Tell participants that they will practice wound packing.

Skill Practice: Wound Packing

SKILL PRACTICE



REFERENCES

Course Presentation
Slides 27–29

Skill Practice Sheet:
Wound Packing

Participant Progress
Log

Participant's Manual
Appendix D

- Conduct the skill practice, “Wound Packing.”
- Tell participants that they will practice controlling life-threatening bleeding using wound packing.
- Have the groups of **two or three** get into position and assign the roles of “First Aid Responder,” “Bystander” or “Coach.” For groups of two, have the second participant play the roles of Bystander and Coach.
- Remind participants that they should **not** practice direct pressure on each other.
- Communicate the following to participants:
 - The **First Aid Responder** will use wound packing to control life-threatening bleeding.
 - The **Bystander** will observe.
 - The **Coach** will give feedback and guide the First Aid Responder through the steps of wound packing using the Skill Practice Sheet: Wound Packing. In all rounds, the Coach should read each step of the skill aloud, as needed.



Instructor's Note You can modify the degree of coaching based on the participants' experience level. For example, if a participant in the role of First Aid Responder doesn't need guiding through the steps of the skill, the Coach can just observe and give corrective feedback as needed.

- After all steps have been completed, participants should switch roles and the new First Aid Responder should use wound packing to control life-threatening bleeding until all participants have had a turn.

	<ul style="list-style-type: none"> ● Participants should help each other and give peer feedback. ■ Circulate among the groups to give assistance and corrective global and individual feedback as necessary. <ul style="list-style-type: none"> ● Common errors to look for include: <ul style="list-style-type: none"> ○ Not maintaining direct pressure while packing the wound. ○ Not packing gauze deep in the wound starting where bleeding is located. ○ Stopping packing before wound site/skin is taut and cannot be packed any further. ○ Not continuing to hold pressure or wrapping wound site after packing is complete. ■ Ensure that the Coach gives step-by-step instructions during the rounds, as needed. ■ Manage the time for each round of skill practice and rotate roles at the end of each round. ■ Check off each participant's progress on the Participant Progress Log. ■ Ask participants if anything from the skill practice needs clarification.
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Assessment Scenario: Caring for Life-Threatening Bleeding

30 minutes



Instructor's Note Three assessment scenarios are available for Caring for Life-Threatening Bleeding (Using Direct Pressure and a Tourniquet):

- Assessment Scenario: Caring for Life-Threatening Bleeding (Using Direct Pressure and a Windlass Rod Tourniquet)
 - Assessment Scenario: Caring for Life-Threatening Bleeding (Using Direct Pressure and a Ratcheting Tourniquet)
 - Assessment Scenario: Caring for Life-Threatening Bleeding (Using Direct Pressure and an Elastic Tourniquet)
- Participants should be assessed using the tourniquet with which they practiced.

Assessment Scenario: Caring for Life-Threatening Bleeding (Using Direct Pressure)

SCENARIO



REFERENCES

Course Presentation Slides 30–32

Assessment Scenario Flowchart: Caring for Life-Threatening Bleeding (Using Direct Pressure)

Assessment Scenario Tool: Caring for Life-Threatening Bleeding (Using Direct Pressure)

Participant Progress Log

- Tell participants that they will now be assessed on putting everything together, from checking the scene and forming an initial impression through using direct pressure for an adult, child or infant with life-threatening bleeding.
- Have the groups of **two or three** get into position and assign the roles of “First Aid Responder,” “Bystander” or “Coach.” For groups of two, have the second participant play the roles of Bystander and Coach.
- Remind participants that they should **not** practice direct pressure on each other.
- Explain to participants that you will provide a scenario setup and appropriate prompts throughout the scenario.
 - Participants should wait for instructor prompts and not rush ahead in the scenario.



Instructor's Note Scenario setups are provided in the Assessment Scenario Tool. However, you can make up your own scenario setup specific to your facility's needs, as long as it achieves the objectives of checking the scene, forming an initial impression, obtaining consent, using PPE, calling 9-1-1 and getting equipment, using direct pressure for an adult, child or infant with life-threatening bleeding and applying a bandage when the bleeding stops.

(Continued)

- Communicate the following to participants:
 - The **First Aid Responder** will care for the person with life-threatening bleeding. They should follow instructor prompts and check the scene for safety, form an initial impression, obtain consent, use PPE, tell Bystander to call 9-1-1 and get a bleeding control kit/ first aid kit and an AED, use direct pressure to care for an adult, child or infant with life-threatening bleeding and apply a bandage when the bleeding stops.
 - The **Bystander** will verbalize calling 9-1-1 and getting a bleeding control kit/first aid kit and an AED, when instructed.
 - The **Coach** will observe the First Aid Responder and reference the Assessment Scenario Flowchart: Caring for Life-Threatening Bleeding (Using Direct Pressure) in preparation for their turn.
 - If necessary, the Coach can repeat the instructor prompts during the scenario but should **not** provide coaching or peer-to-peer feedback.
- Hand out the Assessment Scenario Flowchart: Caring for Life-Threatening Bleeding (Using Direct Pressure) to each group.
- Communicate the following to participants:
 - You will perform the assessment scenario until all participants have had an opportunity to be assessed in the role of First Aid Responder.
- Circulate among the groups to give assistance and corrective global and individual feedback as necessary during and after each round.
- Manage the time for each round of the scenario and rotate roles after each round of the scenario.
- Check off each participant's progress on the Participant Progress Log.
- Ask participants if anything from the scenario needs clarification.

Assessment Scenario: Caring for Life-Threatening Bleeding (Using Direct Pressure and a Tourniquet)

SCENARIO



REFERENCES

Course Presentation Slides 33–35

Assessment Scenario Flowchart: Caring for Life-Threatening Bleeding (Using Direct Pressure and a Windlass Tourniquet)

OR

Assessment Scenario Flowchart: Caring for Life-Threatening Bleeding (Using Direct Pressure and a Ratcheting Tourniquet)

OR

Assessment Scenario Flowchart: Caring for Life-Threatening Bleeding (Using Direct Pressure and an Elastic Tourniquet)

- Tell participants that they will now be assessed on putting everything together, from checking the scene and forming an initial impression through using direct pressure and a tourniquet for an adult or child with life-threatening bleeding.
- Have the groups of **two or three** get into position and assign the roles of “First Aid Responder,” “Bystander” or “Coach.” For groups of two, have the second participant play the roles of Bystander and Coach.
- Remind participants that they should **not** practice direct pressure or use a tourniquet on each other.
- Explain to participants that you will provide a scenario setup and appropriate prompts throughout the scenario.
 - Participants should wait for instructor prompts and not rush ahead in the scenario.



Instructor's Note Scenario setups are provided in the Assessment Scenario Tool. However, you can make up your own scenario setup specific to your facility's needs, as long as it achieves the objectives of checking the scene, forming an initial impression, obtaining consent, using PPE, calling 9-1-1 and getting equipment, using direct pressure and using a tourniquet for an adult or child.

- Communicate the following to participants:
 - The **First Aid Responder** will care for the person with life-threatening bleeding. They should follow instructor prompts and check the scene for safety, form an initial impression, obtain consent, use PPE, tell the Bystander to call 9-1-1 and get a bleeding control kit/ first aid kit, a tourniquet and an AED, and use direct pressure and a tourniquet to care for an adult or child with life-threatening bleeding.

Assessment Scenario
Tool: Caring for Life-
Threatening Bleeding
(Using Direct Pressure
and a Windlass
Tourniquet)

OR

Assessment Scenario
Tool: Caring for Life-
Threatening Bleeding
(Using Direct Pressure
and a Ratcheting
Tourniquet)

OR

Assessment Scenario
Tool: Caring for Life-
Threatening Bleeding
(Using Direct Pressure
and an Elastic
Tourniquet)

Participant Progress
Log

- The **Bystander** will verbalize calling 9-1-1 and getting a bleeding control kit/first aid kit, a tourniquet and an AED, when instructed.
- The **Coach** will observe the First Aid Responder and reference the Assessment Scenario Flowchart: Caring for Life-Threatening Bleeding (Using Direct Pressure and a Tourniquet) in preparation for their turn.
 - If necessary, the Coach can repeat the instructor prompts during the scenario but should **not** provide coaching or peer-to-peer feedback.
- Hand out the Assessment Scenario Flowchart: Caring for Life-Threatening Bleeding (Using Direct Pressure and a Tourniquet) to each group.
- Communicate the following to participants:
 - You will perform the assessment scenario until all participants have had an opportunity to be assessed in the role of First Aid Responder.
- Circulate among the groups to give assistance and corrective global and individual feedback as necessary during and after each round.
- Manage the time for each round of the scenario and rotate roles after each round of the scenario.
- Check off each participant's progress on the Participant Progress Log.
- Ask participants if anything from the scenario needs clarification.

Assessment Scenario: Wound Packing

SCENARIO



REFERENCES

Course Presentation
Slides 36–38

Assessment Scenario
Flowchart: Caring
for Life-Threatening
Bleeding (Wound
Packing)

Assessment Scenario
Tool: Caring for Life-
Threatening Bleeding
(Wound Packing)

Participant Progress
Log

- Tell participants that they will now be assessed on putting everything together, from checking the scene and forming an initial impression through wound packing for an adult, child or infant with life-threatening bleeding.
- Have the groups of **two or three** get into position and assign the roles of “First Aid Responder,” the “Bystander” or the “Coach.” For groups of two, have the second participant play the roles of Bystander and Coach.
- Remind participants that they should **not** practice direct pressure on each other.
- Explain to participants that you will provide a scenario setup and appropriate prompts throughout the scenario.
 - Participants should wait for instructor prompts and not rush ahead in the scenario.



Instructor's Note Scenario setups are provided in the Assessment Scenario Tool. However, you can make up your own scenario setup specific to your facility's needs, as long as it achieves the objectives of checking the scene, forming an initial impression, obtaining consent, using PPE, calling 9-1-1 and getting equipment, and packing a wound for an adult, child or infant with life-threatening bleeding.


- Communicate the following to participants:
 - The **First Aid Responder** will care for the person with life-threatening bleeding. They should follow instructor prompts and check the scene for safety, form an initial impression, obtain consent, use PPE, tell the Bystander to call 9-1-1 and get a bleeding control kit/first aid kit and an AED and pack a wound for an adult, child or infant with life-threatening bleeding.
 - The **Bystander** will verbalize calling 9-1-1 and getting a bleeding control kit/first aid kit and an AED, when instructed.

(Continued)

- The **Coach** will observe the First Aid Responder and reference the Assessment Scenario Flowchart: Caring for Life-Threatening Bleeding (Wound Packing) in preparation for their turn. If necessary, the Coach can repeat the instructor prompts but should **not** provide coaching or peer-to-peer feedback.
- Hand out the Assessment Scenario Flowchart: Caring for Life-Threatening Bleeding (Wound Packing) to each group.
- Communicate the following to participants:
 - You will perform the assessment scenario until all participants have had an opportunity to be assessed in the role of First Aid Responder.
- Circulate among the groups to give assistance and corrective global and individual feedback as necessary during and after each round.
- Manage the time for each round of the scenario and rotate roles after each round of the scenario.
- Check off each participant's progress on the Participant Progress Log.
- Ask participants if anything from the scenario needs clarification.

Conclusion

2 minutes

 **Instructor's Note** If you are teaching this skill boost on the same day as the First Aid/CPR/AED core course, you do not need to teach this topic. Instead, teach the Conclusion module in the core course.


LECTURE




REFERENCES

Course Presentation
Slides 39–40

- Thank participants for their efforts during class and ask for any remaining questions.
- Explain that participants will receive a certificate for Life-Threatening Bleeding—Tourniquet from the American Red Cross that is valid for 2 years.
- Remind participants that this certification is separate from their First Aid/CPR/AED certification.
- Remind participants that many resources are available to help them respond to an emergency:
 - The American Red Cross First Aid app is free and available for iPhone and Android devices.
 - Ready Reference cards can be kept handy in a medical emergency.
 - The *First Aid/CPR/AED Participant's Manual* contains detailed information on topics covered in class as well as a wide range of additional topics not covered in the course.

 **Instructor's Note** If participants did not receive Ready Reference cards or a participant's manual as part of their course materials, tell participants that these materials (as well as first aid kits and supplies) are available through the Red Cross store at redcross.org.

 **Instructor's Note** If a participant did not successfully complete the assessment scenario, offer the opportunity for a same-day retest. If a participant did not successfully complete the same-day retest, inform the participant about the need to retake the boost.

Skill Practice Sheet: Using Direct Pressure to Control Life-Threatening Bleeding

1. Place the dressing on the wound*.

- Ensure good contact with the bleeding surfaces of the wound.

* Use a hemostatic dressing if available.



2. Apply steady, firm pressure directly over the wound until the bleeding stops.

- Put one hand on top of the dressing and put your other hand on top.
- Position your shoulders over your hands and lock your elbows.
- Push down as hard as you can.
- If blood soaks through the original gauze pad, you do not need to do anything, but you can put another gauze pad on top. Replace the new gauze pad as necessary if blood soaks through the pads.

Note: *Do not* remove the original gauze pad and **do not** stack multiple gauze pads.



3. Hold direct pressure until:

- The bleeding stops.
- A tourniquet is applied (for life-threatening bleeding from an arm or leg) and the bleeding has stopped.
- Another person relieves you.
- You are too exhausted to continue.
- The situation becomes unsafe.

(Continued)

If bleeding stops before EMS arrives:

4. Apply a roller bandage.

- Check for circulation beyond the injury.
- Apply the bandage over the dressing and secure it firmly to keep pressure on the wound.
 - Place the end of a bandage on the dressing at a 45-degree angle.
 - Continue wrapping the bandage over the dressing.
 - Tape to secure the dressing.
- Check again for circulation beyond the injury. If there is any change, the bandage may be too tight; carefully loosen the bandage.



Skill Practice Sheet: Using Direct Pressure and a Windlass Rod Tourniquet to Control Life-Threatening Bleeding

The steps in this skill practice sheet are a guide to using a Windlass Rod Tourniquet. Always follow the instructions of the particular tourniquet to which you have access.

1. Place the dressing on the wound*.

* Use a hemostatic dressing if available.

2. Apply steady, firm pressure directly over the wound until the tourniquet is available.



3. Continue to apply direct pressure until a tourniquet is available.

- Once a tourniquet is available, have a member of your group continue applying direct pressure while you apply the tourniquet.
- If you are practicing alone, use your knee to apply pressure while you apply the tourniquet.

4. Position the tourniquet.

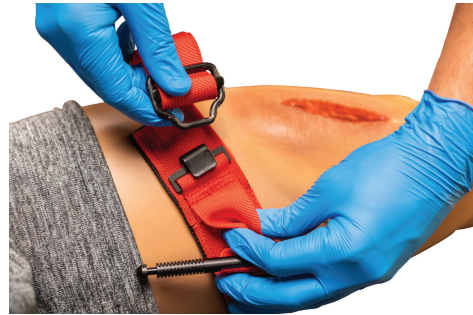
- Place the tourniquet around the limb, 2 to 3 inches above the wound between the wound and the heart.
- Do not place the tourniquet on top of the wound or a joint.
- If the wound is over a joint, apply the tourniquet 2 to 3 inches above the joint.



(Continued)

5. Buckle the tourniquet.

- Attach the buckle or pass the end of the strap through the buckle.



6. PULL.

- Pull the free end of the strap until the tourniquet is as tight as possible around the arm or leg.
- Make sure there is no room between the tourniquet and the limb before activating the tightening mechanism.
- If the strap has a hook-and-loop fastener, securely fasten the strap back onto itself after you have pulled the tourniquet as tight as possible around the arm or leg.
- If the tourniquet is not tight enough around the leg, it may be beneficial to move the tourniquet closer on the limb to the core of the body where the extremity is thicker.



7. TWIST.

- Twist the rod until the bleeding stops or until you cannot twist it anymore.



8. CLIP.

- Clip the rod in place to prevent the rod from untwisting and to keep the tourniquet tight.



Skill Practice Sheet: Using Direct Pressure and a Ratcheting Tourniquet to Control Life-Threatening Bleeding

The steps in this skill practice sheet are a guide to using a Ratcheting Tourniquet. Always follow the instructions of the particular tourniquet to which you have access.

Note: There are adult and child sizes: TX-3/TX-1. Both adult and child work exactly the same way.

1. Place the dressing on the wound*.

* Use a hemostatic dressing if available.

2. Apply steady, firm pressure directly over the wound until the tourniquet is available.



3. Continue to apply direct pressure until a tourniquet is available.

- Once a tourniquet is available, have a member of your group continue applying direct pressure while you apply the tourniquet.
- If you are practicing alone, use your knee to apply pressure while you apply the tourniquet.

4. Position the tourniquet.

- Place the tourniquet around the limb, 2 to 3 inches above the wound.
- Avoid placing the tourniquet on top of the wound or a joint.
- If the wound is over a joint, apply the tourniquet 2 to 3 inches above the joint.



(Continued)

5. PULL Tight.

- Pull tight on the loop to tighten the strap as tight as possible around the arm or leg.
- Make sure there is no room between the tourniquet and the limb before activating the tightening mechanism.
- If the tourniquet is not tight enough around the leg, it may be beneficial to move the tourniquet closer on the limb to the core of the body where the extremity is thicker.



6. LIFT.

- Lift the buckle to tighten the tourniquet.
- Keep lifting up on the buckle until the bleeding stops or you cannot lift it up anymore.
- Ratcheting tourniquets are self-securing.



Skill Practice Sheet: Using Direct Pressure and an Elastic Tourniquet to Control Life-Threatening Bleeding

The steps in this skill practice sheet are a guide to using an Elastic Tourniquet. Always follow the instructions of the particular tourniquet to which you have access.

1. Place the dressing on the wound*.

* Use a hemostatic dressing if available.

2. Apply steady, firm pressure directly over the wound until the tourniquet is available.



3. Continue to apply direct pressure until a tourniquet is available.

- Once a tourniquet is available, have a member of your group continue applying direct pressure while you apply the tourniquet.
- If you are practicing alone, use your knee to apply pressure while you apply the tourniquet.

4. WRAP.

- Wrap the tourniquet around the limb, 2 to 3 inches above the wound.
- Avoid placing the tourniquet on top of the wound or a joint.
- If the wound is over a joint, apply the tourniquet 2 to 3 inches above the joint.



(Continued)

5. PULL.

- Continue wrapping the tourniquet around the limb, stretching and pulling it as tight as possible with each wrap.
- You will know you are stretching and pulling it tight enough when you see a change in the shapes on the tourniquet from ovals to circles and diamonds to squares.






6. TUCK.

- As you near the end of the tourniquet, pull and wrap tightly, lifting up the last wrap to create a loop.
- Tuck the free end of the tourniquet underneath the loop to secure the tourniquet.



Skill Practice Sheet: Wound Packing

<p>1. Locate the source of the bleeding within the wound.</p>	
<p>2. Place the dressing into the wound cavity directly onto the bleeding source*.</p> <p><i>* Use a hemostatic dressing if available.</i></p>	
<p>3. Continue packing the entire wound cavity.</p> <ul style="list-style-type: none">■ While holding pressure on the bleeding source, continue packing the entire wound cavity until it is tightly packed.	
<p>4. Apply direct pressure.</p>	

Assessment Scenario Flowchart: Caring for Life-Threatening Bleeding (Using Direct Pressure)



First Aid Responder action.
Do not read aloud.



Instructor prompt. Read aloud
after each critical action.



Bystander, Parent, Injured
or Ill Person

First Aid Responder:

Checks the scene for **safety**, forms an **initial impression**, **obtains consent** and **puts on gloves**.

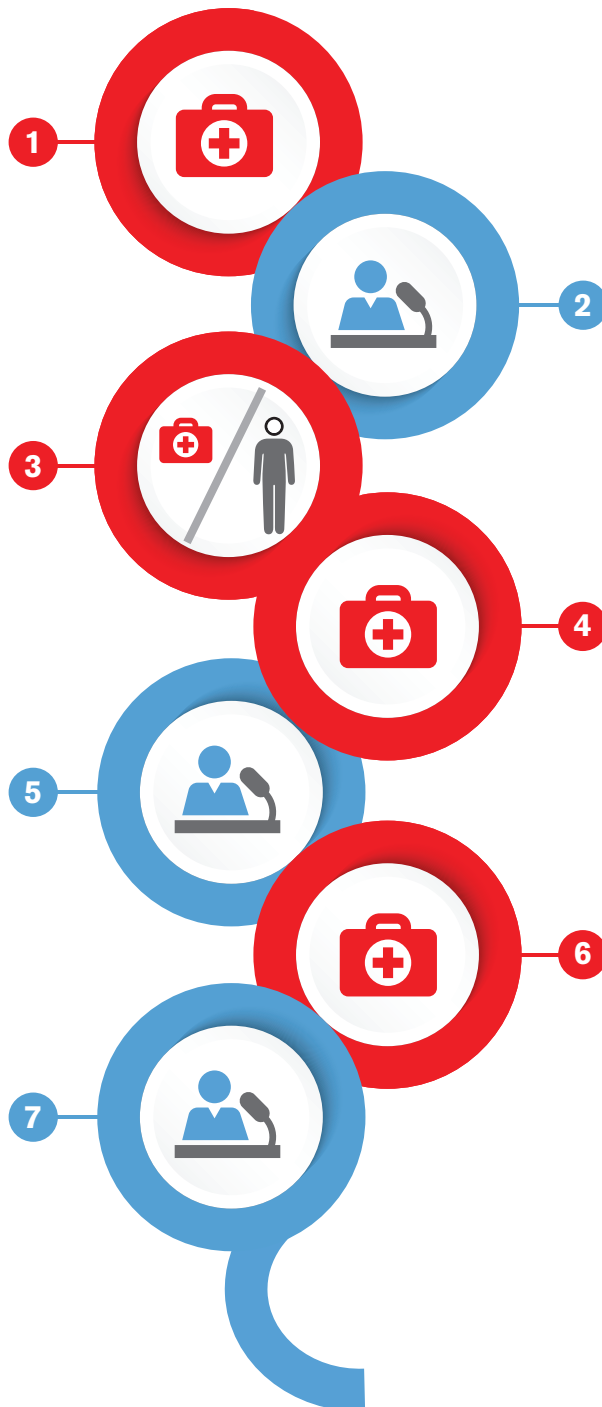
First Aid Responder:

Tells Bystander to **call 9-1-1** and get a **bleeding control kit/first aid kit** and an **AED**.

Bystander: Verbalizes calling 9-1-1 and getting a bleeding control kit/first aid kit and an AED.

Instructor: The blood is soaking through the gauze pad.

Instructor: The bleeding has stopped.



Instructor: The scene is safe. The person is responsive and is bleeding from a large wound on their leg. The blood is bright red and squirting. You have consent.

First Aid Responder:

- **Identifies the source** of the bleeding.
- **Places the dressing** on the wound at the bleeding site.
- **Applies steady, firm pressure** directly over the wound until the bleeding stops.

First Aid Responder:

- **Continues direct pressure**.
- Puts a **second gauze pad** on top of the original gauze pad (optional).
- **Does not remove** the original gauze pad.



First Aid Responder action.
Do not read aloud.



Instructor prompt. Read aloud
after each critical action.



Bystander, Parent, Injured
or Ill Person

First Aid Responder:

- **Checks circulation** beyond the injury.
- Applies a roller **bandage** over the dressing to keep pressure on the wound.
- **Checks circulation** again; loosens the bandage as necessary.
- **Removes gloves** and verbalizes need to **wash hands**.

8



9



Instructor: You continue to monitor for shock and give care, if necessary. EMS personnel have arrived and are beginning their care of the person.

Assessment Scenario Flowchart: Caring for Life-Threatening Bleeding (Using Direct Pressure and a Windlass Rod Tourniquet)



First Aid Responder action.
Do not read aloud.



Instructor prompt. Read aloud
after each critical action.



Bystander, Parent, Injured
or Ill Person

First Aid Responder:

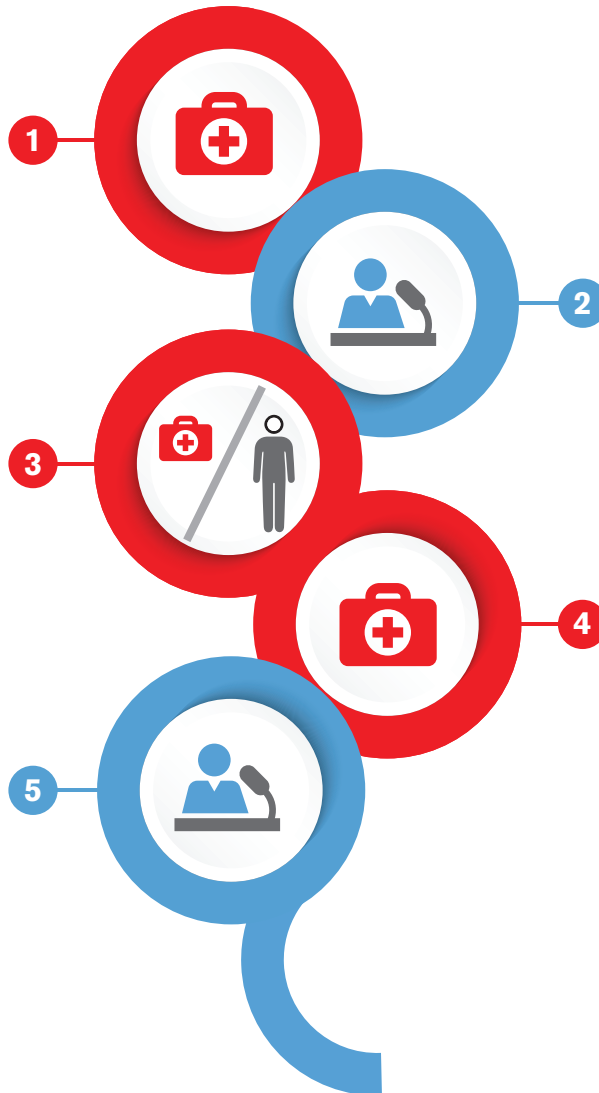
Checks the scene for **safety**, forms an **initial impression**, **obtains consent** and puts on **gloves**.

First Aid Responder:

Tells Bystander to **call 9-1-1** and get a **bleeding control kit/first aid kit, tourniquet** and an **AED**.

Bystander: Verbalizes calling 9-1-1 and getting a **bleeding control kit/first aid kit, tourniquet** and an **AED**.

Instructor: The bleeding has not stopped. A tourniquet is available.



Instructor: The scene is safe. You have consent. The person is responsive and is bleeding from a large wound on their leg. The blood is bright red and squirting.

- First Aid Responder:**
- **Identifies the source** of the bleeding.
 - **Places the dressing** on the wound at bleeding site.
 - **Applies steady, firm pressure** directly over the wound until the tourniquet is available.



First Aid Responder action.
Do not read aloud.



Instructor prompt. Read aloud
after each critical action.



Bystander, Parent, Injured
or Ill Person

First Aid Responder:

- Tells Bystander to continue direct pressure.
- Places the tourniquet around the limb, 2 to 3 inches above the wound and not over a joint.
- Attaches the buckle or passes the end of the strap through the buckle.
- Pulls the free end of the strap until the tourniquet is as tight as possible around the limb.
- Twists the rod until the bleeding stops, or until it can't twist anymore.
- Clips the rod in place to prevent it from untwisting.

6



7



Instructor: You continue to monitor for shock and give care, if necessary. EMS personnel have arrived and are beginning their care of the person.

Assessment Scenario Flowchart: Caring for Life-Threatening Bleeding (Using Direct Pressure and a Ratcheting Tourniquet)



First Aid Responder action.
Do not read aloud.



Instructor prompt. Read aloud
after each critical action.



Bystander, Parent, Injured
or Ill Person

First Aid Responder:

Checks the scene for **safety**, forms an **initial impression**, **obtains consent** and puts on **gloves**.

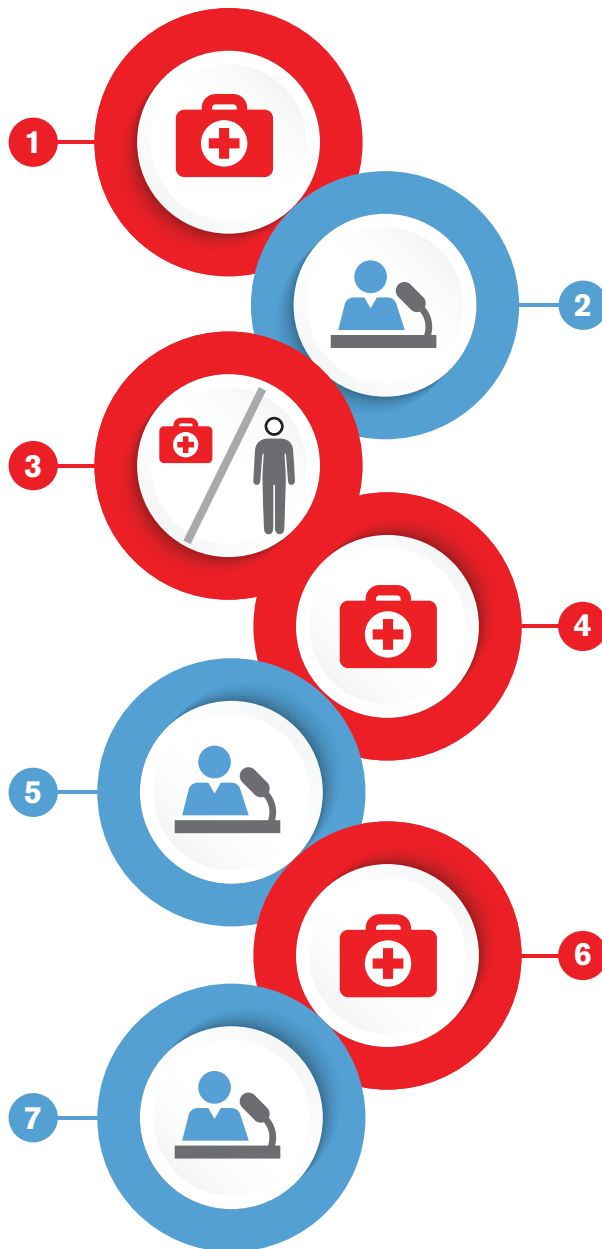
First Aid Responder:

Tells Bystander to **call 9-1-1** and get a **bleeding control kit/first aid kit, tourniquet** and an **AED**.

Bystander: Verbalizes calling 9-1-1 and getting a **bleeding control kit/first aid kit, tourniquet** and an **AED**.

Instructor: The bleeding has not stopped. A tourniquet is available.

Instructor: You continue to monitor for shock and give care, if necessary. EMS personnel have arrived and are beginning their care of the person.



Instructor: The scene is safe. You have consent. The person is responsive and is bleeding from a large wound on their leg. The blood is bright red and squirting.

First Aid Responder:

- **Identifies the source** of the bleeding.
- **Places the dressing** on the wound at the bleeding site.
- **Applies steady, firm pressure** directly over the wound until the tourniquet is available.

First Aid Responder:

- Tells Bystander to **continue direct pressure**.
- **Places the tourniquet** around the limb, 2 to 3 inches above the wound and not over a joint.
- **Pulls tight** on the loop to tighten the strap as tight as possible around the arm or leg.
- **Lifts** the buckle to engage the ratcheting system to tighten the tourniquet.

Assessment Scenario Flowchart: Caring for Life-Threatening Bleeding (Using Direct Pressure and an Elastic Tourniquet)



First Aid Responder action.
Do not read aloud.



Instructor prompt. Read aloud
after each critical action.



Bystander, Parent, Injured
or Ill Person

First Aid Responder:

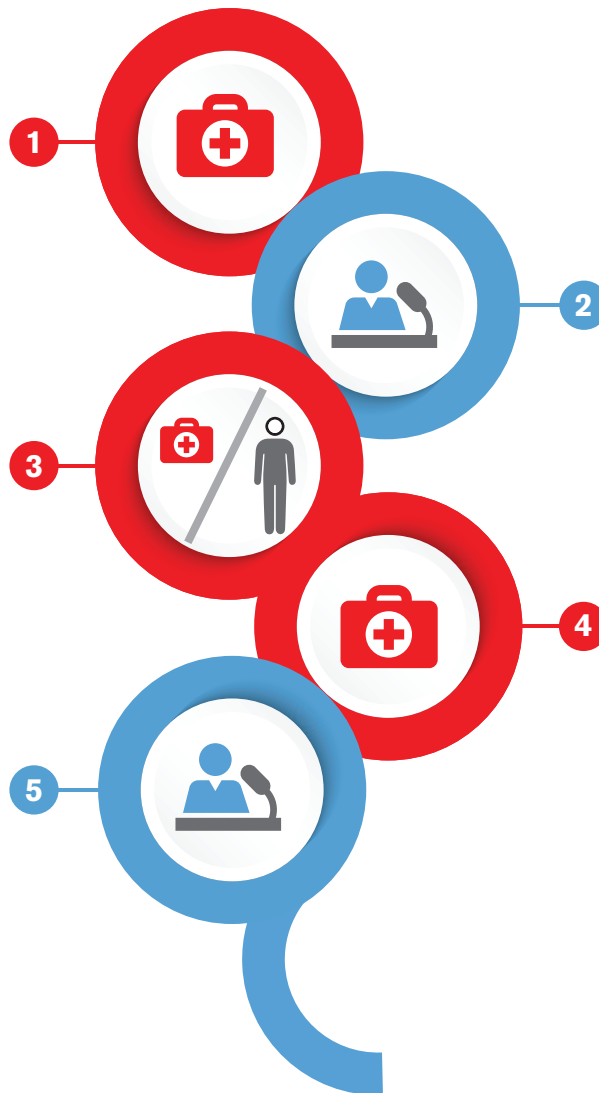
Checks the scene for **safety**, forms an **initial impression**, **obtains consent** and puts on **gloves**.

First Aid Responder:

Tells Bystander to **call 9-1-1** and get a **bleeding control kit/first aid kit**, a **tourniquet** and an **AED**.

Bystander: Verbalizes calling 9-1-1 and getting a bleeding control kit/first aid kit, a tourniquet and an AED.

Instructor: The bleeding has not stopped.
A tourniquet is available.



Instructor: The scene is safe. You have consent. The person is responsive and is bleeding from a large wound on their leg. The blood is bright red and squirting.

First Aid Responder:

- **Identifies the source** of the bleeding.
- **Places the dressing** on the wound at the bleeding site.
- **Applies steady, firm pressure** directly over the wound on the bleeding site until the tourniquet is available.

(Continued)



First Aid Responder action.
Do not read aloud.



Instructor prompt. Read aloud
after each critical action.



Bystander, Parent, Injured
or Ill Person

First Aid Responder:

- Tells Bystander to **continue direct pressure**.
- **Wraps the tourniquet** around the limb, 2 to 3 inches above the wound.
- **Continues wrapping the tourniquet** around the limb, stretching and pulling it as tight as possible with each wrap.
- At the end of the tourniquet, lifts up the last wrap to create a loop.
- Tucks the free end of the tourniquet underneath the loop to secure the tourniquet.

6



7



Instructor: You continue to monitor for shock and give care, if necessary. EMS personnel have arrived and are beginning their care of the person.

Assessment Scenario Flowchart: Caring for Life-Threatening Bleeding (Wound Packing)



First Aid Responder action.
Do not read aloud.



Instructor prompt. Read aloud
after each critical action.



Bystander, Parent, Injured
or Ill Person

First Aid Responder:

Checks the scene for **safety**, forms an **initial impression**, **obtains consent** and puts on **gloves**.

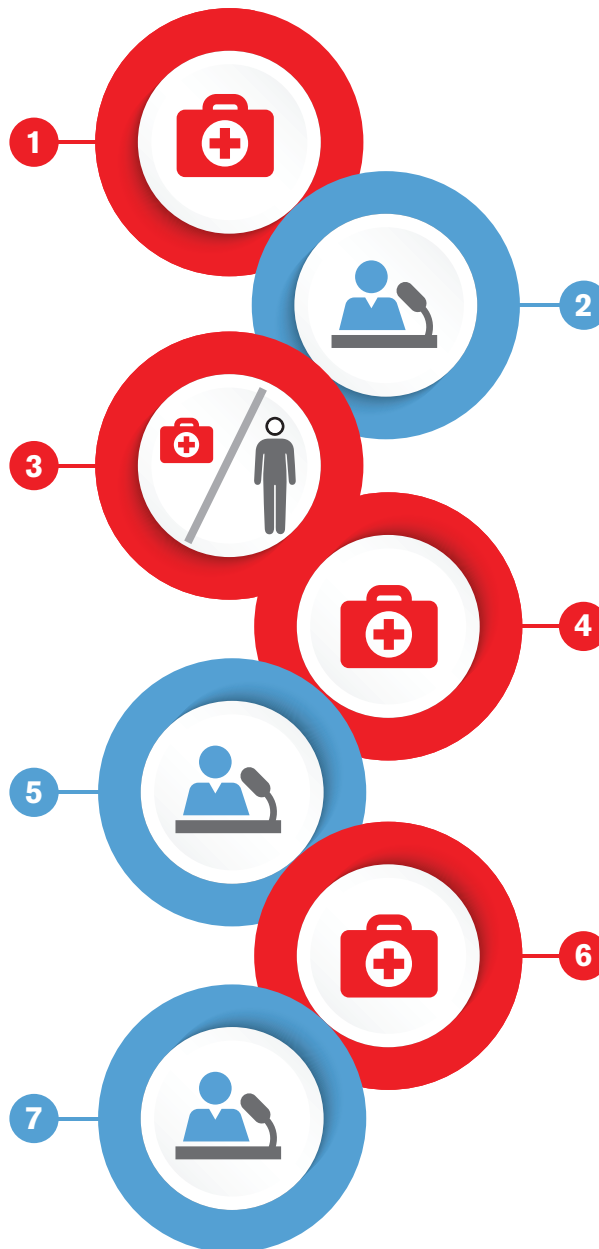
First Aid Responder:

Tells Bystander to **call 9-1-1** and get a **bleeding control kit/first aid kit** and an **AED**.

Bystander: Verbalizes calling 9-1-1 and getting a bleeding control kit/first aid kit and an AED.

Instructor: The Bystander has returned with the bleeding control kit/first aid kit and AED.

Instructor: You continue to monitor for shock and give care, if necessary. EMS personnel have arrived and are beginning their care of the person.



Instructor: The scene is safe. You have consent. The person is responsive and is bleeding from a large wound on their back. The blood is bright red and squirting. There is no evidence of a head or neck injury.

First Aid Responder: Locates the source of the bleeding.

First Aid Responder:

- Places the dressing into the wound cavity directly onto the bleeding source.
- Continues packing the dressing into the entire wound cavity until it is tightly packed.
- Applies direct pressure to the wound.

Assessment Scenario Tool: Caring for a Person with Life-Threatening Bleeding (Using Direct Pressure)

Please use the setup option that best suits the needs of your participants or create your own scenario setup.

Scenario Setup Option 1	Scenario Setup Option 2	Scenario Setup Option 3
<i>You are working on a construction site when you hear breaking glass and a person calls out in pain. You go to investigate.</i>	<i>You are working in the school cafeteria when you hear breaking glass and a student shouts out in pain. You go to investigate.</i>	<i>You are working your shift at the restaurant when you hear breaking glass and a young child cries out in pain. You go to investigate.</i>
FIRST AID RESPONDER ACTIONS		PROFICIENCY CHECKLIST
✓ Checks the scene for safety		<input type="checkbox"/> Checks scene before entering to ensure safety
✓ Forms an initial impression		<input type="checkbox"/> Forms an initial impression about what's going on with the person as they approach them <input type="checkbox"/> Identifies any life-threatening conditions, such as appearing unresponsive, appearing not to be breathing, having life-threatening bleeding or another life-threatening condition
✓ Obtains consent		<input type="checkbox"/> Obtains consent by telling the person who they are and what they plan to do, or consent is implied
✓ Puts on gloves		<input type="checkbox"/> Uses appropriate PPE
INSTRUCTOR PROMPT		
<i>The scene is safe. The person is responsive and is bleeding from a large wound on their leg. The blood is bright red and squirting. You have consent.</i>		

FIRST AID RESPONDER ACTIONS	PROFICIENCY CHECKLIST
<ul style="list-style-type: none"> ✓ Tells Bystander to call 9-1-1 and get a bleeding control kit/first aid kit and an AED 	<ul style="list-style-type: none"> <input type="checkbox"/> Tells Bystander to call 9-1-1 and get a bleeding control kit/first aid kit and an AED <input type="checkbox"/> Uses closed-loop communication
<ul style="list-style-type: none"> ✓ Identifies the source of the bleeding ✓ Places the dressing on the wound at the bleeding site ✓ Applies steady, firm pressure directly over the wound until the bleeding stops 	<ul style="list-style-type: none"> <input type="checkbox"/> Identifies bleeding source <input type="checkbox"/> Uses a hemostatic dressing if available <input type="checkbox"/> Ensures good contact with the bleeding surfaces of the wound <input type="checkbox"/> Puts one hand on top of the dressing with heel of hand pressing on dressing and other hand on top <input type="checkbox"/> Positions shoulders over hands and locks elbows <input type="checkbox"/> Pushes down as hard as possible
INSTRUCTOR PROMPT	
<i>The blood is soaking through the gauze pad.</i>	
FIRST AID RESPONDER ACTIONS	PROFICIENCY CHECKLIST
<ul style="list-style-type: none"> ✓ Continues direct pressure 	<ul style="list-style-type: none"> <input type="checkbox"/> Continues direct pressure <input type="checkbox"/> May put a second gauze pad on top, but no more than one (not required or suggested) <input type="checkbox"/> Does not remove the original gauze pad <input type="checkbox"/> Verbalizes need to continue direct pressure until a tourniquet is available (extremity only) or bleeding stops
INSTRUCTOR PROMPT	
<i>The bleeding has stopped.</i>	

(Continued)

FIRST AID RESPONDER ACTIONS	PROFICIENCY CHECKLIST
<p>✓ Checks circulation beyond the injury</p>	<p><input type="checkbox"/> Checks circulation beyond the injury</p>
<p>✓ Applies a roller bandage over the dressing to keep pressure on the wound</p>	<p><input type="checkbox"/> Places the end of a bandage on the dressing at a 45-degree angle</p> <p><input type="checkbox"/> Continues wrapping the bandage over the dressing</p> <p><input type="checkbox"/> Tapes to secure the dressing</p>
<p>✓ Checks circulation again; loosens the bandage as necessary</p>	<p><input type="checkbox"/> Checks circulation</p> <p><input type="checkbox"/> Loosens the bandage as necessary</p>
<p>✓ Removes gloves and verbalizes need to wash hands</p>	<p><input type="checkbox"/> Removes gloves</p> <p><input type="checkbox"/> Verbalizes need to wash hands</p>
<p>INSTRUCTOR PROMPT</p>	
<p><i>You continue to monitor for shock and give care, if necessary. EMS personnel have arrived and are beginning their care of the person.</i></p>	

Assessment Scenario Tool: Caring for a Person with Life-Threatening Bleeding (Using Direct Pressure and a Windlass Rod Tourniquet)

Please use the setup option that best suits the needs of your participants or create your own scenario setup.

Scenario Setup Option 1	Scenario Setup Option 2	Scenario Setup Option 3
<i>You are working on a logging crew and are watching a co-worker use a chainsaw to cut up a big log. Suddenly he loses his grip on the chainsaw and it falls to the ground, cutting his leg on the way down. He screams and calls for help.</i>	<i>You are supervising students on an ice skating field trip. Suddenly, one student falls and another student can't stop in time and that student's skate runs into the other student's leg, cutting it. The student screams and calls for help.</i>	<i>You are working your shift at the factory. You and a few co-workers are using boxcutters to break down some boxes. One of your co-workers accidentally cuts their leg. The co-worker screams and calls for help.</i>
FIRST AID RESPONDER ACTIONS		PROFICIENCY CHECKLIST
✓ Checks the scene for safety		<input type="checkbox"/> Checks scene before entering to ensure safety
✓ Forms an initial impression		<input type="checkbox"/> Forms an initial impression about what's going on with the person as they approach them <input type="checkbox"/> Identifies any life-threatening conditions, such as appearing unresponsive, appearing not to be breathing, having life-threatening bleeding or another life-threatening condition
✓ Obtains consent		<input type="checkbox"/> Obtains consent by telling the person who they are and what they plan to do, or consent is implied
✓ Puts on gloves		<input type="checkbox"/> Uses appropriate PPE
INSTRUCTOR PROMPT		
<i>The scene is safe. You have consent. The person is responsive and is bleeding from a large wound on their leg. The blood is bright red and squirting.</i>		

(Continued)

FIRST AID RESPONDER ACTIONS	PROFICIENCY CHECKLIST
<ul style="list-style-type: none"> ✓ Tells Bystander to call 9-1-1 and get a bleeding control kit/first aid kit, tourniquet and an AED 	<ul style="list-style-type: none"> <input type="checkbox"/> Tells Bystander to call 9-1-1 and get a bleeding control kit/first aid kit, tourniquet and an AED <input type="checkbox"/> Uses closed-loop communication
<ul style="list-style-type: none"> ✓ Identifies the source of the bleeding ✓ Places the dressing on the wound at bleeding site ✓ Applies steady, firm pressure directly over the wound until the tourniquet is available 	<ul style="list-style-type: none"> <input type="checkbox"/> Identifies source of bleeding <input type="checkbox"/> Uses a hemostatic dressing if available <input type="checkbox"/> Ensures good contact with the bleeding surfaces of the wound <input type="checkbox"/> Puts one hand on top of dressing with heel of hand on dressing; other hand on top <input type="checkbox"/> Positions shoulders over hands and locks elbows <input type="checkbox"/> Pushes down as hard as possible
INSTRUCTOR PROMPT	
<i>The bleeding has not stopped. A tourniquet is available.</i>	

FIRST AID RESPONDER ACTIONS	PROFICIENCY CHECKLIST
<p>✓ Tells Bystander to continue direct pressure</p>	<p><input type="checkbox"/> Ensures Bystander continues direct pressure</p>
<p>✓ Places the tourniquet around the limb, 2 to 3 inches above the wound and not over a joint</p>	<p><input type="checkbox"/> Does not place the tourniquet on top of the wound or a joint</p> <p><input type="checkbox"/> If the wound is over a joint, applies the tourniquet 2 to 3 inches above the joint</p>
<p>✓ Attaches the buckle or passes the end of the strap through the buckle</p>	<p><input type="checkbox"/> Attaches buckle or inserts end of strap through buckle</p>
<p>✓ Pulls the free end of the strap until the tourniquet is as tight as possible around the limb</p>	<p><input type="checkbox"/> Pulls strap as tightly as possible</p> <p><input type="checkbox"/> Makes sure there is no room between the tourniquet and the limb before activating the tightening mechanism</p>
<p>✓ Twists the rod until the bleeding stops or until it can't twist anymore</p>	<p><input type="checkbox"/> Twists the rod and looks for bleeding to stop or rod cannot turn any further</p>
<p>✓ Clips the rod in place to prevent it from untwisting</p>	<p><input type="checkbox"/> Secures the rod in place</p>
<p>INSTRUCTOR PROMPT</p>	
<p><i>You continue to monitor for shock and give care, if necessary. EMS personnel have arrived and are beginning their care of the person.</i></p>	

Assessment Scenario Tool: Caring for a Person with Life-Threatening Bleeding (Using Direct Pressure and a Ratcheting Tourniquet)

Please use the setup option that best suits the needs of your participants or create your own scenario setup.

Scenario Setup Option 1	Scenario Setup Option 2	Scenario Setup Option 3
<i>You are working on a logging crew and are watching a co-worker use a chainsaw to cut up a big log. Suddenly he loses his grip on the chainsaw and it falls to the ground, cutting his leg on the way down. He screams and calls for help.</i>	<i>You are supervising students on an ice skating field trip. Suddenly, one student falls and another student can't stop in time and that student's skate runs into the other student's leg, cutting it. The student screams and calls for help.</i>	<i>You are working your shift at the factory. You and a few co-workers are using boxcutters to break down some boxes. One of your co-workers accidentally cuts their leg. The co-worker screams and calls for help.</i>
FIRST AID RESPONDER ACTIONS		PROFICIENCY CHECKLIST
✓ Checks the scene for safety		<input type="checkbox"/> Checks scene before entering to ensure safety
✓ Forms an initial impression		<input type="checkbox"/> Forms an initial impression about what's going on with the person as they approach them <input type="checkbox"/> Identifies any life-threatening conditions, such as appearing unresponsive, appearing not to be breathing, having life-threatening bleeding or another life-threatening condition
✓ Obtains consent		<input type="checkbox"/> Obtains consent by telling the person who they are and what they plan to do, or consent is implied
✓ Puts on gloves		<input type="checkbox"/> Uses appropriate PPE
INSTRUCTOR PROMPT		
<i>The scene is safe. You have consent. The person is responsive and is bleeding from a large wound on their leg. The blood is bright red and squirting.</i>		

FIRST AID RESPONDER ACTIONS	PROFICIENCY CHECKLIST
<ul style="list-style-type: none"> ✓ Tells Bystander to call 9-1-1 and get a bleeding control kit/first aid kit, tourniquet and an AED 	<ul style="list-style-type: none"> <input type="checkbox"/> Tells Bystander to call 9-1-1 and get a bleeding control kit/first aid kit, a tourniquet and an AED <input type="checkbox"/> Uses closed-loop communication
<ul style="list-style-type: none"> ✓ Identifies the source of the bleeding ✓ Places the dressing on the wound at the bleeding site ✓ Applies steady, firm pressure directly over the wound until the tourniquet is available 	<ul style="list-style-type: none"> <input type="checkbox"/> Identifies bleeding source <input type="checkbox"/> Uses a hemostatic dressing if available <input type="checkbox"/> Ensures good contact with the bleeding surfaces of the wound <input type="checkbox"/> Puts one hand with heel of that hand on top of dressing and other hand on top <input type="checkbox"/> Positions shoulders over hands and locks elbows <input type="checkbox"/> Pushes down as hard as possible

INSTRUCTOR PROMPT

The bleeding has not stopped. A tourniquet is available.

FIRST AID RESPONDER ACTIONS	PROFICIENCY CHECKLIST
<ul style="list-style-type: none"> ✓ Tells Bystander to continue direct pressure 	<ul style="list-style-type: none"> <input type="checkbox"/> Ensures Bystander continues direct pressure
<ul style="list-style-type: none"> ✓ Places the tourniquet around the limb, 2 to 3 inches above the wound and not over a joint 	<ul style="list-style-type: none"> <input type="checkbox"/> Does not place the tourniquet on top of the wound or a joint <input type="checkbox"/> If the wound is over a joint, applies the tourniquet 2 to 3 inches above the joint
<ul style="list-style-type: none"> ✓ Pulls tight on the loop to tighten the strap as tight as possible around the limb 	<ul style="list-style-type: none"> <input type="checkbox"/> Pulls strap as tightly as possible <input type="checkbox"/> Makes sure there is no room between the tourniquet and the limb before activating the tightening mechanism
<ul style="list-style-type: none"> ✓ Lifts the buckle to engage the ratcheting system to tighten the tourniquet 	<ul style="list-style-type: none"> <input type="checkbox"/> Keeps lifting up on the buckle until the bleeding stops or it cannot lift up anymore

INSTRUCTOR PROMPT

You continue to monitor for shock and give care, if necessary. EMS personnel have arrived and are beginning their care of the person.

Assessment Scenario Tool: Caring for a Person with Life-Threatening Bleeding (Using Direct Pressure and an Elastic Tourniquet)

Please use the setup option that best suits the needs of your participants or create your own scenario setup.

Scenario Setup Option 1	Scenario Setup Option 2	Scenario Setup Option 3
<p><i>You are working on a logging crew and are watching a co-worker use a chainsaw to cut up a big log. Suddenly they lose their grip on the chainsaw and it falls to the ground, cutting their leg on the way down. They scream and call for help.</i></p>	<p><i>You are supervising students on an ice skating field trip. Suddenly, one student falls and another student can't stop in time and that student's skate runs into the other student's leg, cutting it. The student screams and calls for help.</i></p>	<p><i>You are working your shift at the factory. You and a few co-workers are using boxcutters to break down some boxes. One of your co-workers accidentally cuts their leg. They scream and call for help.</i></p>
FIRST AID RESPONDER ACTIONS		PROFICIENCY CHECKLIST
<p>✓ Checks the scene for safety</p>	<p><input type="checkbox"/> Checks scene before entering scene to ensure safety</p>	
<p>✓ Forms an initial impression</p>	<p><input type="checkbox"/> Forms an initial impression about what's going on with the person as they approach them</p> <p><input type="checkbox"/> Identifies any life-threatening conditions, such as appearing unresponsive, appearing not to be breathing, having life-threatening bleeding or another life-threatening condition</p>	
<p>✓ Obtains consent</p>	<p><input type="checkbox"/> Obtains consent by telling the person who they are and what they plan to do, or consent is implied</p>	
<p>✓ Puts on gloves</p>	<p><input type="checkbox"/> Uses appropriate PPE</p>	
INSTRUCTOR PROMPT		
<p><i>The scene is safe. You have consent. The person is responsive and is bleeding from a large wound on their leg. The blood is bright red and squirting.</i></p>		

FIRST AID RESPONDER ACTIONS	PROFICIENCY CHECKLIST
<ul style="list-style-type: none"> ✓ Tells Bystander to call 9-1-1 and get a bleeding control kit/first aid kit, tourniquet and an AED 	<ul style="list-style-type: none"> <input type="checkbox"/> Tells Bystander to call 9-1-1 and get a bleeding control kit/first aid kit, a tourniquet and an AED <input type="checkbox"/> Uses closed-loop communication
<ul style="list-style-type: none"> ✓ Identifies the source of the bleeding ✓ Places the dressing on the wound at the bleeding site ✓ Applies steady, firm pressure directly over the wound on the bleeding site until the tourniquet is available 	<ul style="list-style-type: none"> <input type="checkbox"/> Identifies bleeding source <input type="checkbox"/> Uses a hemostatic dressing if available <input type="checkbox"/> Ensures good contact with the bleeding surfaces of the wound <input type="checkbox"/> Puts one hand with heel of that hand on top of dressing and other hand on top <input type="checkbox"/> Positions shoulders over hands and locks elbows <input type="checkbox"/> Pushes down as hard as possible
INSTRUCTOR PROMPT	
<i>The bleeding has not stopped. A tourniquet is available.</i>	
FIRST AID RESPONDER ACTIONS	PROFICIENCY CHECKLIST
<ul style="list-style-type: none"> ✓ Tells Bystander to continue direct pressure 	<ul style="list-style-type: none"> <input type="checkbox"/> Ensures Bystander continues direct pressure
<ul style="list-style-type: none"> ✓ Wraps the tourniquet around the limb, 2 to 3 inches above the wound 	<ul style="list-style-type: none"> <input type="checkbox"/> Does not place the tourniquet on top of the wound or a joint <input type="checkbox"/> If the wound is over a joint, applies the tourniquet 2 to 3 inches above the joint
<ul style="list-style-type: none"> ✓ Continues wrapping the tourniquet around the limb, stretching and pulling it as tight as possible with each wrap 	<ul style="list-style-type: none"> <input type="checkbox"/> Stretches the tourniquet as they pull and wraps it around limb, pulling it tightly enough that the shapes on the tourniquet change from ovals to circles and diamonds to squares
<ul style="list-style-type: none"> ✓ At the end of the tourniquet, lifts up the last wrap to create a loop 	<ul style="list-style-type: none"> <input type="checkbox"/> Lifts up last wrap to create a loop
<ul style="list-style-type: none"> ✓ Tucks the free end of the tourniquet underneath the loop to secure the tourniquet 	<ul style="list-style-type: none"> <input type="checkbox"/> Tucks the free end of the tourniquet underneath the loop to secure
INSTRUCTOR PROMPT	
<i>You continue to monitor for shock and give care, if necessary. EMS personnel have arrived and are beginning their care of the person.</i>	

Assessment Scenario Tool: Caring for a Person with Life-Threatening Bleeding (Wound Packing)

Please use the setup option that best suits the needs of your participants or create your own scenario setup.

Scenario Setup Option 1	Scenario Setup Option 2	Scenario Setup Option 3
<p><i>Two co-workers are carrying a large pane of glass when suddenly one person loses his grip. The glass crashes and the person stumbles and falls backwards, onto the sharp pieces.</i></p>	<p><i>You are supervising a group of 4th graders on a hiking trip. The trail is rocky and you have told the kids to move slowly. Suddenly, a student trips and falls backwards onto a sharp rock.</i></p>	<p><i>You are working in a garden center. Your co-worker is carrying a small tree from the greenhouse area to the outside area. Before you can warn them, they walk directly into a glass door, it shatters and the co-worker falls backwards, landing on top of the tree and the glass.</i></p>
FIRST AID RESPONDER ACTIONS		PROFICIENCY CHECKLIST
<p>✓ Checks the scene for safety</p>	<p>✓ Forms an initial impression</p>	<p><input type="checkbox"/> Checks scene before entering scene to ensure safety</p> <p><input type="checkbox"/> Forms an initial impression about what's going on with the person as they approach them</p> <p><input type="checkbox"/> Identifies any life-threatening conditions, such as appearing unresponsive, appearing not to be breathing, having life-threatening bleeding or another life-threatening condition</p>
<p>✓ Obtains consent</p>	<p>✓ Puts on gloves</p>	<p><input type="checkbox"/> Obtains consent by telling the person who they are and what they plan to do, or consent is implied</p> <p><input type="checkbox"/> Uses appropriate PPE</p>
INSTRUCTOR PROMPT		
<p><i>The scene is safe. You have consent. The person is responsive and is bleeding from a large wound on their lower back. The blood is bright red and squirting. There is no evidence of a head or neck injury.</i></p>		

FIRST AID RESPONDER ACTIONS	PROFICIENCY CHECKLIST
<p>✓ Tells Bystander to call 9-1-1 and get a bleeding control kit/first aid kit and an AED</p>	<p><input type="checkbox"/> Tells Bystander to call 9-1-1 and get a a bleeding control kit/first aid kit and an AED</p> <p><input type="checkbox"/> Uses closed-loop communication</p>
<p>✓ Locates the source of the bleeding</p>	<p><input type="checkbox"/> Looks in wound and verbalizes finding the source of bleeding</p>
INSTRUCTOR PROMPT	
<i>The Bystander has returned with the bleeding control kit/first aid kit and an AED.</i>	
<p>✓ Places the dressing into the wound cavity directly onto the bleeding source</p>	<p><input type="checkbox"/> Uses a hemostatic dressing if available</p> <p><input type="checkbox"/> Pushes dressing deep into the wound to pack on top of bleeding source while maintaining pressure on bleeding source</p>
<p>✓ Continues packing the dressing into the entire wound cavity until it is tightly packed</p>	<p><input type="checkbox"/> Packs wound until dressing is no longer able to be packed</p>
<p>✓ Applies direct pressure</p>	<p><input type="checkbox"/> Applies steady, firm pressure over the wound with a dressing</p> <p><input type="checkbox"/> Places one hand on the dressing with heel of the hand pressing on dressing and other hand on top.</p> <p><input type="checkbox"/> Positions shoulders over hands and locks elbows</p>
INSTRUCTOR PROMPT	
<i>You continue to monitor for shock and give care, if necessary. EMS personnel have arrived and are beginning their care of the person.</i>	

APPENDIX J

Skill Boost: Head, Neck, Muscle, Bone, Joint Injuries and Splinting

Module Length: 60 minutes (75 minutes with optional content)

Guidance for the Instructor

To complete this module and meet the learning objectives, you must:

- Discuss all points in the topic, “Skill Boost Introduction and Foundations.”
- Show the video, “CHECK—CALL—CARE Review” (2:29).
- Discuss all points in the topic, “Recognizing and Caring for a Head, Neck or Spinal Injury.”
- Show the video, “Head, Neck and Spinal Injuries” (2:53).
- Discuss all points in the topic, “Recognizing a Muscle, Bone or Joint Injury.”
- Show the video, “Strains, Sprains, Dislocations and Fractures” (2:55).
- Discuss all points in the topic, “Giving Care for a Person Experiencing a Muscle, Bone or Joint Injury.”
- Show the video, “Giving Care for Strains, Sprains, Dislocations and Fractures” (8:46).
- Conduct the skill practice, “Applying a Rigid Splint to a Leg.”
- Conduct the skill practice, “Applying a Sling and Binder.”
- Show the video, “Applying a Vacuum Splint” (4:22) (optional).
- Conduct the skill practice, “Applying a Vacuum Splint to a Leg” (optional).
- Discuss all points in the topic, “Assessment Scenario: Caring for a Person Experiencing a Muscle, Bone or Joint Injury.”
- Conduct the assessment scenario, “Caring for a Person Experiencing a Muscle, Bone or Joint Injury (Applying a Rigid Splint to a Leg).”
- Conduct the assessment scenario, “Caring for a Person Experiencing a Muscle, Bone or Joint Injury (Applying a Sling and Binder).”
- Conduct the assessment scenario, “Caring for a Person Experiencing a Muscle, Bone or Joint Injury (Applying a Vacuum Splint to a Leg)” (optional).


Learning Objectives

After completing this module, participants will be able to:

- Describe head, neck and spinal injuries.
- Describe strains, sprains, dislocations and fractures.
- Apply the emergency action steps to a muscle, bone or joint injury.
- Give care for a muscle, bone or joint injury by applying a rigid splint and a sling and binder.
- Demonstrate how to apply a rigid splint to a leg.
- Demonstrate how to apply a sling and binder.
- Demonstrate how to apply a vacuum splint (optional).

Materials, Equipment and Supplies

- Skill Boost: Head, Neck, Muscle, Bone, Joint Injuries and Splinting course presentation, downloadable videos or First Aid/CPR/AED DVD
- Computer or tablet with speakers, projector and projection screen or monitor
- Latex-free disposable gloves (multiple sizes)
- Rigid splint in sizes for leg (one for every two or three participants)
- Sling and binder (one for every two or three participants)
- Triangular bandages or alternative securing devices
- Gauze pads
- Vacuum splint (optional; one for every two or three participants)
- Skill Practice Sheet: Applying a Rigid Splint to a Leg (one for every two or three participants)
- Skill Practice Sheet: Applying a Sling and Binder (one for every two or three participants)
- Skill Practice Sheet: Applying a Vacuum Splint to a Leg (optional; one for every two or three participants)
- Assessment Scenario Flowchart: Caring for a Person Experiencing a Muscle, Bone or Joint Injury (Applying a Rigid Splint to a Leg) (one for every two or three participants)
- Assessment Scenario Flowchart: Caring for a Person Experiencing a Muscle, Bone or Joint Injury (Applying a Sling and Binder) (one for every two or three participants)
- Assessment Scenario Flowchart: Caring for a Person Experiencing a Muscle, Bone or Joint Injury (Applying a Vacuum Splint to a Leg) (optional; one for every two or three participants)
- Assessment Scenario Tool: Caring for a Person Experiencing a Muscle, Bone or Joint Injury (Applying a Rigid Splint to a Leg)
- Assessment Scenario Tool: Caring for a Person Experiencing a Muscle, Bone or Joint Injury (Applying a Sling and Binder)
- Assessment Scenario Tool: Caring for a Person Experiencing a Muscle, Bone or Joint Injury (Applying a Vacuum Splint to a Leg) (optional)
- *First Aid/CPR/AED Instructor's Manual*
- Participant Progress Log
- Red Cross First Aid mobile app (optional)
- *First Aid/CPR/AED Participant's Manual* (optional)

 **Instructor's Note** Skill Practice Sheets, Assessment Scenario Flowcharts, Assessment Scenario Tools and Participant Progress Logs can be copied from this appendix or downloaded from the Red Cross Learning Center.

Instructor's Note

- This skill boost was developed to address the need for training in recognizing and caring for head, neck and spinal injuries and recognizing and caring for muscle, bone and joint injuries, including the need for training in the use of a rigid splint and a sling and binder. This skill boost also includes additional optional training in the use of a vacuum splint. Participants must be certified in First Aid and/or CPR or enrolled in an equivalent Red Cross course to take this skill boost.
- The instructor should emphasize during the module that:
 - This information is provided as general guidance only.
 - State and local laws, facility policies and differing advice, actual instructions or protocols from a healthcare provider for a specific person or situation should take precedence over instruction in this module.
 - It is key to follow the manufacturer's instructions for the type of rigid splint, sling and binder or vacuum splint you are using.

Skill Boost Introduction and Foundations

5 minutes



Instructor's Note If you are teaching this skill boost at the same time as the First Aid/CPR/AED core course, skip the Welcome and the Review of Check, Call, Care sections.

Welcome

LECTURE



REFERENCES

Course Presentation
Slides 1–2

- Welcome participants and briefly introduce yourself as an American Red Cross instructor.
- Review the following information, if necessary:
 - Facility policies and procedures
 - Locations of restrooms, water fountains and break areas
 - Where emergency exits are located as well as where automated external defibrillators (AEDs) and first aid kits are located.
- Tell participants:
 - PPE, which includes latex-free disposable gloves, will be used during all skill practice and assessment scenarios.
 - Though the risk for infection is low when giving care, you can lower your risk by always washing your hands after giving care (and before, if possible) and using PPE when giving care.



Instructor's Note The American Red Cross advises that responders use appropriate PPE when giving first aid care if PPE is available and circumstances allow. In accordance with this position, the responders depicted in the skill videos that support this training are consistently shown using PPE as availability and circumstances allow.

Skill Boost Purpose and Completion

LECTURE



REFERENCES

Course Presentation
Slides 3–4

- Tell participants that the purpose of this module is to give individuals the knowledge and skills necessary to do the following:
 - Recognize and care for a head, neck or spinal injury.
 - Recognize strains, sprains, dislocations and fractures and give care for a person experiencing strains, sprains, dislocations and fractures by applying a splint until EMS personnel arrive and begin their care of the person.
- Explain that this module includes the demonstration of, and skill practice session and assessment scenario for, caring for a muscle, bone or joint injury using a rigid splint and a sling and binder. In addition, optional content is available for using a vacuum splint.
- Emphasize that this skill boost is designed to help participants feel confident and willing to act if they ever need to give care for a head, neck or spinal or muscle, bone or joint injury.

(Continued)

- Inform participants of successful skill boost completion requirements. They must:
 - Attend and participate in the entire class session.
 - Participate in all skill boost activities.
 - Demonstrate competency in the required skill.
 - Successfully complete the assessment scenario.
- Inform participants that upon successful skill boost completion, they will receive a certificate from the American Red Cross that is valid for 2 years.



Instructor's Note Ask participants to inform you privately if they have any condition that might affect participation in this skill boost.

Review of Check, Call, Care

LECTURE



VIDEO



REFERENCES


Course Presentation
Slides 5–6

Participant's Manual
Chapter 1

- In any emergency situation, including a head, neck or spinal injury, or a muscle, bone or joint injury, it is important to follow the emergency action steps: CHECK—CALL—CARE.
- Tell participants that they are going to watch a video to review how to check, call and care for a person.
- Show the video, "CHECK—CALL—CARE Review" (2:29).
- Ask participants if anything in the video needs clarification.

Recognizing and Caring for a Head, Neck or Spinal Injury

4 minutes

 **Instructor's Note** If you are teaching this skill boost at the same time as the First Aid/CPR/AED core course, skip this topic, "Recognizing and Caring for a Head, Neck or Spinal Injury."

VIDEO



REFERENCES



Course Presentation
Slides 7–8

Participant's Manual
Chapter 7

- Explain to participants that they are going to watch a video about recognizing and caring for a person with a head, neck or spinal injury and for a person with a suspected concussion.
- Show the video, "Head, Neck and Spinal Injuries" (2:53).
- Ask participants if anything in the video needs clarification.




Recognizing a Muscle, Bone or Joint Injury

4 minutes

<p>VIDEO</p>  <p>LECTURE</p>  <p>REFERENCES: Course Presentation Slides 9–10</p>	<ul style="list-style-type: none">■ Tell participants that muscle, bone and joint injuries include strains, sprains, dislocations and fractures.■ Explain to participants that it is important to know what muscle, bone or joint injuries are; what causes them; signs and symptoms of muscle, bone and joint injuries; and what signs and symptoms require you to call 9-1-1.■ Tell participants that they are going to watch a video about recognizing strains, sprains, dislocations and fractures.■ Show the video, “Strains, Sprains, Dislocations and Fractures” (2:55).■ Ask participants if anything in the video needs clarification.
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Giving Care for a Person Experiencing a Muscle, Bone or Joint Injury

25 minutes

Check, Call, Care	
<p>LECTURE</p>  <p>REFERENCES Course Presentation Slides 11–13</p>	<ul style="list-style-type: none">■ Tell participants that they should follow the emergency action steps: CHECK—CALL—CARE as they have learned to do for any emergency situation.<ul style="list-style-type: none">● Check the scene for safety, form an initial impression and obtain consent. (Note: If, during the <i>initial impression</i>, you determine that the person appears to be experiencing a life-threatening emergency [e.g., trouble breathing], immediately call 9-1-1, get the equipment and give general care for the condition found. <i>Then</i>, continue your check [as appropriate] to determine if additional care is needed.) Continue checking the person for signs and symptoms of a muscle, bone or joint injury.● Call 9-1-1 and get equipment, or tell someone to do so, if necessary, based on signs and symptoms.● Care for muscle, bone and joint injuries includes general first aid care for muscle, bone and joint injuries, and if you need to move or transport the person for them to receive medical care, splinting the injury to limit motion.
Care for Muscle, Bone and Joint Injuries	
<p>LECTURE</p>  <p>VIDEO</p>  <p>REFERENCES Course Presentation Slide 14</p>	<ul style="list-style-type: none">■ Tell participants that they are going to watch a video about giving care for strains, sprains, dislocations and fractures.■ Show the video, “Giving Care for Strains, Sprains, Dislocations and Fractures” (8:46).■ Ask participants if anything in the video needs clarification.■ Tell participants that if the person has an ankle sprain or strain, they can apply a compression wrap to promote comfort if they are trained in their use. If they need to move or transport the person, they can splint to limit motion and provide comfort.

Skill Practice: Applying a Rigid Splint to a Leg

SKILL PRACTICE



REFERENCES

Course Presentation
Slides 15–17

Skill Practice Sheet:
Applying a Rigid Splint
to a Leg

Participant Progress
Log

Participant's Manual
Appendix D

- Conduct the skill practice, “Applying a Rigid Splint to a Leg.”
- Tell participants that they will now practice applying a rigid splint to a leg bone fracture that does not affect the joint.
- Divide the class into groups of **two or three** and assign the roles of “First Aid Responder,” “Person Experiencing Injury” or “Coach.” For groups of two, have the second participant play the roles of Person Experiencing an Injury and Coach.
- Communicate the following to participants:
 - The **First Aid Responder** will care for a person experiencing a lower leg injury. The person in this role should complete all steps of caring for a person experiencing a muscle, bone or joint injury by applying a rigid splint.
 - The **Person Experiencing an Injury** should role-play as appropriate.
 - The **Coach** will give feedback, assist the First Aid Responder with applying a rigid splint and guide the First Aid Responder through the steps of the skill using the Skill Practice Sheet: Applying a Rigid Splint to a Leg.
 - In all rounds, the Coach should read each step of the skill aloud, as needed.



Instructor's Note You can modify the degree of coaching based on the participants' experience level. For example, if a participant in the role of First Aid Responder doesn't need guiding through the steps of the skill, the Bystander can just observe and give corrective feedback as needed.

- After all steps have been completed, participants should switch roles and the new First Aid Responder should complete all steps.
- Participants should help each other and give peer feedback.
- Circulate among the groups to give assistance and corrective global and individual feedback as necessary.
 - Common errors to look for include:
 - Not supporting the injured limb above and below the injury while applying the splint.
 - Not checking for circulation before and after splinting.
 - Tying the bandage or bow over the injured area.
 - Not splinting the joint above and below an injured limb.
- Ensure that the Bystander gives step-by-step instructions during the rounds, as necessary.
- Manage the time for each round of skill practice and rotate roles at the end of each round.
- Check off each participant's progress on the Participant Progress Log.
- Ask participants if anything from the skill practice needs clarification.

Skill Practice: Applying a Sling and Binder

SKILL PRACTICE



REFERENCES

Course Presentation
Slides 18–20

Skill Practice Sheet:
Applying a Sling and
Binder

- Conduct the skill practice, “Applying a Sling and Binder.”
- Tell participants that they will now practice applying a sling and binder.
- Have the groups of **two or three** get into position and assign the roles of “First Aid Responder,” “Person Experiencing an Injury” or “Coach.” For groups of two, have the second participant play the roles of Person Experiencing an Injury and Coach.
- Communicate the following to participants:
 - The **First Aid Responder** will care for a person experiencing shoulder injury. The person in this role should complete all steps of caring for a person experiencing a muscle, bone or joint injury by applying a sling and binder.
 - The **Person Experiencing an Injury** should role-play as appropriate.

Participant Progress Log
Participant's Manual Appendix D

- The **Coach** will give feedback, assist the First Aid Responder with applying a sling and binder and guide the First Aid Responder through the steps of the skill using the Skill Practice Sheet: Applying a Sling and Binder.
- In all rounds, the Coach should read each step of the skill aloud, as needed.



Instructor's Note You can modify the degree of coaching based on the participants' experience level. For example, if a participant in the role of First Aid Responder doesn't need guiding through the steps of the skill, the Bystander can just observe and give corrective feedback as needed.

- After all steps have been completed, participants should switch roles and the new First Aid Responder should complete all steps.
- Participants should help each other and give peer feedback.
- Circulate among the groups to give assistance and corrective global and individual feedback as necessary.
 - Common errors to look for include:
 - Not supporting the injured body part above and below the injury.
 - Not checking for circulation before and after applying sling and binder.
 - Not securing the triangular bandage around the neck.
 - Not having the hand higher than the elbow.
 - Forgetting binder and correct placement of binder.
- Ensure that the Bystander gives step-by-step instructions during the rounds, as needed.
- Manage the time for each round of skill practice and rotate roles at the end of each round.
- Check off each participant's progress on the Participant Progress Log.
- Ask participants if anything from the skill practice needs clarification.

Skill Practice: Applying a Vacuum Splint to a Leg (optional)

SKILL PRACTICE



REFERENCES

Course Presentation
Slides 21–24

Skill Practice Sheet:
Applying a Vacuum
Splint to a Leg

Participant Progress
Log

Participant's Manual
Appendix D

- Show the video, "Applying a Vacuum Splint" (4:22).
- Conduct the skill practice, "Applying a Vacuum Splint to a Leg."
- Tell participants that they will now practice applying a vacuum splint to a leg.
- Have the groups of **two or three** get into position and assign the roles of "First Aid Responder," "Person Experiencing an Injury" or "Coach." For groups of two, have the second participant play the roles of Bystander and Coach.
- Communicate the following to participants:
 - The **First Aid Responder** will care for a person experiencing a lower leg injury. The person in this role should complete all steps of caring for a person experiencing a muscle, bone or joint injury by applying a vacuum splint.
 - The **Person Experiencing an Injury** should role-play as appropriate.
 - The **Coach** will give feedback, assist the First Aid Responder with applying a vacuum splint and guide the First Aid Responder through the steps of the skill using the Skill Practice Sheet: Applying a Vacuum Splint.
 - In all rounds, the Coach should read each step of the skill aloud, as needed.



Instructor's Note You can modify the degree of coaching based on the participants' experience level. For example, if a participant in the role of First Aid Responder doesn't need guiding through the steps of the skill, the Bystander can just observe and give corrective feedback as needed.

(Continued)

- After all steps have been completed, participants should switch roles and the new First Aid Responder should complete all steps.
- Participants should help each other and give peer feedback.
- Circulate among the groups to give assistance and corrective global and individual feedback as necessary.
 - Common errors to look for include:
 - Not supporting the limb above and below the injured area.
 - Not checking for circulation before and after splinting.
 - Not splinting the joints above and below the injury.
 - Not ensuring the beads within the splint are evenly distributed by equalizing the air.
 - Not ensuring the splint is conformed around the limb.
 - Not evacuating the air.
 - Not leaving a 1-inch gap to monitor injury site.
 - Not disconnecting pump and capping valve (if required by manufacturer).
- Ensure that the Bystander gives step-by-step instructions during the rounds, as necessary.
- Manage the time for each round of skill practice and rotate roles at the end of each round.
- Check off each participant's progress on the Participant Progress Log.
- Ask participants if anything from the skill practice needs clarification.

Assessment Scenario: Caring for a Person Experiencing a Muscle, Bone or Joint Injury

20 minutes

Assessment Scenario: Caring for a Person Experiencing a Muscle, Bone or Joint Injury (Applying a Rigid Splint to a Leg)

SCENARIO



REFERENCES

Course Presentation
Slides 25–27

Assessment Scenario
Flowchart: Caring for a
Person Experiencing a
Muscle, Bone or Joint
Injury (Applying a Rigid
Splint to a Leg)

Assessment Scenario
Tool: Caring for a
Person Experiencing a
Muscle, Bone or Joint
Injury (Applying a Rigid
Splint to a Leg)

Participant Progress
Log

- Tell participants that they will now be assessed on putting everything together, from checking the scene and forming an initial impression through applying a rigid splint to a leg.
- Have the groups of **two or three** get into position and assign the roles of “First Aid Responder,” “Person Experiencing an Injury” or “Bystander/Coach.” For groups of two, have the second participant play the roles of Person Experiencing an Injury and Coach. You (the instructor) may play the role of Bystander.
- Explain to participants that you will provide a scenario setup and appropriate prompts throughout the scenario.
 - Participants should wait for instructor prompts and not rush ahead in the scenario.



Instructor's Note Scenario setups are provided in the Assessment Scenario Tool. However, you can make up your own scenario setup specific to your facility's needs, as long as it achieves the objectives of checking the scene, forming an initial impression, obtaining consent, using PPE, checking for signs and symptoms of an injury, calling 9-1-1 and getting equipment, and applying a rigid splint.

- Communicate the following to participants:
 - The **First Aid Responder** will follow instructor prompts and check the scene for safety, form an initial impression, obtain consent, use PPE, check the person for signs and symptoms of an injury, tell the Bystander to call 9-1-1 and get equipment and apply a rigid splint.
 - The **Person Experiencing an Injury** should role-play as appropriate.
 - The **Bystander** will verbalize calling 9-1-1 and getting an AED and first aid kit when instructed. The **Coach** will observe the First Aid Responder, assist the First Aid Responder with applying a rigid splint and reference the Assessment Scenario Flowchart: Caring for a Person Experiencing a Muscle, Bone or Joint Injury (Applying a Rigid Splint to a Leg) in preparation for their turn.
 - If necessary, the Coach can repeat the instructor prompts during the scenario but should **not** provide coaching or peer-to-peer feedback.
- Hand out the Assessment Scenario Flowchart: Caring for a Person Experiencing a Muscle, Bone or Joint Injury (Applying a Rigid Splint to a Leg) to each group.
- Communicate the following to participants:
 - You will perform the assessment scenario until all participants have had an opportunity to be assessed in the role of First Aid Responder.
- Circulate among the groups to give assistance and corrective global and individual feedback as necessary during and after each round.
- Manage the time for each round of the scenario and rotate roles after each round of the scenario.
- Check off each participant's progress on the Participant Progress Log.
- Ask participants if anything from the scenario needs clarification.

Assessment Scenario: Caring for a Person Experiencing a Muscle, Bone or Joint Injury (Applying a Sling and Binder)

SCENARIO



REFERENCES

Course Presentation
Slides 28–30

Assessment Scenario
Flowchart: Caring for a
Person Experiencing a
Muscle, Bone or Joint
Injury (Applying a Sling
and Binder)

Assessment Scenario
Tool: Caring for a
Person Experiencing a
Muscle, Bone or Joint
Injury (Applying a Sling
and Binder)

Participant Progress
Log

- Tell participants that they will now be assessed on putting everything together, from checking the scene and forming an initial impression through applying a sling and binder.
- Have the groups of **two or three** get into position and assign the roles of “First Aid Responder,” “Person Experiencing an Injury” or “Bystander/Coach.” For groups of two, have the second participant play the roles of Person Experiencing an Injury and Coach. You (the instructor) may play the role of Bystander.
- Explain to participants that you will provide a scenario setup and appropriate prompts throughout the scenario.
 - Participants should wait for instructor prompts and not rush ahead in the scenario.



Instructor's Note Scenario setups are provided in the Assessment Scenario Tool. However, you can make up your own scenario setup specific to your facility's needs, as long as it achieves the objectives of checking the scene, forming an initial impression, obtaining consent, using PPE, checking for signs and symptoms of an injury, calling 9-1-1 and getting equipment, and applying a sling and binder.

(Continued)

- Communicate the following to participants:
 - The **First Aid Responder** will follow instructor prompts and check the scene for safety, form an initial impression, obtain consent, use PPE, check the person for signs and symptoms of an injury, tell the Bystander to call 9-1-1 and get equipment and apply a sling and binder.
 - The **Person Experiencing an Injury** should role-play as appropriate.
 - The **Bystander** will verbalize calling 9-1-1 and getting an AED and first aid kit when instructed. The **Coach** will observe the First Aid Responder, assist the First Aid Responder with applying a sling and binder and reference the Assessment Scenario Flowchart: Caring for a Person Experiencing a Muscle, Bone or Joint Injury (Applying a Sling and Binder) in preparation for their turn.
 - If necessary, the Coach can repeat the instructor prompts during the scenario but should **not** provide coaching or peer-to-peer feedback.
- Hand out the Assessment Scenario Flowchart: Caring for a Person Experiencing a Muscle, Bone or Joint Injury (Applying a Sling and Binder) to each group.
- Communicate the following to participants:
 - You will perform the assessment scenario until all participants have had an opportunity to be assessed in the role of First Aid Responder.
- Circulate among the groups to give assistance and corrective global and individual feedback as necessary during and after each round.
- Manage the time for each round of the scenario and rotate roles after each round of the scenario.
- Check off each participant's progress on the Participant Progress Log.
- Ask participants if anything from the scenario needs clarification.

Assessment Scenario: Caring for a Person Experiencing a Muscle, Bone or Joint Injury (Applying a Vacuum Splint to a Leg) (optional)

SCENARIO



REFERENCES

Course Presentation
Slides 31–33

Assessment Scenario
Flowchart: Caring for
a Person Experiencing
a Muscle, Bone or
Joint Injury (Applying
a Vacuum Splint to a
Leg)

Assessment Scenario
Tool: Caring for a
Person Experiencing
a Muscle, Bone or
Joint Injury (Applying
a Vacuum Splint to a
Leg)

Participant Progress
Log

- Tell participants that they will now be assessed on putting everything together, from checking the scene and forming an initial impression through applying a vacuum splint to a leg.
- Have the groups of **two or three** get into position and assign the roles of “First Aid Responder,” “Person Experiencing an Injury” or “Bystander/Coach.” For groups of two, have the second participant play the roles of Person Experiencing an Injury and Coach. You (the instructor) may play the role of Bystander.
- Explain to participants that you will provide a scenario setup and appropriate prompts throughout the scenario.
 - Participants should wait for instructor prompts and not rush ahead in the scenario.



Instructor's Note Scenario setups are provided in the Assessment Scenario Tool. However, you can make up your own scenario setup specific to your facility's needs, as long as it achieves the objectives of checking the scene, forming an initial impression, obtaining consent, using PPE, checking for signs and symptoms of an injury, calling 9-1-1 and getting equipment, and applying a vacuum splint.

	<ul style="list-style-type: none"> ■ Communicate the following to participants: <ul style="list-style-type: none"> ● The First Aid Responder will follow instructor prompts and check the scene for safety, form an initial impression, obtain consent, use PPE, check the person for signs and symptoms of an injury, tell the Bystander to call 9-1-1 and get equipment, and apply a vacuum splint. ● The Person Experiencing an Injury should role-play as appropriate. ● The Bystander will verbalize calling 9-1-1 and getting an AED and first aid kit when instructed. The Coach will observe the First Aid Responder, assist the First Aid Responder with applying a vacuum splint and reference the Assessment Scenario Flowchart: Caring for a Person Experiencing a Muscle, Bone or Joint Injury (Applying a Vacuum Splint to a Leg) in preparation for their turn. <ul style="list-style-type: none"> ○ If necessary, the Coach can repeat the instructor prompts during the scenario but should not provide coaching or peer-to-peer feedback. ■ Hand out the Assessment Scenario Flowchart: Caring for a Person Experiencing a Muscle, Bone or Joint Injury (Applying a Vacuum Splint to a Leg) to each group. ■ Communicate the following to participants: <ul style="list-style-type: none"> ● You will perform the assessment scenario until all participants have had an opportunity to be assessed in the role of First Aid Responder. ■ Circulate among the groups to give assistance and corrective global and individual feedback as necessary during and after each round. ■ Manage the time for each round of the scenario and rotate roles after each round of the scenario. ■ Check off each participant's progress on the Participant Progress Log. ■ Ask participants if anything from the scenario needs clarification.
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Conclusion

2 minutes



Instructor's Note If you are teaching this skill boost on the same day as the First Aid/CPR/AED core course, you do not need to teach this topic. Instead, teach the Conclusion module in the core course.

LECTURE



REFERENCES

Course Presentation
Slides 34–35

- Thank participants for their efforts during class and ask for any remaining questions.
- Explain that participants will receive a certificate for Head, Neck, Muscle, Bone, Joint Injuries—Splinting from the American Red Cross that is valid for 2 years.
- Remind participants that this certification is separate from their First Aid/CPR/AED certification.
- Remind participants that many resources are available to help them respond to an emergency:
 - The American Red Cross First Aid app is free and available for iPhone and Android devices.
 - Ready Reference cards can be kept handy in a medical emergency.
 - The *First Aid/CPR/AED Participant's Manual* contains detailed information on topics covered in class as well as a wide range of additional topics not covered in the course.

(Continued)







Instructor's Note If participants did not receive Ready Reference cards or a participant's manual as part of their course materials, tell participants that these materials (as well as first aid kits and supplies) are available through the Red Cross store at redcross.org.



Instructor's Note If a participant did not successfully complete the assessment scenario, offer the opportunity for a same-day retest. If a participant did not successfully complete the same-day retest, inform the participant about the need to retake the skill boost.

Skill Practice Sheet: Applying a Rigid Splint to a Leg

<p>1. Support the injured body part.</p> <ul style="list-style-type: none">■ Support the injured body part above and below the site of the injury. <p>Note: <i>The ground provides support for a leg injury.</i></p>	
<p>2. Check for circulation and sensation beyond the injured area.</p>	
<p>3. Place bandages.</p> <ul style="list-style-type: none">■ Slide several folded triangular bandages under the leg, where there is a gap between the leg and the ground.■ Slide them above and below the injured body part.	
<p>4. Place rigid splints.</p> <ul style="list-style-type: none">■ Place two appropriately sized rigid splints <i>along</i> the two sides of the injured leg, ensuring that they extend to either the bone or joint above and below the injured area.	
<p>5. Secure the splints.</p> <ul style="list-style-type: none">■ Secure the splints by tying the triangular bandages above and below the injured body part.■ Tie the triangular bandages from bottom to top, but tie the bandage around the foot last.	


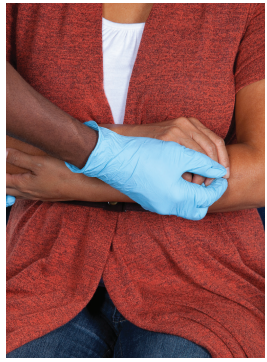


(Continued)

6. Recheck for circulation and sensation.

- Recheck for circulation and sensation beyond the injured area.



Skill Practice Sheet: Applying a Sling and Binder

<p>1. Support the injured body part.</p> <ul style="list-style-type: none">■ Support the injured body part above and below the site of the injury.	
<p>2. Check for circulation and sensation beyond the injured area.</p>	
<p>3. Place the bandage.</p> <ul style="list-style-type: none">■ Place a triangular bandage under the injured arm and over the uninjured shoulder to form a sling.	
<p>4. Tie the sling.</p> <ul style="list-style-type: none">■ Tie the ends of the sling at the side of the neck.■ Use gauze to pad between the knot and the skin to lessen discomfort.	

(Continued)



5. Bind the injured body part to the chest with a folded triangular bandage.



6. Recheck for circulation and sensation beyond the injured area.



Skill Practice Sheet: Applying a Vacuum Splint to a Leg

<p>1. Support the injured body part.</p> <ul style="list-style-type: none">■ Support the injured body part above and below the site of the injury. <p>Note: <i>The ground provides support for a leg injury.</i></p>	
<p>2. Check for circulation and sensation beyond the injured area.</p>	
<p>3. Place the splint flat on the ground with the valve side down.</p>	
<p>4. Push the valve to equalize air pressure.</p> <ul style="list-style-type: none">■ Remove the red cap from the valve and push in on the red end of the valve to equalize the air pressure in the splint.	
<p>5. Distribute the beads throughout the splint evenly.</p>	
<p>6. Place the splint under the injured limb.</p> <ul style="list-style-type: none">■ Ensure that the splint extends to either the bone or joint above and below the injured area.■ Make sure that at least one strap is above the suspected fracture site and at least one strap is below the suspected fracture site. <p>Note: <i>Do not attach the splint straps to secure the splint at this time.</i></p>	

(Continued)

7. Conform the splint around the injured limb.

- Do not overlap the splint edges.

Note: If the splint does not conform easily, you can adjust it by allowing air to enter the splint.

- Leave a 1-inch open space along the length of the splint to allow for visualization of the injured limb.

Note: If the splint is too wide, you can fold the edge without the straps back on itself to form a narrower splint.



8. Hold the splint in place.

- Ask the coach to assist you by holding the splint in place by grasping both edges of the splint above and below the fracture site while you operate the pump.

9. Connect the pump hose to the valve.

- You should hear a “click” when the connection has been made.



10. Operate the pump to remove the air from the splint.

- Keep pumping until the splint is rigid around the injured limb.
- You will feel resistance when enough air has been removed from the splint.



11. Remove the pump hose from the valve by pressing the metal tab on the pump hose coupling and replace red cap.

12. Attach the splint straps around the splint to secure it in place.

- Attach the straps from bottom to top, but attach the strap around the foot last.



13. Recheck for circulation and sensation beyond the injured area.



Assessment Scenario Flowchart: Caring for a Person Experiencing a Muscle, Bone or Joint Injury (Applying a Rigid Splint to a Leg)



First Aid Responder action.
Do not read aloud.



Instructor prompt. Read aloud
after each critical action.



Bystander, Parent, Injured
or Ill Person

First Aid Responder:

Checks the scene for **safety**, forms an **initial impression**, **obtains consent** and **puts on gloves**.

First Aid Responder:

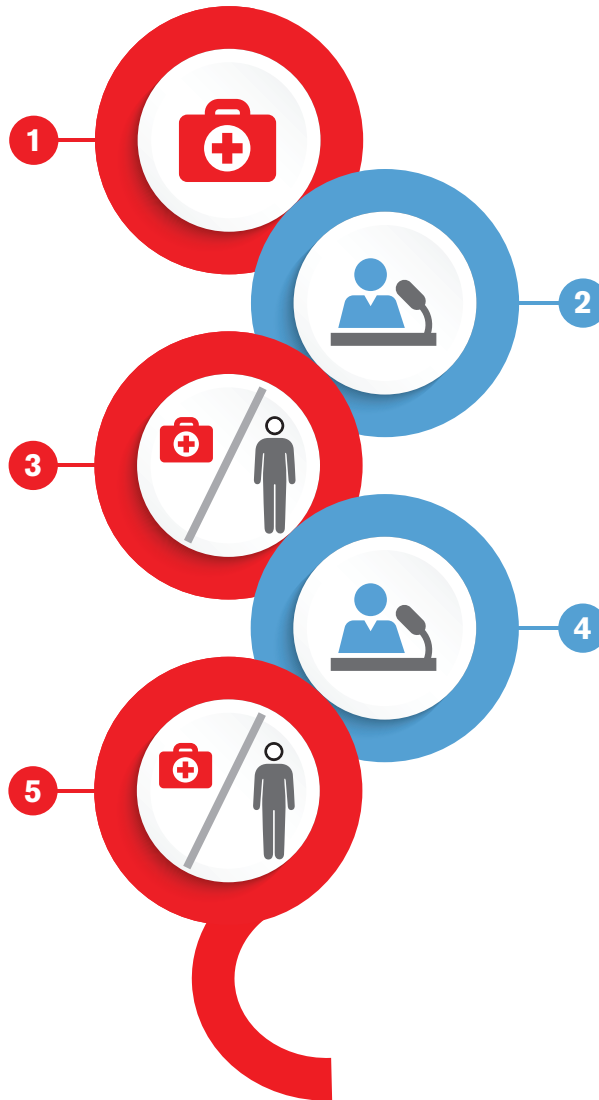
Continues check of the person for signs and symptoms of an injury (**SAM** and **focused check**).

Person Experiencing an Injury: Role-plays as appropriate.

First Aid Responder:

Tells Bystander to **call 9-1-1** and get an **AED**, a **first aid kit** and **rigid splint equipment**.

Bystander: Verbalizes calling 9-1-1 and getting equipment.



Instructor: The scene is safe. The person appears responsive and does not appear to have life-threatening bleeding or any other life-threatening condition. The person appears to be injured and is holding their leg. You have consent.

Instructor: The person tells you that they fell and heard a snap in their leg when they landed on the ground. They tell you that they have a lot of pain in their lower left leg and they can't move it. You notice that the middle of the lower left leg looks swollen but the ankle and knee look fine. The person is only complaining of pain in the mid-lower left leg and states their ankle and knee are okay. You have to move the person to meet EMS.



First Aid Responder action.
Do not read aloud.



Instructor prompt. Read aloud
after each critical action.



Bystander, Parent, Injured
or Ill Person

Instructor: You give immediate first aid care for a suspected fracture, but you know that you will have to splint the injury in order to move the person to meet EMS.

Instructor: EMS personnel have arrived and are beginning their care of the person.

6



8



7



First Aid Responder:

- **Asks Bystander to support** the injured body part and shows them where to place hands.
- **Bystander:** Supports injured body part.
- **Checks** for circulation and sensation beyond the injured area.
- **Slides** several folded triangular **bandages** above and below the injured body part, ensuring coverage above and below the adjacent joints.
- **Places two** appropriately sized rigid **splints** *along* the injured leg.
- **Secures** the splints to immobilize the injured area, ensuring immobilization of the joints above and below the injury.
- Tells the Bystander they can stop supporting the limb.
- **Rechecks** for circulation and sensation beyond the injured area.

Assessment Scenario Flowchart: Caring for a Person Experiencing a Muscle, Bone or Joint Injury (Applying a Sling and Binder)



First Aid Responder action.
Do not read aloud.



Instructor prompt. Read aloud
after each critical action.



Bystander, Parent, Injured
or Ill Person

First Aid Responder:

Checks the scene for **safety**, forms an **initial impression**, **obtains consent** and **puts on gloves**.

First Aid Responder:

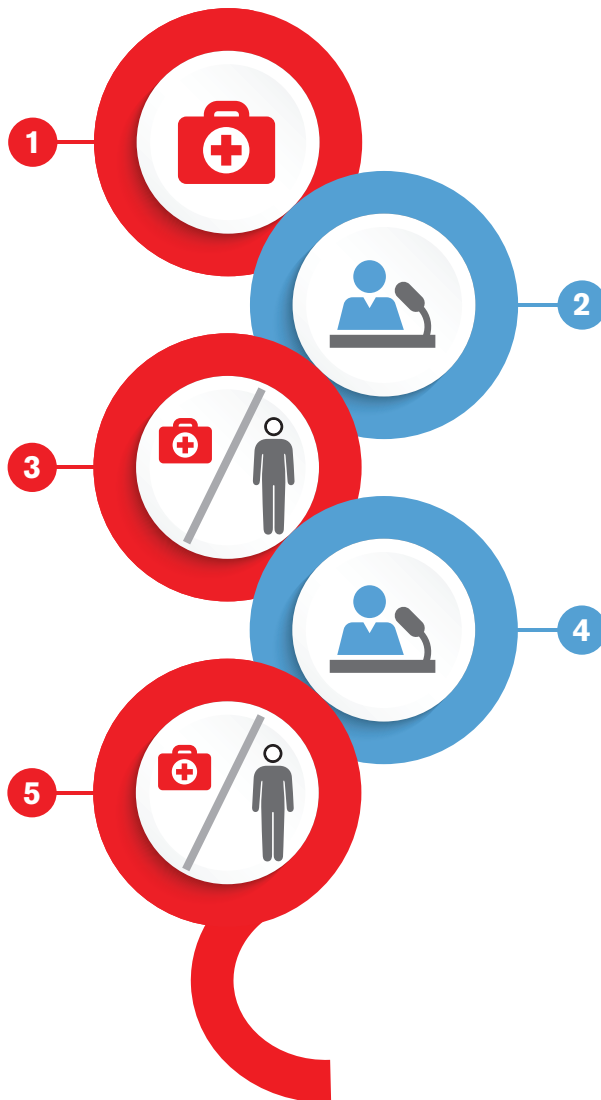
Continues check of the person for signs and symptoms of an injury (**SAM** and **focused check**).

Person Experiencing an Injury: Role-plays as appropriate.

First Aid Responder:

Tells Bystander to **call 9-1-1** and get an **AED**, a **first aid kit** and a **sling and binder**.

Bystander: Verbalizes calling 9-1-1 and getting equipment.



Instructor: The scene is safe. The person appears responsive and does not appear to have life-threatening bleeding or any other life-threatening condition. The person appears to be injured and is holding their shoulder. You have consent.

Instructor: The person tells you that they fell and heard a pop when they landed on the ground. They tell you that they have a lot of pain in their right shoulder, and you notice a lot of swelling.



First Aid Responder action.
Do not read aloud.



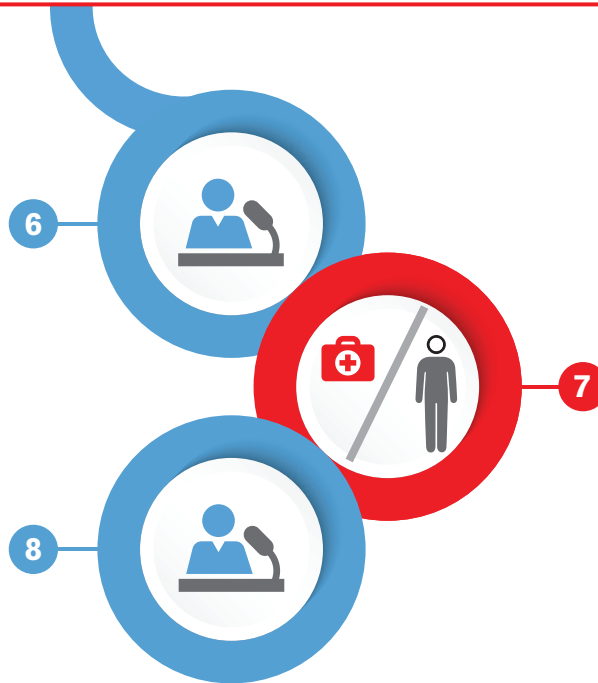
Instructor prompt. Read aloud
after each critical action.



Bystander, Parent, Injured
or Ill Person

Instructor: You give immediate first aid care for a suspected injury to the shoulder, but you know that you will have to apply a sling and binder in order to move the person to meet EMS.

Instructor: EMS personnel have arrived and are beginning their care of the person.



First Aid Responder:

- **Has Bystander support** the injured body part and shows them where to place their hands.
- **Bystander:** Supports injured body part.
- **Checks** for circulation and sensation beyond the injured area.
- **Places** a triangular **bandage** under the injured arm and over the uninjured shoulder to form a sling.
- **Ties** the ends of the **sling** at the side of the neck and ensures hand is slightly higher than elbow. Uses gauze to pad between the knot and skin.
- **Binds** the injured body part to the chest with a folded triangular bandage.
- Tells Bystander they can stop supporting the limb.
- **Rechecks** for circulation and sensation beyond the injured area.

Assessment Scenario Flowchart: Caring for a Person Experiencing a Muscle, Bone or Joint Injury (Applying a Vacuum Splint to a Leg) (optional)



First Aid Responder action.
Do not read aloud.



Instructor prompt. Read aloud
after each critical action.



Bystander, Parent, Injured
or Ill Person

First Aid Responder:

Checks the scene for **safety**, forms an **initial impression**, **obtains consent** and **puts on gloves**.

First Aid Responder:

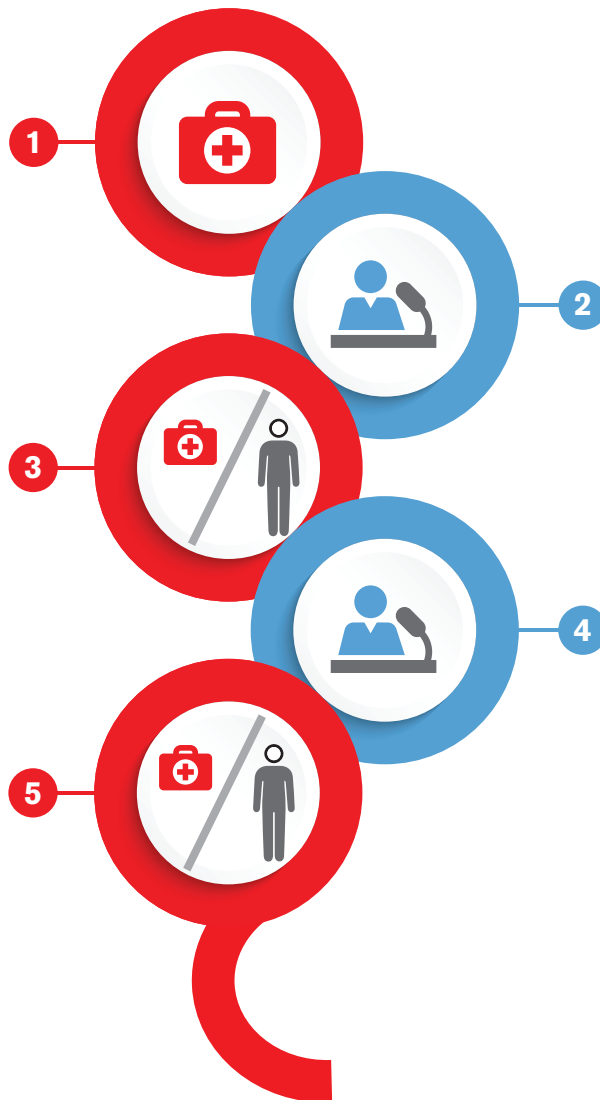
Checks the person for signs and symptoms of an injury (**SAM** and **focused check**).

Person Experiencing an Injury: Role-plays as appropriate.

First Aid Responder:

Tells Bystander to **call 9-1-1** and get an **AED**, a **first aid kit** and a **vacuum splint**.

Bystander: Verbalizes calling 9-1-1 and getting equipment.



Instructor: The scene is safe. The person appears responsive and does not appear to have life-threatening bleeding or any other life-threatening condition. The person appears to be injured and is holding their left leg. You have consent.

Instructor: The person tells you that they fell and heard a snap in their left leg when they landed on the ground. They tell you that they have a lot of pain in their leg and can't move it. You notice that the middle of the lower left leg looks swollen but the ankle and knee look fine. The person tells you the middle of their lower left leg hurts but their ankle and knee are not bothering them. You have to move the person to meet EMS.



First Aid Responder action.
Do not read aloud.



Instructor prompt. Read aloud
after each critical action.



Bystander, Parent, Injured
or Ill Person

Instructor: You give immediate first aid care for a suspected fracture, but you know that you will have to splint the injury in order to move the person to meet EMS.

Instructor: EMS personnel have arrived and are beginning their care of the person.

6



First Aid Responder:

- Asks Bystander to support the injured body part and shows them where to place their hands.
- Checks for circulation and sensation beyond the injured area.
- Prepares the splint:
 - Places the splint flat on the ground with the valve side down.
 - Removes the red cap from the valve and pushes in on the red end of the valve to equalize the air pressure in the splint.
 - Distributes the beads throughout the splint evenly.
- Places the splint under the injured limb.
- Conforms the splint around the injured limb and ensures there is at least a 1-inch open area to monitor the leg.
- Asks Bystander to stop supporting the limb and now support by holding the splint in place.
- Connects the pump hose to the valve.
- Manually operates the pump to remove the air from the splint.
- Removes the pump hose from the valve and replaces red cap.
- Attaches the splint straps around the splint to secure it in place.
- Tells Bystander they no longer need to hold splint.
- Rechecks for circulation and sensation beyond the injured area.

7



8



Assessment Scenario Tool: Caring for a Person Experiencing a Muscle, Bone or Joint Injury (Applying a Rigid Splint to a Leg)

Please use the setup option that best suits the needs of your participants or create your own scenario setup.

Scenario Setup Option 1	Scenario Setup Option 2	Scenario Setup Option 3
<i>You and a co-worker are paid guides for a group of hikers on an overnight wilderness hiking trip. You just left a supply hut and are navigating a downhill stretch. Suddenly, one of the hikers trips over a rock, falls a few feet and yells out in pain.</i>	<i>You and several counselors are preparing lunch for a group of middle schoolers at a wilderness summer camp. The kids are running around outside. Suddenly, one of the kids trips over a tree stump, falls and yells out in pain.</i>	<i>You are working on a commercial fishing boat. The boat is close to shore and the crew is finishing up cleaning and hauling ropes and gear. Suddenly, the boat rolls a bit and one of the crew slips, falls and yells out in pain.</i>
FIRST AID RESPONDER ACTIONS		PROFICIENCY CHECKLIST
✓ Checks the scene for safety		<input type="checkbox"/> Checks scene before entering to ensure safety
✓ Forms an initial impression		<input type="checkbox"/> Forms an initial impression about what's going on with the person as they approach them <input type="checkbox"/> Checks for any life-threatening conditions, such as appearing unresponsive, appearing not to be breathing, having life-threatening bleeding or another life-threatening condition
✓ Obtains consent		<input type="checkbox"/> Obtains consent by telling the person who they are and what they plan to do, or consent is implied
✓ Puts on gloves		<input type="checkbox"/> Uses appropriate PPE
INSTRUCTOR PROMPT		
<i>The scene is safe. The person appears responsive and does not appear to have life-threatening bleeding or any other life-threatening conditions. The person appears to be injured and is holding their lower leg. You have consent.</i>		

FIRST AID RESPONDER ACTIONS	PROFICIENCY CHECKLIST
<p>✓ Continues the check of the person (SAM and focused check)</p>	<p><input type="checkbox"/> Uses SAM to ask questions about Signs and Symptoms, Allergies, and Medications and Medical conditions</p> <p><input type="checkbox"/> Does a focused check of the injured person's leg</p>
INSTRUCTOR PROMPT	
<p><i>The person tells you that they fell and heard a snap in their leg when they landed on the ground. They tell you that they have a lot of pain in their lower left leg and they can't move it. You notice that the middle of the lower left leg looks swollen but the ankle and knee look fine. The person is only complaining of pain in the mid-lower left leg and states their ankle and knee are okay. You have to move the person to meet EMS.</i></p>	
FIRST AID RESPONDER ACTIONS	PROFICIENCY CHECKLIST
<p>✓ Tells Bystander to call 9-1-1 and get an AED, a first aid kit and rigid splint equipment</p>	<p><input type="checkbox"/> Tells Bystander to call 9-1-1 and get an AED, a first aid kit and rigid splint equipment</p> <p><input type="checkbox"/> Uses closed-loop communication</p>
INSTRUCTOR PROMPT	
<p><i>You give immediate first aid care for a suspected fracture, but you know that you will have to splint the injury in order to move the person to meet EMS.</i></p>	

(Continued)

FIRST AID RESPONDER ACTIONS	PROFICIENCY CHECKLIST
<p>✓ Asks Bystander to support the injured body part and shows them where to place hands</p>	<p><input type="checkbox"/> Uses the Bystander to provide support for the injured leg</p> <p><input type="checkbox"/> Shows the Bystander where to place hands</p>
<p>✓ Checks for circulation and sensation beyond the injured area</p>	<p><input type="checkbox"/> Checks for circulation and sensation beyond the injured area</p>
<p>✓ Slides several folded triangular bandages above and below the injured body part, ensuring coverage above and below the adjacent joint</p>	<p><input type="checkbox"/> Slides bandages under the leg, where there is a gap between the leg and the ground, without causing excessive movement of the leg</p> <p><input type="checkbox"/> Ensures coverage above and below adjacent joints</p>
<p>✓ Places two appropriately sized rigid splints <i>along</i> the injured leg</p>	<p><input type="checkbox"/> Ensures that the splints extend to the joints above and below the injured area</p>
<p>✓ Secures the splints to immobilize the injured area, ensuring immobilization of the joints above and below injury</p>	<p><input type="checkbox"/> Ties folded triangular bandages above and below the injured body part</p> <p><input type="checkbox"/> Does not tie bandages over the injured area</p> <p><input type="checkbox"/> Immobilizes joint above and below the injured area</p> <p><input type="checkbox"/> Properly secures ankle</p>
<p>✓ Tells the Bystander they can stop supporting the limb</p>	<p><input type="checkbox"/> Tells the Bystander to stop supporting the limb</p>
<p>✓ Rechecks for circulation and sensation beyond the injured area</p>	<p><input type="checkbox"/> Rechecks for circulation and sensation beyond the injured area</p>

INSTRUCTOR PROMPT

EMS personnel have arrived and are beginning their care of the person.

Assessment Scenario: Caring for a Person Experiencing a Muscle, Bone or Joint Injury (Applying a Sling and Binder)

Please use the setup option that best suits the needs of your participants or create your own scenario setup.

Scenario Setup Option 1	Scenario Setup Option 2	Scenario Setup Option 3
<i>You and a co-worker are paid guides for a group of birders on a guided tour of a remote nature preserve. You just left a supply station and are navigating a rocky path. Suddenly, one of the birders trips over a rock, falls and calls out in pain.</i>	<i>You and a teacher's aide are leading your students on a nature hike during a class trip. You have just left the nature center and are navigating a narrow path. Suddenly, one of the kids trips over a tree stump, falls and yells out in pain.</i>	<i>You are a ski instructor at a small ski resort. You just started a lesson at the top of a beginner's slope, when one of the students falls and yells out in pain.</i>
FIRST AID RESPONDER ACTIONS		PROFICIENCY CHECKLIST
✓ Checks the scene for safety		<input type="checkbox"/> Checks scene before entering to ensure safety
✓ Forms an initial impression.		<input type="checkbox"/> Forms an initial impression about what's going on with the person as they approach them <input type="checkbox"/> Checks for any life-threatening conditions, such as appearing unresponsive, appearing not to be breathing, having life-threatening bleeding or another life-threatening condition
✓ Obtains consent		<input type="checkbox"/> Obtains consent by telling the person who they are and what they plan to do, or consent is implied
✓ Puts on gloves		<input type="checkbox"/> Uses appropriate PPE
INSTRUCTOR PROMPT		
<i>The scene is safe. The person appears responsive and does not appear to have life-threatening bleeding or any other life-threatening condition. The person appears to be injured and is holding their shoulder. You have consent.</i>		

(Continued)

FIRST AID RESPONDER ACTIONS	PROFICIENCY CHECKLIST
<p>✓ Continues the check of the person for signs and symptoms of an injury (SAM and focused check)</p>	<p><input type="checkbox"/> Uses SAM to ask questions about Signs and Symptoms, Allergies, and Medications and Medical conditions</p> <p><input type="checkbox"/> Does a focused check of the injured person's shoulder</p>

INSTRUCTOR PROMPT

The person tells you that they fell and heard a pop when they landed on the ground. They tell you that they have a lot of pain in their right shoulder and you notice a lot of swelling.

FIRST AID RESPONDER ACTIONS	PROFICIENCY CHECKLIST
<p>✓ Tells Bystander to call 9-1-1 and get an AED, a first aid kit and a slings and binder</p>	<p><input type="checkbox"/> Tells Bystander to call 9-1-1 and get an AED, a first aid kit and a sling and binder</p> <p><input type="checkbox"/> Uses closed-loop communication</p>

INSTRUCTOR PROMPT

You give immediate first aid care for a suspected injury to the shoulder but you know that you will have to apply a sling and binder in order to move the person to meet EMS.

FIRST AID RESPONDER ACTIONS	PROFICIENCY CHECKLIST
<p>✓ Has Bystander support the injured body part and shows them where to place their hands</p>	<p><input type="checkbox"/> Uses the Bystander to provide support for the injured leg</p> <p><input type="checkbox"/> Shows the Bystander where to place hands</p>
<p>✓ Checks for circulation and sensation beyond the injured area</p>	<p><input type="checkbox"/> Checks for circulation and sensation beyond the injured area</p>
<p>✓ Places a triangular bandage under the injured arm and over the uninjured shoulder to form a sling</p>	<p><input type="checkbox"/> Places a triangular bandage under the injured arm and over the uninjured shoulder</p>
<p>✓ Ties the ends of the sling at the side of the neck and ensures the hand is slightly higher than the elbow; uses gauze to pad between the knot and skin</p>	<p><input type="checkbox"/> Ties the ends of the sling at the side of the neck</p> <p><input type="checkbox"/> Ensures the hand is slightly higher than the elbow</p> <p><input type="checkbox"/> Insert gauze pad between knot and skin</p>
<p>✓ Binds the injured body part to the chest with a folded triangular bandage</p>	<p><input type="checkbox"/> Binds the injured body part to the chest with a folded triangular bandage</p>
<p>✓ Tells Bystander they can stop supporting the limb</p>	<p><input type="checkbox"/> Tells Bystander to stop supporting the limb</p>
<p>✓ Rechecks for circulation and sensation beyond the injured area</p>	<p><input type="checkbox"/> Rechecks for circulation and sensation beyond the injured area</p>
INSTRUCTOR PROMPT	
<i>EMS personnel have arrived and are beginning their care of the person.</i>	

Assessment Scenario: Caring for a Person Experiencing a Muscle, Bone or Joint Injury (Applying a Vacuum Splint to a Leg) (optional)

Please use the setup option that best suits the needs of your participants or create your own scenario setup.

Scenario Setup Option 1	Scenario Setup Option 2	Scenario Setup Option 3
<i>You and a co-worker are paid guides for a group of hikers on an overnight hiking trip. You just left a supply hut and are navigating a downhill stretch. Suddenly, one of the hikers trips over a rock, falls a few feet and yells out in pain.</i>	<i>You and several counselors are preparing lunch for a group of middle schoolers at a wilderness summer camp. The kids are running around outside. Suddenly, one of the kids trips over a tree stump, falls and yells out in pain.</i>	<i>You are working on a commercial fishing boat. The boat is close to shore and the crew is finishing up cleaning and hauling ropes and gear. Suddenly, the boat rolls a bit and one of the crew slips, falls and yells out in pain.</i>
FIRST AID RESPONDER ACTIONS		PROFICIENCY CHECKLIST
✓ Checks the scene for safety		<input type="checkbox"/> Checks scene before entering to ensure safety
✓ Forms an initial impression		<input type="checkbox"/> Forms an initial impression about what's going on with the person as they approach them <input type="checkbox"/> Checks for any life-threatening conditions, such as appearing unresponsive, appearing not to be breathing, having life-threatening bleeding or another life-threatening condition
✓ Obtains consent		<input type="checkbox"/> Obtains consent by telling the person who they are and what they plan to do, or consent is implied
✓ Puts on gloves		<input type="checkbox"/> Uses appropriate PPE
INSTRUCTOR PROMPT		
<i>The scene is safe, the person appears responsive and does not appear to have life-threatening bleeding or any other life-threatening condition. The person appears to be injured and is holding their left leg. You have consent.</i>		

FIRST AID RESPONDER ACTIONS	PROFICIENCY CHECKLIST
<p>✓ Continues the check of the person for signs and symptoms of an injury (SAM and focused check)</p>	<p><input type="checkbox"/> Uses SAM to ask questions about Signs and Symptoms, Allergies, and Medications and Medical conditions</p> <p><input type="checkbox"/> Does a focused check of the injured person's leg</p>
INSTRUCTOR PROMPT	
<p><i>The person tells you that they fell and heard a snap in their left leg when they landed on the ground. They tell you that they have a lot of pain in their leg and can't move it. You notice that the middle of the lower left leg looks swollen but the ankle and knee look fine. The person tells you the middle of their lower left leg hurts but their ankle and knee are not bothering them. You have to move the person to meet EMS.</i></p>	
FIRST AID RESPONDER ACTIONS	PROFICIENCY CHECKLIST
<p>✓ Tells Bystander to call 9-1-1 and get an AED, a first aid kit and a vacuum splint</p>	<p><input type="checkbox"/> Tells Bystander to call 9-1-1 and get an AED, a first aid kit and a vacuum splint</p> <p><input type="checkbox"/> Uses closed-loop communication</p>
INSTRUCTOR PROMPT	
<p><i>You give immediate first aid care for a suspected fracture, but you know that you will have to splint the injury in order to move the person to meet EMS.</i></p>	

(Continued)

FIRST AID RESPONDER ACTIONS	PROFICIENCY CHECKLIST
<p>✓ Asks the Bystander to support the injured body part and shows them where to place their hands</p>	<p><input type="checkbox"/> Uses the Bystander to provide support for the injured leg</p> <p><input type="checkbox"/> Shows the Bystander where to place their hands</p>
<p>✓ Checks for circulation and sensation beyond the injured area</p>	<p><input type="checkbox"/> Checks for circulation and sensation beyond the injured area</p>
<p>✓ Prepares the splint</p>	<p><input type="checkbox"/> Places the splint flat on the ground with the valve side down</p> <p><input type="checkbox"/> Removes the red cap from the valve and pushes in on the red end of the valve to equalize the air pressure in the splint</p> <p><input type="checkbox"/> Distributes the beads throughout the splint evenly</p>
<p>✓ Places the splint under the injured limb</p>	<p><input type="checkbox"/> Ensures that the splint extends to either the bone or joint above and below the injured area</p> <p><input type="checkbox"/> Makes sure that at least one strap is above the suspected fracture site and at least one strap is below the suspected fracture site</p> <p><input type="checkbox"/> Does not attach the splint straps to secure the splint at this time</p>
<p>✓ Conforms the splint around the injured limb and ensures there is at least a 1-inch open area to monitor the leg</p>	<p><input type="checkbox"/> Does not overlap the splint edges</p> <p><input type="checkbox"/> Leaves a 1-inch open space along the length of the splint to allow for visualization of the injured limb</p> <p><input type="checkbox"/> If the splint is too wide, folds the edge without the straps back on itself to form a narrower splint</p>
<p>✓ Asks Bystander to stop supporting the limb and now support by holding the splint in place</p>	<p><input type="checkbox"/> Has Bystander grasp both edges of the splint above and below the site while First Aid Responder operates the pump</p>
<p>✓ Connects the pump hose to the valve</p>	<p><input type="checkbox"/> Hears a “click” when the connection has been made</p>
<p>✓ Manually operates the pump to remove the air from the splint</p>	<p><input type="checkbox"/> Keeps pumping until the splint is rigid around the injured limb</p>
<p>✓ Removes the pump hose from the valve and replaces red cap</p>	<p><input type="checkbox"/> Presses the metal tab on the pump hose coupling to release hose and replaces red cap</p>

<p>✓ Attaches the splint straps around the splint to secure it in place</p>	<p><input type="checkbox"/> Attaches the splint straps around the splint to secure it in place</p> <p><input type="checkbox"/> Ensures immobilization of joint above and below the injury</p>
<p>✓ Tells Bystander they no longer need to hold the splint</p>	<p><input type="checkbox"/> Tells Bystander to stop supporting the splint</p>
<p>✓ Rechecks for circulation and sensation beyond the injured area</p>	<p><input type="checkbox"/> Rechecks for circulation and sensation beyond the injured area</p>

INSTRUCTOR PROMPT

EMS personnel have arrived and are beginning their care of the person.

APPENDIX K

Written Exam Answer Keys

Adult First Aid/CPR/AED Answer Key

Foundations

Adult Exam A

- | | | | | |
|----|----------------------------------|----------------------------------|----------------------------------|----------------------------------|
| 1. | <input type="radio"/> a | <input type="radio"/> b | <input checked="" type="radio"/> | <input type="radio"/> d |
| 2. | <input type="radio"/> a | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input checked="" type="radio"/> |
| 3. | <input type="radio"/> a | <input type="radio"/> b | <input type="radio"/> c | <input checked="" type="radio"/> |
| 4. | <input checked="" type="radio"/> | <input type="radio"/> b | <input type="radio"/> c | <input type="radio"/> d |
| 5. | <input checked="" type="radio"/> | <input type="radio"/> b | <input type="radio"/> c | <input type="radio"/> d |
| 6. | <input checked="" type="radio"/> | <input type="radio"/> b | <input type="radio"/> c | <input type="radio"/> d |
| 7. | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> c | <input checked="" type="radio"/> |

Foundations

Adult Exam B

- | | | | | |
|----|----------------------------------|----------------------------------|----------------------------------|----------------------------------|
| 1. | <input type="radio"/> a | <input type="radio"/> b | <input type="radio"/> c | <input checked="" type="radio"/> |
| 2. | <input checked="" type="radio"/> | <input type="radio"/> b | <input type="radio"/> c | <input type="radio"/> d |
| 3. | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> c | <input checked="" type="radio"/> |
| 4. | <input type="radio"/> a | <input type="radio"/> b | <input checked="" type="radio"/> | <input type="radio"/> d |
| 5. | <input checked="" type="radio"/> | <input type="radio"/> b | <input type="radio"/> c | <input type="radio"/> d |
| 6. | <input checked="" type="radio"/> | <input type="radio"/> b | <input type="radio"/> c | <input type="radio"/> d |
| 7. | <input type="radio"/> a | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input checked="" type="radio"/> |

Adult First Aid/CPR/AED Answer Key

CPR

Adult Exam A

1. a b c d
2. a b c d
3. a b c d
4. a b c d
5. a b c d
6. a b c d
7. a b c d
8. a b c d

CPR

Adult Exam B

1. a b c d
2. a b c d
3. a b c d
4. a b c d
5. a b c d
6. a b c d
7. a b c d
8. a b c d

Adult First Aid/CPR/AED Answer Key

AED

Adult Exam A

- a b c d
- a b c d
- a b c d
- a b c d
- a b c d
- a b c d
- a b c d
- a b c d

AED

Adult Exam B

- a b c d
- a b c d
- a b c d
- a b c d
- a b c d
- a b c d
- a b c d
- a b c d

Adult First Aid/CPR/AED Answer Key

First Aid

Adult Exam A

1. a b c d
2. a b c d
3. a b c d
4. a b c d
5. a b c d
6. a b c d
7. a b c d
8. a b c d
9. a b c d
10. a b c d
11. a b c d
12. a b c d
13. a b c d
14. a b c d
15. a b c d
16. a b c d
17. a b c d

First Aid

Adult Exam B

1. a b c d
2. a b c d
3. a b c d
4. a b c d
5. a b c d
6. a b c d
7. a b c d
8. a b c d
9. a b c d
10. a b c d
11. a b c d
12. a b c d
13. a b c d
14. a b c d
15. a b c d
16. a b c d
17. a b c d

Adult and Pediatric First Aid/CPR/AED Answer Key

Foundations

Adult and Pediatric Exam A

1. a b c d
2. a b c d
3. a b c d
4. a b c d
5. a b c d
6. a b c d
7. a b c d
8. a b c d

Foundations

Adult and Pediatric Exam B

1. a b c d
2. a b c d
3. a b c d
4. a b c d
5. a b c d
6. a b c d
7. a b c d
8. a b c d

Adult and Pediatric First Aid/CPR/AED Answer Key

CPR

Adult and Pediatric Exam A

1. (a) (b) (c) (d)
2. (a) (b) (c) (d)
3. (a) (b) (c) (d)
4. (a) (b) (c) (d)
5. (a) (b) (c) (d)
6. (a) (b) (c) (d)
7. (a) (b) (c) (d)
8. (a) (b) (c) (d)
9. (a) (b) (c) (d)
10. (a) (b) (c) (d)
11. (a) (b) (c) (d)
12. (a) (b) (c) (d)
13. (a) (b) (c) (d)
14. (a) (b) (c) (d)
15. (a) (b) (c) (d)
16. (a) (b) (c) (d)
17. (a) (b) (c) (d)
18. (a) (b) (c) (d)
19. (a) (b) (c) (d)
20. (a) (b) (c) (d)

CPR

Adult and Pediatric Exam B

1. (a) (b) (c) (d)
2. (a) (b) (c) (d)
3. (a) (b) (c) (d)
4. (a) (b) (c) (d)
5. (a) (b) (c) (d)
6. (a) (b) (c) (d)
7. (a) (b) (c) (d)
8. (a) (b) (c) (d)
9. (a) (b) (c) (d)
10. (a) (b) (c) (d)
11. (a) (b) (c) (d)
12. (a) (b) (c) (d)
13. (a) (b) (c) (d)
14. (a) (b) (c) (d)
15. (a) (b) (c) (d)
16. (a) (b) (c) (d)
17. (a) (b) (c) (d)
18. (a) (b) (c) (d)
19. (a) (b) (c) (d)
20. (a) (b) (c) (d)

Adult and Pediatric First Aid/CPR/AED Answer Key

AED

Adult and Pediatric Exam A

- a b c d
- a b c d
- a b c d
- a b c d
- a b c d
- a b c d
- a b c d
- a b c d
- a b c d
- a b c d

AED

Adult and Pediatric Exam B

- a b c d
- a b c d
- a b c d
- a b c d
- a b c d
- a b c d
- a b c d
- a b c d
- a b c d
- a b c d

Adult and Pediatric First Aid/CPR/AED Answer Key

First Aid

Adult and Pediatric Exam A

1. a b c d
2. a b c d
3. a b c d
4. a b c d
5. a b c d
6. a b c d
7. a b c d
8. a b c d
9. a b c d
10. a b c d
11. a b c d
12. a b c d
13. a b c d
14. a b c d
15. a b c d
16. a b c d
17. a b c d
18. a b c d

First Aid

Adult and Pediatric Exam B

1. a b c d
2. a b c d
3. a b c d
4. a b c d
5. a b c d
6. a b c d
7. a b c d
8. a b c d
9. a b c d
10. a b c d
11. a b c d
12. a b c d
13. a b c d
14. a b c d
15. a b c d
16. a b c d
17. a b c d
18. a b c d

Pediatric First Aid/CPR/AED Answer Key

Foundations

Pediatric Exam A

1. a b c d
2. a b c d
3. a b c d
4. a b c d
5. a b c d
6. a b c d
7. a b c d

Foundations

Pediatric Exam B

1. a b c d
2. a b c d
3. a b c d
4. a b c d
5. a b c d
6. a b c d
7. a b c d

Pediatric First Aid/CPR/AED Answer Key

CPR

Pediatric Exam A

1. a b c d
2. a b c d
3. a b c d
4. a b c d
5. a b c d
6. a b c d
7. a b c d
8. a b c d

CPR

Pediatric Exam B

1. a b c d
2. a b c d
3. a b c d
4. a b c d
5. a b c d
6. a b c d
7. a b c d
8. a b c d

Pediatric First Aid/CPR/AED Answer Key

AED

Pediatric Exam A

1. a b c d
2. a b c d
3. a b c d
4. a b c d
5. a b c d
6. a b c d
7. a b c d
8. a b c d

AED

Pediatric Exam B

1. a b c d
2. a b c d
3. a b c d
4. a b c d
5. a b c d
6. a b c d
7. a b c d
8. a b c d

Pediatric First Aid/CPR/AED Answer Key

First Aid

Pediatric Exam A

1. a b c d
2. a b c d
3. a b c d
4. a b c d
5. a b c d
6. a b c d
7. a b c d
8. a b c d
9. a b c d
10. a b c d
11. a b c d
12. a b c d
13. a b c d
14. a b c d
15. a b c d
16. a b c d
17. a b c d

First Aid

Pediatric Exam B

1. a b c d
2. a b c d
3. a b c d
4. a b c d
5. a b c d
6. a b c d
7. a b c d
8. a b c d
9. a b c d
10. a b c d
11. a b c d
12. a b c d
13. a b c d
14. a b c d
15. a b c d
16. a b c d
17. a b c d

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American Red Cross
Training Services

American Red Cross Training Services and the Scientific Advisory Council

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- The International Liaison Committee on Resuscitation (ILCOR)
- The International Federation of Red Cross and Red Crescent Societies
- The Policy Statements, Evidence Reviews and Guidelines of:
 - American Academy of Pediatrics (AAP)
 - American College of Emergency Physicians (ACEP)
 - American College of Obstetrics and Gynecology (ACOG)
 - American College of Surgeons (ACS)
 - Committee on Tactical Combat Casualty Care (CoTCCC)
 - Obstetric Life Support™ (OBLIS)
 - Society of Critical Care Medicine (SCCM) and the American College of Critical Care Medicine (ACCM)
 - Surviving Sepsis Campaign (SSC)

Mission

The American Red Cross prevents and alleviates human suffering in the face of emergencies by mobilizing the power of volunteers and the generosity of donors.

