

Core Course Handouts



American Red Cross
Training Services

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). 	<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 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>	<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 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

EACH PARTICIPANT SHOULD OPERATE THE AED AND START CPR AFTER PUSHING THE SHOCK BUTTON.

1. Turn on AED and follow the voice prompts.

2. Remove all clothing covering the chest, if necessary.

3. Attach pads correctly.

- 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.



4. Plug the pad connector cable into the AED, if necessary.



5. Clear for analysis.



6. Clear for shock.

Clear

(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).	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 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.	
<p>1. Place the mask at the bridge of the nose and lower it over the child's nose and mouth.</p>	
<p>2. Seal the mask and open the airway.</p> <ul style="list-style-type: none"> ■ 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. 	
<p>3. Give 1st breath.</p> <ul style="list-style-type: none"> ■ 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. <p><i>Note: If you do not see the chest rise, retilt head and ensure a proper seal before giving the 2nd breath.</i></p>	
<p>4. Pause between the breaths to allow for the chest to fall and the air to exit.</p>	Pause
<p>5. Give 2nd breath.</p> <ul style="list-style-type: none"> ■ Take another breath, make a seal, then give the 2nd breath. 	
<p>6. 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 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.

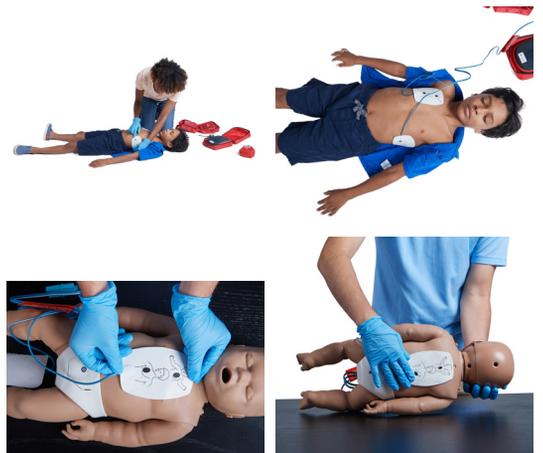
3. Choose appropriate pads.

- 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

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.



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
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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
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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:

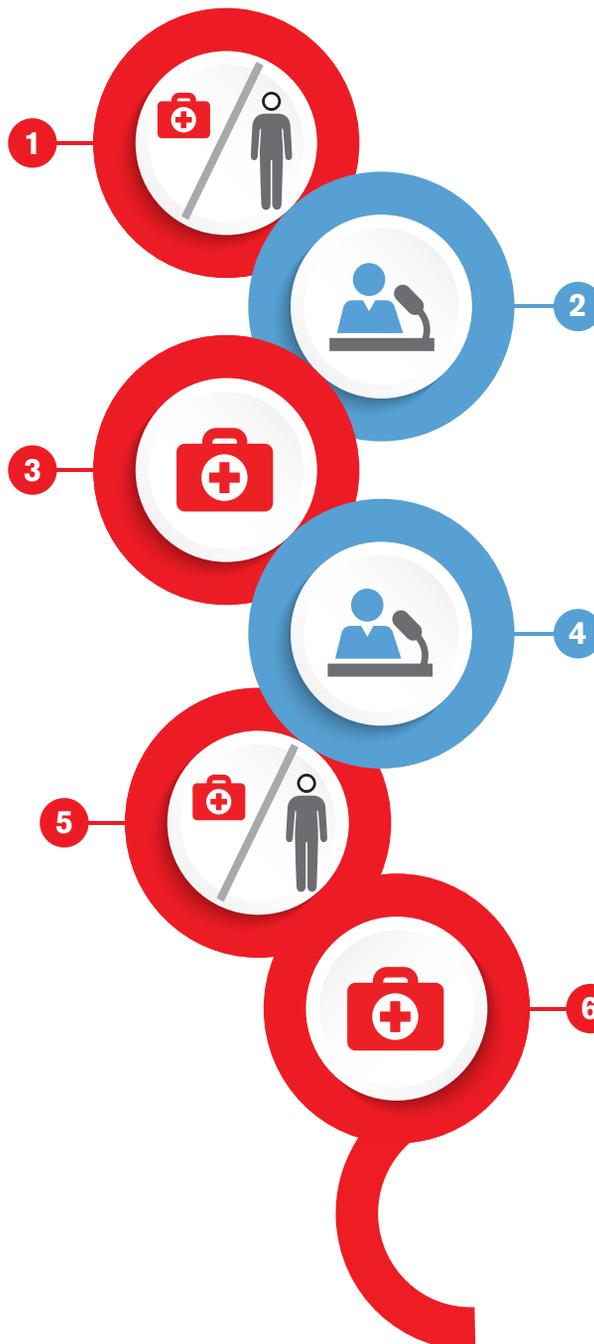
Checks for responsiveness, breathing, life-threatening bleeding and other life-threatening conditions (**shout-tap-shout**).

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
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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.

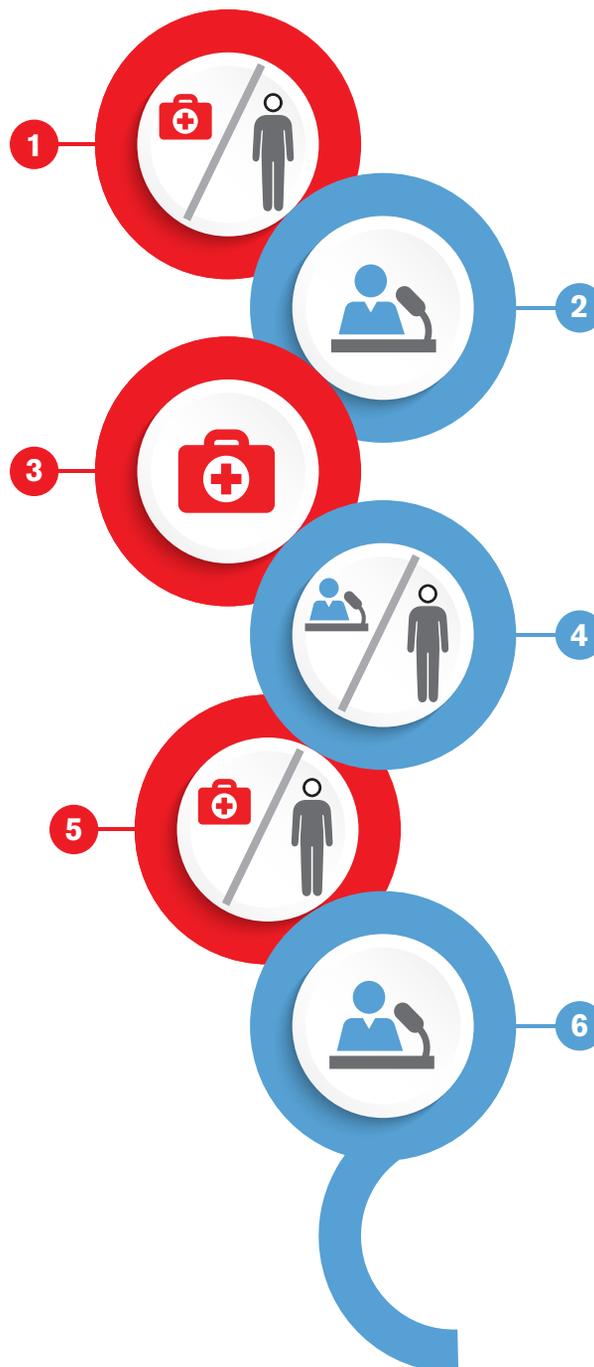
First Aid Responder:

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:

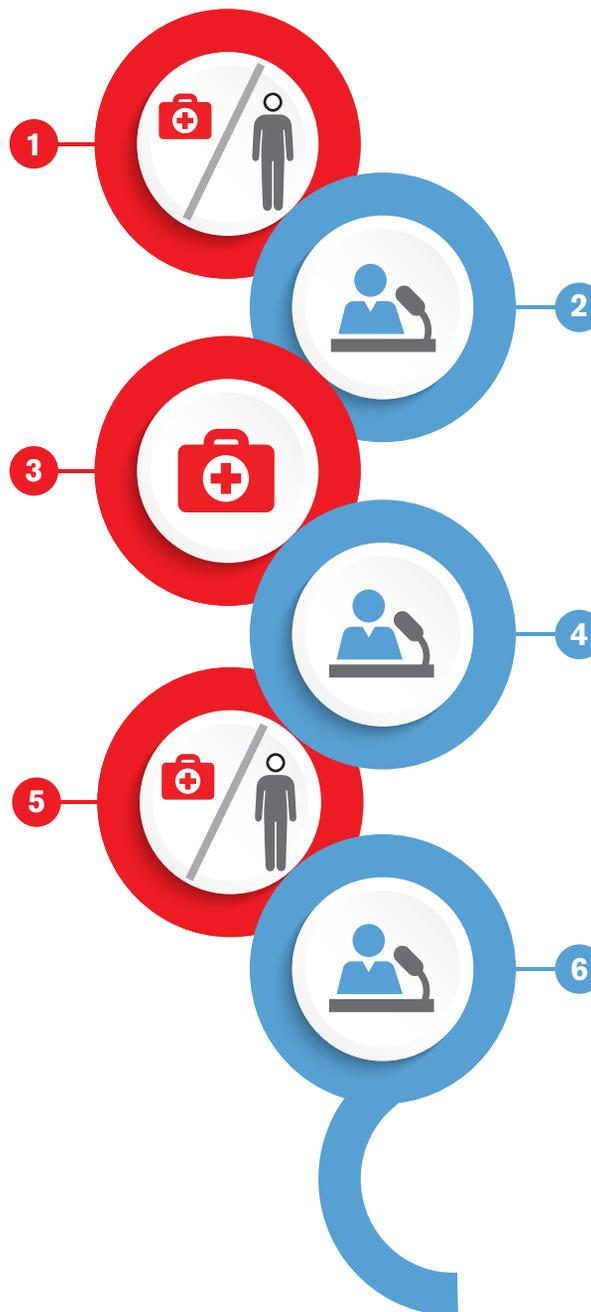
Verifies that the infant is choking. **Observes** the infant is not coughing, crying or making any sounds despite effort.

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:

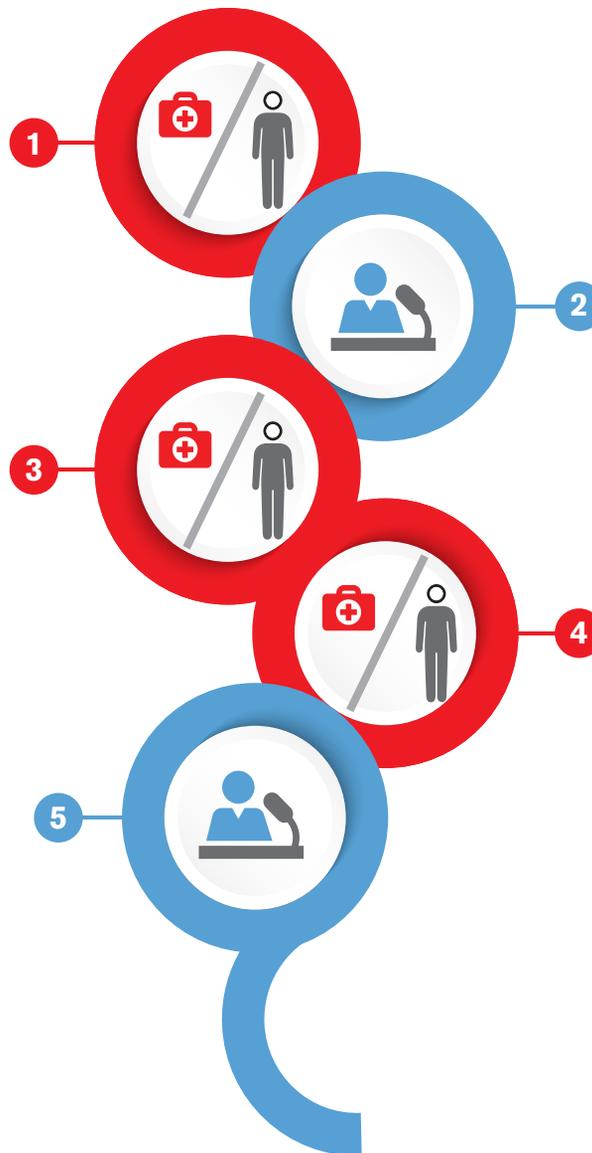
Demonstrates trouble breathing and other signs and symptoms related to asthma attack, anaphylaxis or diabetic emergency.

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:

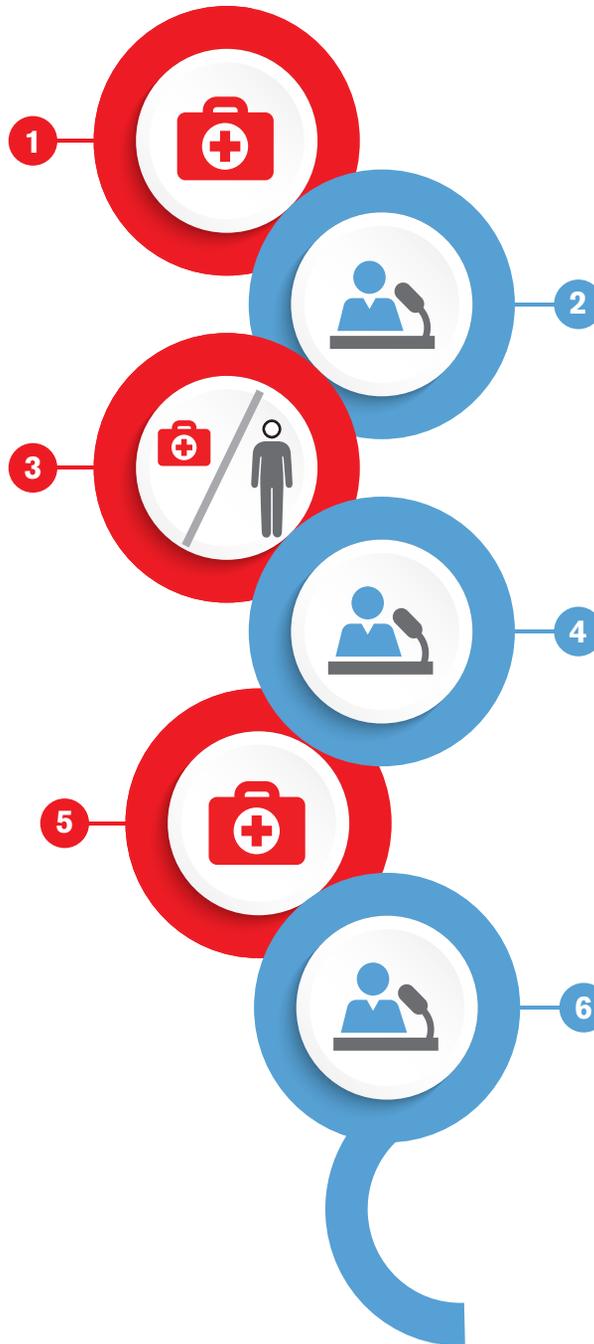
- Tells Parent/Bystander to **call 9-1-1** and **get a bleeding control/first aid kit** and an **AED**.
- Applies **direct pressure** to the wound with a gauze pad.

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.

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>

INSTRUCTOR PROMPT

[After one cycle of CPR after pressing shock button]: EMS personnel have arrived and are beginning their care of the child. Good job.

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>
INSTRUCTOR PROMPT	
<i>The infant cannot cry or cough forcefully. The infant is choking.</i>	
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>
INSTRUCTOR PROMPT	
<i>The infant is still choking.</i>	

(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
<i>You are working your shift at the restaurant when you hear someone yell for help. You turn around and see a customer in distress.</i>	<i>You are leaving school when you hear someone yell for help. You turn around and see a visiting student athlete in distress.</i>	<i>You are working at the mall when you hear someone yell for help. You turn around and see a shopper in distress.</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

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>	

