

Skill Boost Course Handouts



American Red Cross
Training Services

Skill Practice Sheets for Skill Boosts

Skill Practice Sheet: Administering Quick-Relief Medication Using an Inhaler	3
Skill Practice Sheet: Administering Quick-Relief Medication Using a Nebulizer.	4
Skill Practice Sheet: Administering Epinephrine Using an Auto-Injector	6
Skill Practice Sheet: Giving Compression-Only CPR	8
Skill Practice Sheet: Administering Naloxone Using a Nasal Spray.	9
Skill Practice Sheet: Administering Naloxone Using a Nasal Atomizer	10
Skill Practice Sheet: Using Direct Pressure to Control Life-Threatening Bleeding.	11
Skill Practice Sheet: Using Direct Pressure and a Windlass Rod Tourniquet to Control Life-Threatening Bleeding.	13
Skill Practice Sheet: Using Direct Pressure and a Ratcheting Tourniquet to Control Life-Threatening Bleeding.	15
Skill Practice Sheet: Using Direct Pressure and an Elastic Tourniquet to Control Life-Threatening Bleeding.	17
Skill Practice Sheet: Wound Packing	19
Skill Practice Sheet: Applying a Rigid Splint to a Leg	20
Skill Practice Sheet: Applying a Sling and Binder	22
Skill Practice Sheet: Applying a Vacuum Splint to a Leg	24

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

- 1. Verify the medication** with the person.
 - Check the label for the medication name and expiration date.



- 2. Connect the tubing** to the bottom of the medicine cup.

- 3. Remove the cap** of the medicine cup and **fill it with the prescribed amount of liquid medication.**

Note: *Make sure the medicine cup remains upright.*



- 4. Put the cap back onto the medicine cup** and **connect the tubing to the air compressor.**



- 5. Attach a mouthpiece OR a face mask** to the medicine cup.



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**.

Skill Practice Sheet: Administering Epinephrine Using an Auto-Injector

1. Verify the medication with the person.

- Check the label for the medication name and expiration date.



2. Remove the cap and any safety device on the auto-injector.



3. Locate the outside middle of one thigh to use as the injection site.



4. Hold the person's leg firmly.

- With one hand, hold the person's leg firmly to limit movement while you administer the medication.

5. Administer the medication.

- 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.

Note: *It's okay to do this through clothing, if necessary.*



6. Massage the injection area for 10 seconds.



7. Note the time of administration and any **change in their condition.**

Skill Practice Sheet: Giving Compression-Only CPR

EACH PARTICIPANT SHOULD GIVE COMPRESSIONS FOR ABOUT 1 MINUTE

1. Ensure the person is on their back on a firm, flat surface.

2. Kneel beside the person.

- Your knees should be near the person'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.



4. Use correct body position.

- Position your body so that your shoulders are directly over your hands.
- Lock your elbows to keep your arms straight.



5. Give continuous compressions.

- Push hard and fast (at least 2 inches; 100 to 120 compressions per minute).

6. Allow chest to return to its normal position after each compression.

Skill Practice Sheet: Administering Naloxone Using a Nasal Spray

<p>1. Verify the medication.</p> <ul style="list-style-type: none">■ Check the label for the medication name and expiration date.	
<p>2. Hold the naloxone device with your thumb on the bottom of the plunger and two fingers on either side of the nozzle.</p>	
<p>3. Place and hold the tip of the nozzle in either nostril until your fingers touch the bottom of the person's nose.</p>	
<p>4. Press the plunger firmly to release the dose into the person's nose.</p>	

Skill Practice Sheet: Administering Naloxone Using a Nasal Atomizer

1. Verify the medication.

- Check the label for the medication name and expiration date.



2. Uncap the naloxone medication vial and the syringe OR uncap the prefilled syringe.

3. Attach the medication vial onto the syringe, if necessary.

4. Screw the nasal atomizer spray device onto the top of the syringe.



5. Spray half of the medication into each nostril.



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>	

Skill Practice Sheet: Applying a Rigid Splint to a Leg

1. Support the injured body part.

- Support the injured body part above and below the site of the injury.

Note: *The ground provides support for a leg injury.*

2. Check for circulation and sensation beyond the injured area.



3. Place bandages.

- 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.



4. Place rigid splints.

- Place two appropriately sized rigid splints *along* the two sides of the injured leg, ensuring that they extend to either the bone or joint above and below the injured area.



5. Secure the splints.

- 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.



6. Recheck for circulation and sensation.

- Recheck for circulation and sensation beyond the injured area.



Skill Practice Sheet: Applying a Sling and Binder

1. Support the injured body part.

- Support the injured body part above and below the site of the injury.



2. Check for circulation and sensation beyond the injured area.



3. Place the bandage.

- Place a triangular bandage under the injured arm and over the uninjured shoulder to form a sling.



4. Tie the sling.

- 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.



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

1. Support the injured body part.

- Support the injured body part above and below the site of the injury.

Note: *The ground provides support for a leg injury.*

2. Check for circulation and sensation beyond the injured area.



3. Place the splint flat on the ground with the valve side down.

4. Push the valve to equalize air pressure.

- 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.



5. Distribute the beads throughout the splint evenly.

6. Place the splint under the injured limb.

- 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.

Note: *Do not attach the splint straps to secure the splint at this time.*



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.

(Continued)

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 Flowcharts for Participants

Assessment Scenario Flowchart: Caring for a Person Experiencing an Asthma Attack (Using an Inhaler with Spacer)	28
Assessment Scenario Flowchart: Caring for a Person Experiencing an Asthma Attack (Using a Nebulizer) (optional)	31
Assessment Scenario Flowchart: Caring for a Person Experiencing Anaphylaxis	34
Assessment Scenario Flowchart: Caring for a Person Experiencing an Opioid Overdose (Using a Nasal Spray or Nasal Atomizer)	36
Assessment Scenario Flowchart: Caring for Life-Threatening Bleeding (Using Direct Pressure)	38
Assessment Scenario Flowchart: Caring for Life-Threatening Bleeding (Using Direct Pressure and a Windlass Rod Tourniquet)	40
Assessment Scenario Flowchart: Caring for Life-Threatening Bleeding (Using Direct Pressure and a Ratcheting Tourniquet)	42
Assessment Scenario Flowchart: Caring for Life-Threatening Bleeding (Using Direct Pressure and an Elastic Tourniquet)	43
Assessment Scenario Flowchart: Caring for Life-Threatening Bleeding (Wound Packing)	45
Assessment Scenario Flowchart: Caring for a Person Experiencing a Muscle, Bone or Joint Injury (Applying a Rigid Splint to a Leg)	46
Assessment Scenario Flowchart: Caring for a Person Experiencing a Muscle, Bone or Joint Injury (Applying a Sling and Binder)	48
Assessment Scenario Flowchart: Caring for a Person Experiencing a Muscle, Bone or Joint Injury (Applying a Vacuum Splint to a Leg) (optional)	50

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.

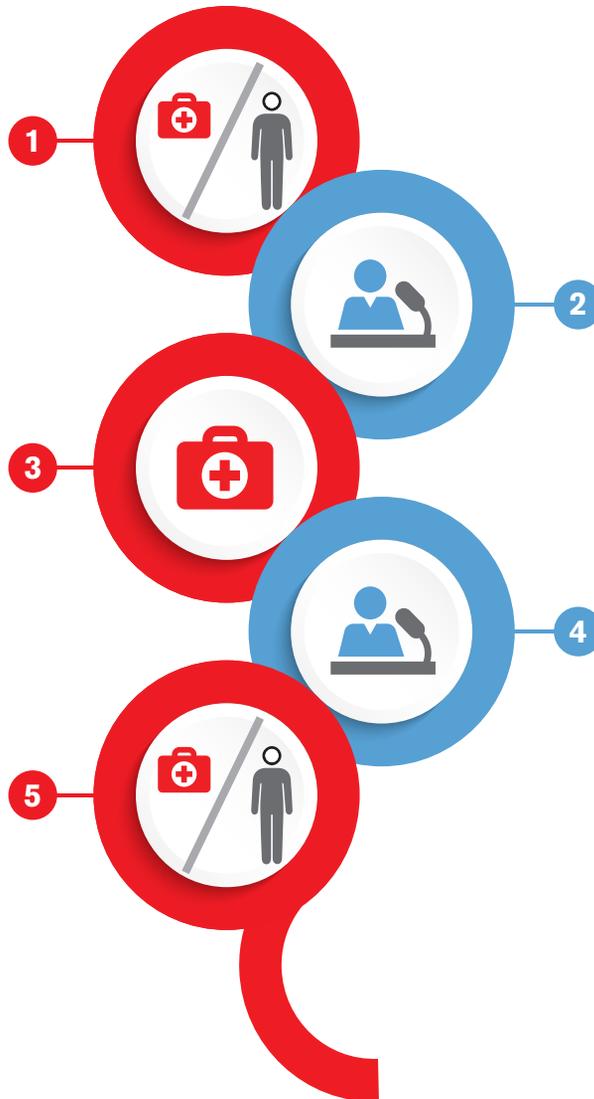
First Aid Responder:

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.



First Aid Responder action.
Do not read aloud.



Instructor prompt. Read aloud
after each critical action.



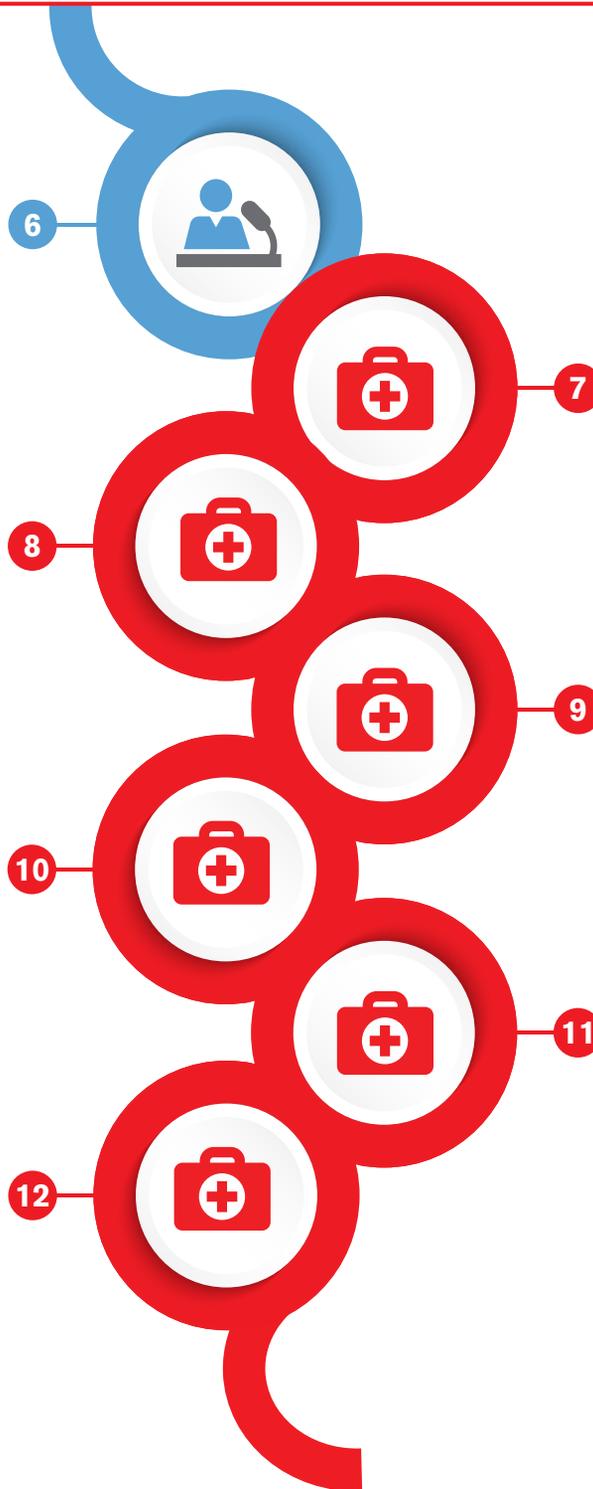
Bystander, Parent, Injured
or Ill Person

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.



First Aid Responder:
Verifies the medication, including name of medication and expiration date.

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).

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.

(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:

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.

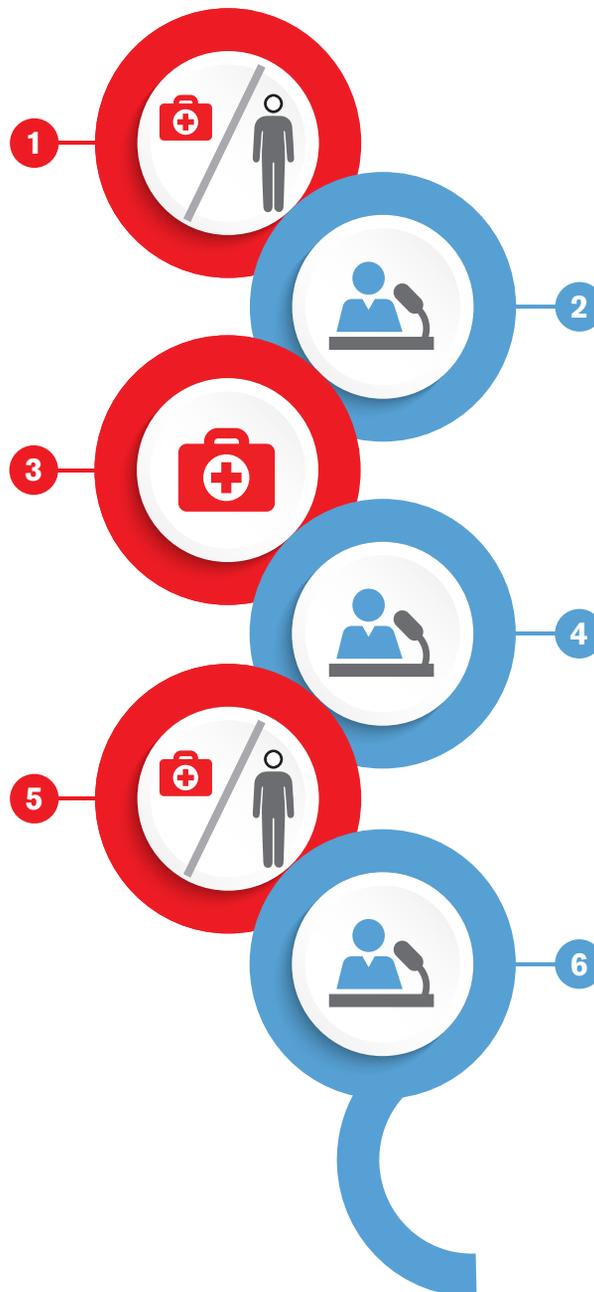
First Aid Responder:

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.

(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:

Verifies the medication, including name of medication and expiration date.

First Aid Responder:

Removes the cap of the medicine cup and **fills it with the prescribed amount of liquid medication.**

First Aid Responder:

Attaches a mouthpiece OR a face mask to the medicine cup.

First Aid Responder:

Places the mouthpiece in the person's mouth **OR places the face mask** over the person's nose and mouth.

7



8



9



10



11



12



13



14



First Aid Responder:
Connects the tubing to the medicine cup.

First Aid Responder:
Puts the cap back onto the medicine cup and **connects the tubing to the air compressor.**

First Aid Responder:
Turns the nebulizer on and makes sure it is misting.

First Aid Responder:
Tells the person to take slow and deep breaths through the mouth until all the medicine is used.



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 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:

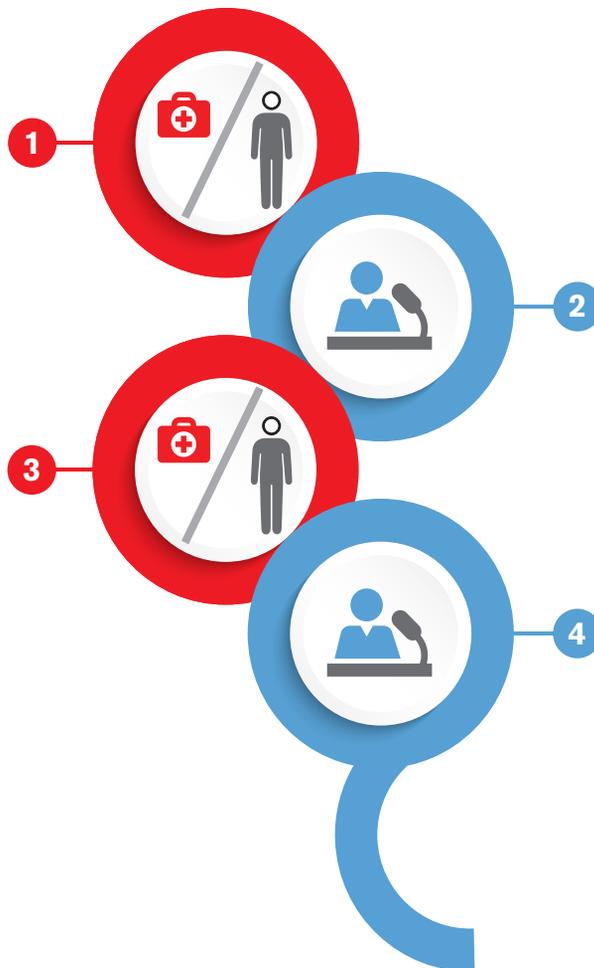
Checks the scene for **safety**, forms an **initial impression**, **obtains consent** and **puts on gloves**.

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 Flowchart: Caring for a Person Experiencing an Opioid Overdose (Using a Nasal Spray or Nasal Atomizer)



First Aid Responder action.
Do not read aloud.



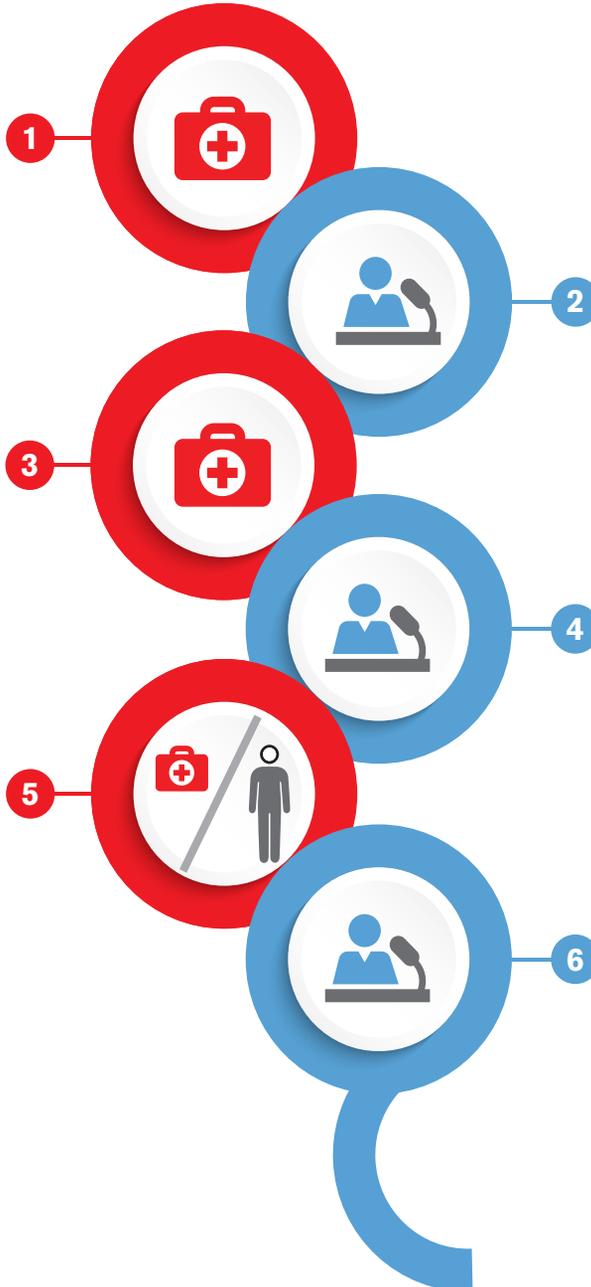
Instructor prompt. Read aloud
after each critical action.



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.



First Aid Responder:

Administers the medication.

▪ **Nasal Spray**

- Holds the device with thumb on the bottom of the plunger and two fingers on either side of the nozzle.
- Places and holds the tip of the nozzle in either nostril until fingers touch the bottom of the person's nose.
- Presses the plunger firmly to release the dose into the person's nose and continues until plunger cannot be depressed any further.

▪ **Nasal Atomizer**

- Uncaps the naloxone and the delivery device.
- Attaches the medication vial to the syringe, if necessary.
- Screws the spray device onto the top of the delivery device.
- Sprays half of the medication into each nostril.

Instructor: EMS personnel have arrived and are beginning their care of the person.

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**.

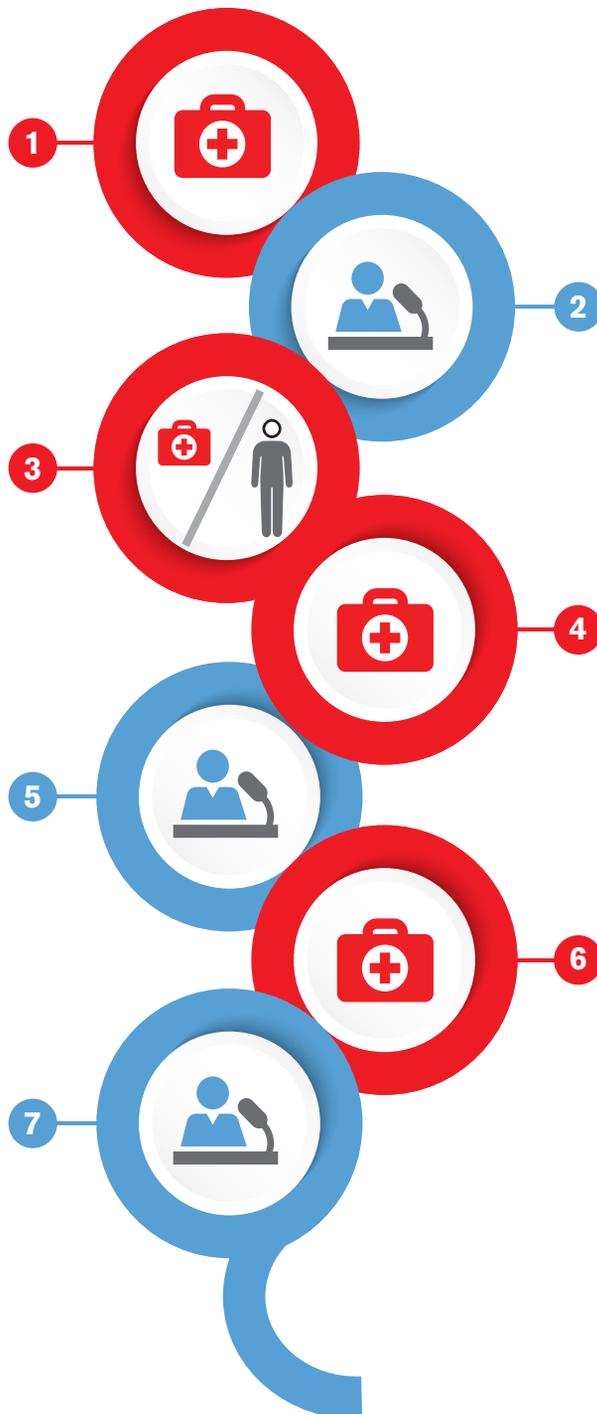
First Aid Responder:

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:

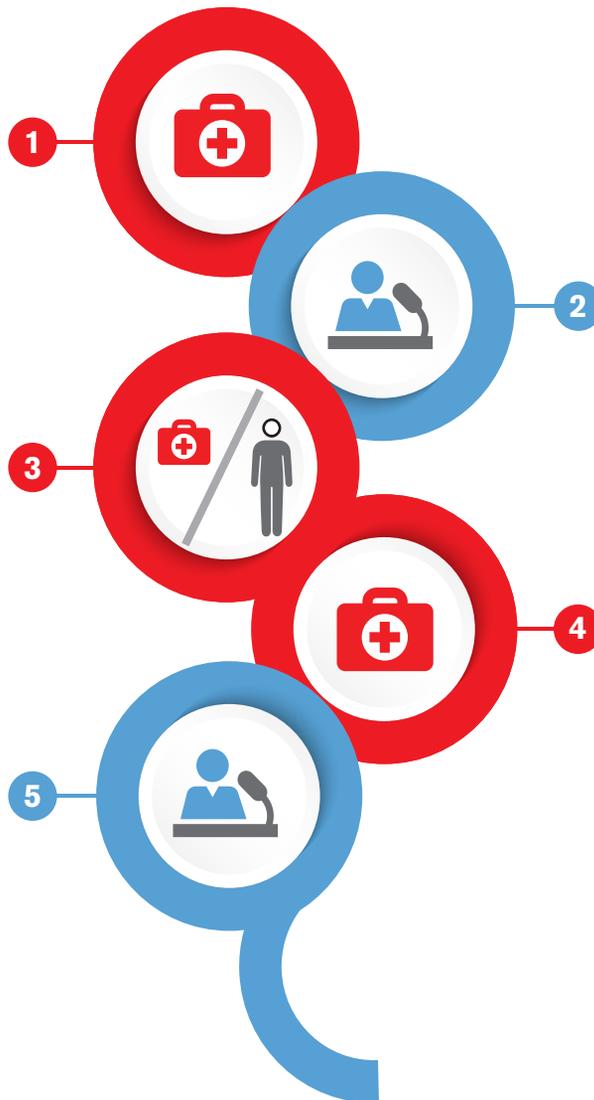
Checks the scene for **safety**, forms an **initial impression**, **obtains consent** and puts on **gloves**.

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**.

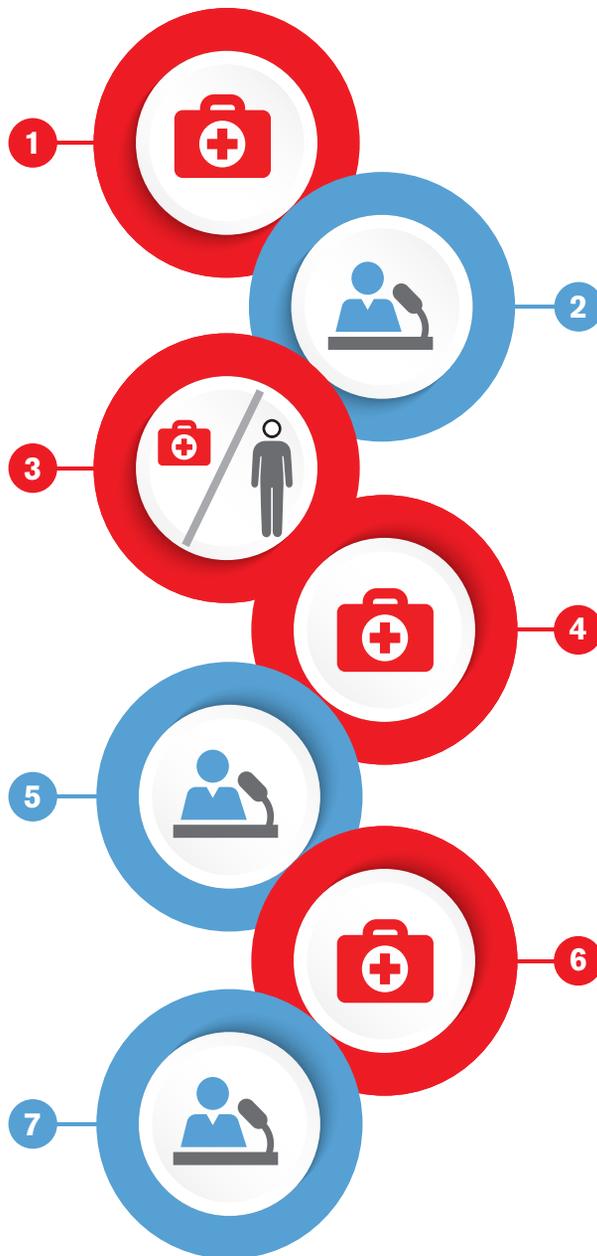
First Aid Responder:

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:

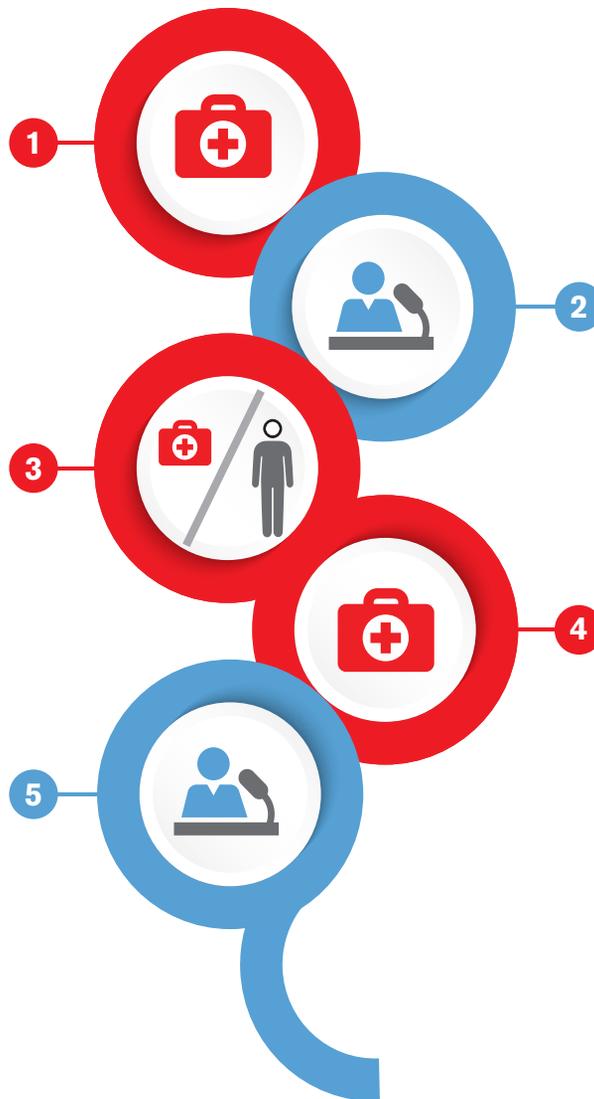
Checks the scene for **safety**, forms an **initial impression**, **obtains consent** and puts on **gloves**.

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**.

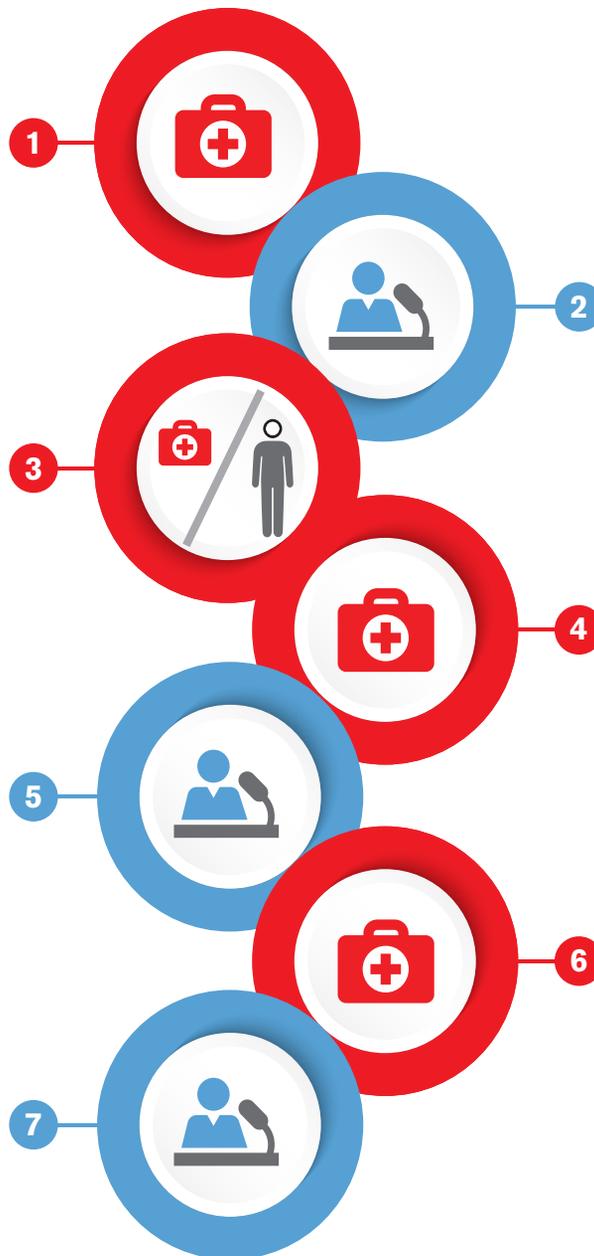
First Aid Responder:

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 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:

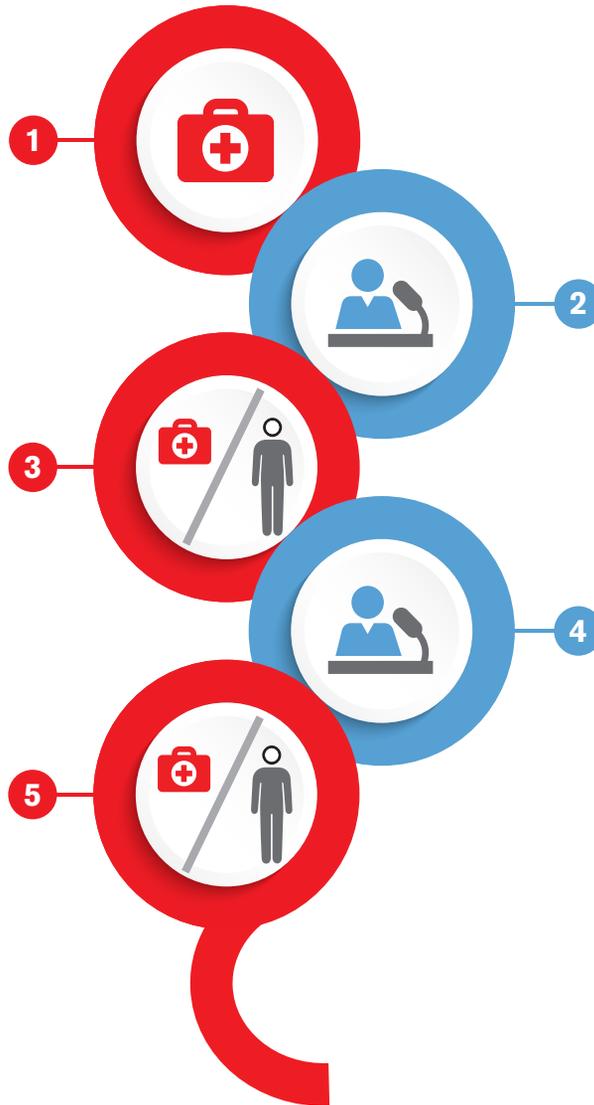
Continues check of the person for signs and symptoms of an injury (**SAM** and **focused check**).

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.
- **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:

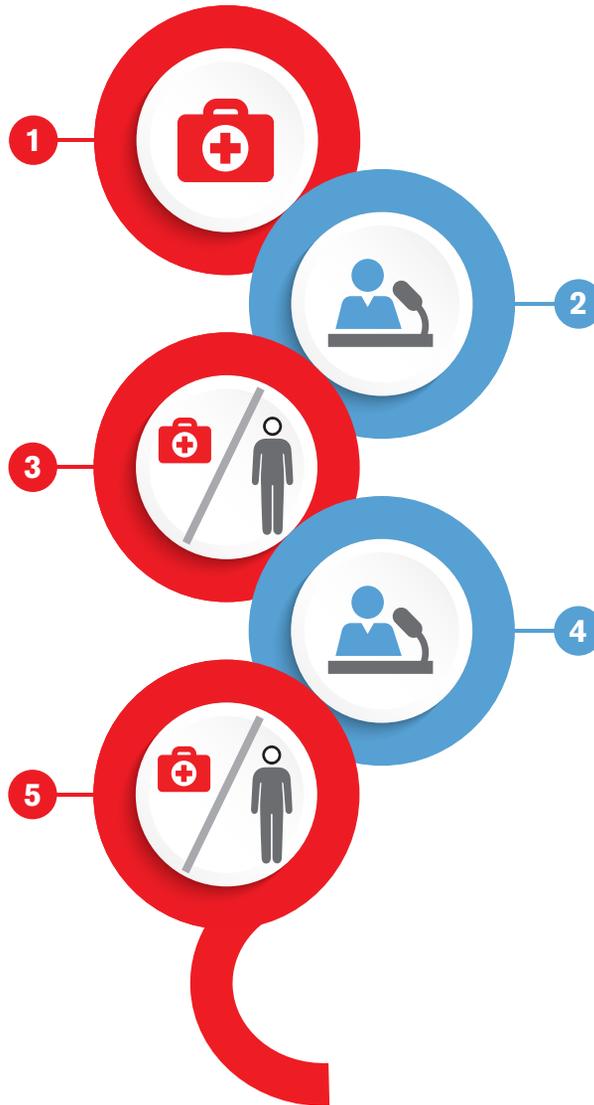
Continues check of the person for signs and symptoms of an injury (**SAM** and **focused check**).

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.



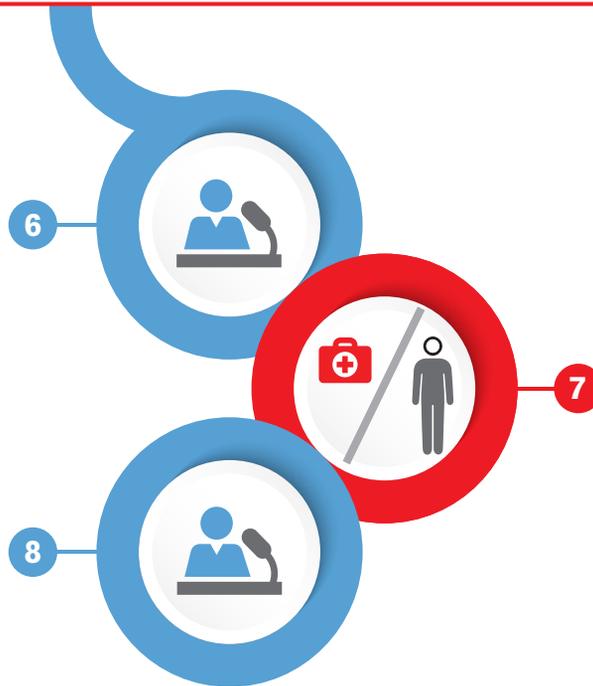
Instructor prompt. Read aloud
after each critical action.



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:

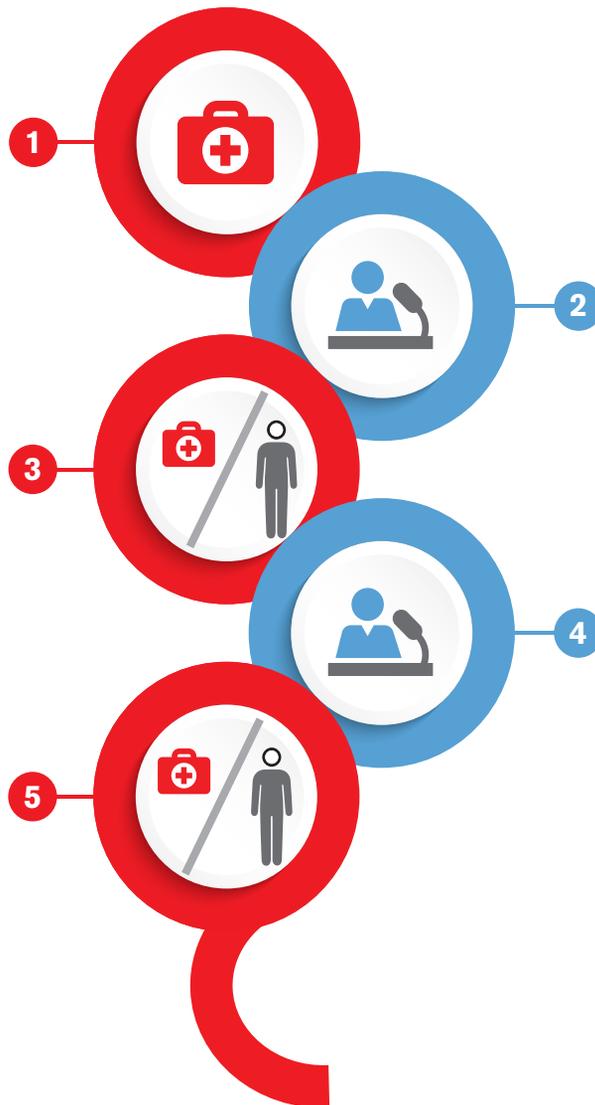
Checks the person for signs and symptoms of an injury (**SAM** and **focused check**).

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 Tools for Instructors

Assessment Scenario Tool: Caring for a Person Experiencing an Asthma Attack (Using an Inhaler with Spacer)	55
Assessment Scenario Tool: Caring for a Person Experiencing an Asthma Attack (Using a Nebulizer) (optional)	58
Assessment Scenario Tool: Caring for a Person Experiencing Anaphylaxis.	61
Assessment Scenario Tool: Caring for a Person Experiencing an Opioid Overdose (Using a Nasal Spray or Nasal Atomizer)	64
Assessment Scenario Tool: Caring for a Person with Life-Threatening Bleeding (Using Direct Pressure)	67
Assessment Scenario Tool: Caring for a Person with Life-Threatening Bleeding (Using Direct Pressure and a Windlass Rod Tourniquet)	70
Assessment Scenario Tool: Caring for a Person with Life-Threatening Bleeding (Using Direct Pressure and a Ratcheting Tourniquet)	73
Assessment Scenario Tool: Caring for a Person with Life-Threatening Bleeding (Using Direct Pressure and an Elastic Tourniquet)	75
Assessment Scenario Tool: Caring for a Person with Life-Threatening Bleeding (Wound Packing).	77
Assessment Scenario Tool: Caring for a Person Experiencing a Muscle, Bone or Joint Injury (Applying a Rigid Splint to a Leg).	79
Assessment Scenario: Caring for a Person Experiencing a Muscle, Bone or Joint Injury (Applying a Sling and Binder)	82
Assessment Scenario: Caring for a Person Experiencing a Muscle, Bone or Joint Injury (Applying a Vacuum Splint to a Leg) (optional)	85

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.

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>
<p>INSTRUCTOR PROMPT</p>	
<p><i>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.</i></p>	

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>	

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>	

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>		

(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 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

The blood is soaking through the gauze pad.

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

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 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>		

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>	

(Continued)

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>		

(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, 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
<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>	<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. They scream and call for help.</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. 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, 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

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"> ✓ 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

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 (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>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.</p>	<p>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.</p>	<p>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.</p>
FIRST AID RESPONDER ACTIONS		PROFICIENCY CHECKLIST
<p>✓ Checks the scene for safety</p>	<p>☐ Checks scene before entering scene to ensure safety</p>	
<p>✓ Forms an initial impression</p>	<p>☐ Forms an initial impression about what's going on with the person as they approach them</p> <p>☐ 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>☐ 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>☐ Uses appropriate PPE</p>	
INSTRUCTOR PROMPT		
<p>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.</p>		

(Continued)

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

The Bystander has returned with the bleeding control kit/first aid kit and an AED.

<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

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 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>		

(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 person's leg</p>

INSTRUCTOR PROMPT

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 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

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.

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>
<p>INSTRUCTOR PROMPT</p>	
<p><i>EMS personnel have arrived and are beginning their care of the person.</i></p>	

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

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.

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 sling 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.

(Continued)

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>		

(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 leg</p>

INSTRUCTOR PROMPT

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 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

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.

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>

(Continued)

<input checked="" type="checkbox"/> Attaches the splint straps around the splint to secure it in place	<input type="checkbox"/> Attaches the splint straps around the splint to secure it in place <input type="checkbox"/> Ensures immobilization of joint above and below the injury
<input checked="" type="checkbox"/> Tells Bystander they no longer need to hold the splint	<input type="checkbox"/> Tells Bystander to stop supporting the splint
<input checked="" type="checkbox"/> Rechecks for circulation and sensation beyond the injured area	<input type="checkbox"/> Rechecks for circulation and sensation beyond the injured area

INSTRUCTOR PROMPT

EMS personnel have arrived and are beginning their care of the person.

