

Infant CPR Skills Testing Checklist



Student Name _____ Date of Test _____

Scenario: "While you are pushing a baby in a stroller at the park, you notice something is wrong with the baby. You do not have a phone nearby. You ensure that the scene is safe and take the baby out of the stroller. Demonstrate what you would do next."

Assessment and Activation

- Checks responsiveness Shouts for help Checks breathing

Once student shouts for help, instructor says, "No one is around to help."

Cycle 1 of CPR (30:2) *CPR feedback devices preferred for accuracy

Infant Compressions

- Performs high-quality compressions*:
- Placement of 2 fingers in the center of the chest, just below the nipple line
 - 30 compressions in no less than 15 and no more than 18 seconds
 - Compresses at least one third the depth of the chest, about 1½ inches (4 cm)
 - Complete recoil after each compression

Infant Breaths

- Gives 2 breaths with a barrier device:
- Each breath given over 1 second
 - Visible chest rise with each breath
 - Gives 2 breaths in less than 10 seconds

Cycle 2 of CPR (repeats steps in Cycle 1) Only check box if step is successfully performed

- Gives 30 high-quality compressions Gives 2 effective breaths

Cycle 3 of CPR (repeats steps in Cycle 1) Only check box if step is successfully performed

- Gives 30 high-quality compressions Gives 2 effective breaths

Instructor says, "You have just completed 5 sets of 30 compressions and 2 breaths."

Activates Emergency Response System (9-1-1)

- Verbalizes the need to leave to phone 9-1-1

STOP TEST

Instructor Notes

- Place a ✓ in the box next to each step the student completes successfully.
- If the student does not complete all steps successfully (as indicated by at least 1 blank check box), the student must receive remediation. Make a note here of which skills require remediation (refer to Instructor Manual for information about remediation).

Test Results Check **PASS** or **NR** to indicate pass or needs remediation:

PASS **NR**

Instructor Initials _____ Instructor Number _____ Date _____

Infant CPR

Skills Testing Critical Skills Descriptors

- 1. Assesses infant and activates emergency response system (this *must* precede starting compressions) within a maximum of 30 seconds. After determining that the scene is safe:**
 - Checks for responsiveness by tapping and shouting
 - Shouts for help
 - Checks for no breathing or no normal breathing (only gasping)
 - Scans from the head to the chest for a minimum of 5 seconds and no more than 10 seconds
- 2. Cycle 1: Performs high-quality chest compressions (initiates compressions immediately after recognition of cardiac arrest)**
 - Correct placement of fingers in center of chest
 - 2 fingers just below the nipple line
 - Compression rate of 100 to 120/min
 - Delivers 30 compressions in 15 to 18 seconds
 - Compression depth and recoil—compress at least one third the depth of the chest, about 1½ inches (4 cm)
 - Use of a commercial feedback device/manikin is highly recommended
 - Complete chest recoil after each compression
- 3. Cycle 1: Provides 2 breaths by using a barrier device**
 - Opens airway adequately
 - Uses a head tilt–chin lift maneuver
 - Delivers each breath over 1 second
 - Delivers breaths that produce visible chest rise
 - Avoids excessive ventilation
 - Resumes chest compressions in less than 10 seconds
- 4. Cycle 2: Performs same steps for compressions and breaths as in Cycle 1**
- 5. Cycle 3: Performs same steps for compressions and breaths as in Cycle 1**

Child CPR Skills Testing Checklist



Student Name _____ Date of Test _____

Scenario: "You are home alone with a child, and the child suddenly collapses in front of you. The scene is safe and you have a cell phone with you, but no AED nearby. Demonstrate what you would do next."

Assessment and Activation

- Checks responsiveness Shouts for help/Phones 9-1-1 on cell phone Checks breathing

Cycle 1 of CPR (30:2) *CPR feedback devices preferred for accuracy

Child Compressions

- Performs high-quality compressions*:
- Hand placement on lower half of breastbone
 - 30 compressions in no less than 15 and no more than 18 seconds
 - Compresses at least one third the depth of the chest, about 2 inches (5 cm)
 - Complete recoil after each compression

Child Breaths

- Gives 2 breaths with a barrier device:
- Each breath given over 1 second
 - Visible chest rise with each breath
 - Gives 2 breaths in less than 10 seconds

Cycle 2 of CPR (repeats steps in Cycle 1) Only check box if step is successfully performed

- Gives 30 high-quality compressions Gives 2 effective breaths

Cycle 3 of CPR (repeats steps in Cycle 1) Only check box if step is successfully performed

- Gives 30 high-quality compressions Gives 2 effective breaths

Instructor says, "EMS has arrived and is taking over."

STOP TEST

Instructor Notes

- Place a ✓ in the box next to each step the student completes successfully.
- If the student does not complete all steps successfully (as indicated by at least 1 blank check box), the student must receive remediation. Make a note here of which skills require remediation (refer to Instructor Manual for information about remediation).

Test Results Check **PASS** or **NR** to indicate pass or needs remediation:

PASS **NR**

Instructor Initials _____ Instructor Number _____ Date _____

Child CPR

Skills Testing Critical Skills Descriptors

- 1. Assesses victim and activates emergency response system (this *must* precede starting compressions) within a maximum of 30 seconds. After determining that the scene is safe:**
 - Checks for responsiveness by tapping and shouting
 - Shouts for help and phones 9-1-1
 - Checks for no breathing or no normal breathing (only gasping)
 - Scans from the head to the chest for a minimum of 5 seconds and no more than 10 seconds
- 2. Cycle 1: Performs high-quality chest compressions (initiates compressions immediately after recognition of cardiac arrest)**
 - Correct hand placement
 - Lower half of breastbone
 - 1- or 2-handed (second hand on top of the first)
 - Compression rate of 100 to 120/min
 - Delivers 30 compressions in 15 to 18 seconds
 - Compression depth and recoil—compress at least one third the depth of the chest, about 2 inches (5 cm)
 - Use of a commercial feedback device/manikin is highly recommended
 - Complete chest recoil after each compression
- 3. Cycle 1: Provides 2 breaths by using a barrier device**
 - Opens airway adequately
 - Uses a head tilt–chin lift maneuver
 - Delivers each breath over 1 second
 - Delivers breaths that produce visible chest rise
 - Avoids excessive ventilation
 - Resumes chest compressions in less than 10 seconds
- 4. Cycle 2: Performs same steps for compressions and breaths as in Cycle 1**
- 5. Cycle 3: Performs same steps for compressions and breaths as in Cycle 1**

Adult CPR and AED Skills Testing Checklist



Student Name _____ Date of Test _____

Scenario: "You arrive on the scene for a suspected cardiac arrest. No bystander CPR has been provided. You approach the scene and ensure that it is safe. Demonstrate what you would do next."

Assessment and Activation

- Checks responsiveness Shouts for help/Sends someone to phone 9-1-1 and get an AED Checks breathing

Once student shouts for help, instructor says, "Here's the barrier device. I am going to phone 9-1-1 and get the AED."

Cycle 1 of CPR (30:2) *CPR feedback devices preferred for accuracy

Adult Compressions

- Performs high-quality compressions*:
- Hand placement on lower half of breastbone
 - 30 compressions in no less than 15 and no more than 18 seconds
 - Compresses at least 2 inches (5 cm)
 - Complete recoil after each compression

Adult Breaths

- Gives 2 breaths with a barrier device:
- Each breath given over 1 second
 - Visible chest rise with each breath
 - Gives 2 breaths in less than 10 seconds

Cycle 2 of CPR (repeats steps in Cycle 1) Only check box if step is successfully performed

- Gives 30 high-quality compressions Gives 2 effective breaths

Instructor says, "Here is the AED."

AED (follows prompts of AED)

- Powers on AED Correctly attaches pads Clears for analysis Clears to safely deliver a shock
 Presses button to deliver shock Student immediately resumes compressions

AED trainer says, "The shock has been delivered."

Cycle 3 of CPR (repeats steps in Cycle 1) Only check box if step is successfully performed

- Gives 30 high-quality compressions Gives 2 effective breaths

STOP TEST

Instructor Notes

- Place a ✓ in the box next to each step the student completes successfully.
- If the student does not complete all steps successfully (as indicated by at least 1 blank check box), the student must receive remediation. Make a note here of which skills require remediation (refer to Instructor Manual for information about remediation).

Test Results Check **PASS** or **NR** to indicate pass or needs remediation:

PASS **NR**

Instructor Initials _____ Instructor Number _____ Date _____

Adult CPR and AED

Skills Testing Critical Skills Descriptors

- 1. Assesses victim and activates emergency response system (this *must* precede starting compressions) within a maximum of 30 seconds. After determining that the scene is safe:**
 - Checks for responsiveness by tapping and shouting
 - Shouts for help/directs someone to phone 9-1-1 *and* get AED
 - Checks for no breathing or no normal breathing (only gasping)
 - Scans from the head to the chest for a minimum of 5 seconds and no more than 10 seconds
- 2. Cycle 1: Performs high-quality chest compressions (initiates compressions immediately after recognition of cardiac arrest)**
 - Correct hand placement
 - Lower half of the breastbone
 - 2-handed (second hand on top of the first)
 - Compression rate of 100 to 120/min
 - Delivers 30 compressions in 15 to 18 seconds
 - Compression depth and recoil—at least 2 inches (5 cm)
 - Use of a commercial feedback device/manikin is highly recommended
 - Complete chest recoil after each compression
- 3. Cycle 1: Provides 2 breaths by using a barrier device**
 - Opens airway adequately
 - Uses a head tilt–chin lift maneuver
 - Delivers each breath over 1 second
 - Delivers breaths that produce visible chest rise
 - Avoids excessive ventilation
 - Resumes chest compressions in less than 10 seconds
- 4. Cycle 2: Performs same steps for compressions and breaths as in Cycle 1**
- 5. AED use**
 - Powers on AED
 - Turns AED on by pushing button or lifting lid as soon as it arrives
 - Correctly attaches pads
 - Places proper-sized pads for victim's age in correct location
 - Clears for analysis
 - Clears rescuers from victim for AED to analyze rhythm (pushes analyze button if required by device)
 - Verbalizes and visually demonstrates to stay clear of the person
 - Clears to safely deliver shock
 - Verbalizes and visually demonstrates to stay clear of the person
 - Presses button to deliver a shock
 - Resumes chest compressions immediately after shock delivery
 - Does *not* turn off AED during CPR
- 6. Cycle 3: Performs same steps for compressions and breaths as in Cycle 1**

First Aid Skills Testing Checklist



Student Name _____ Date of Test _____

Scenario: "EMS has arrived and takes over. You may now remove your gloves. Demonstrate what you would do next."

Removing Gloves

- Grips one glove on the outside, near the cuff, to peel it off Cups the inside-out glove with the gloved hand
- Places 2 fingers of the bare hand inside the cuff to peel the second glove off, with the first glove inside it
- Verbalizes the need to dispose of gloves properly

Scenario: "You find a coworker lying on the floor in the break room. There are a phone, first aid kit, and AED on the wall. Demonstrate how you would find the problem."

Finding the Problem

- Verbalizes that the scene is safe Taps and shouts* Shouts for help/Phones 9-1-1/Gets first aid kit and AED
- Checks breathing† Looks for injury and medical information jewelry‡
- Verbalizes that he or she will stay with the person until EMS arrives

*After the student taps and shouts, the instructor says, "The person is unresponsive."

†After the student verbalizes that he or she has checked for breathing, the instructor says, "The person is breathing normally."

‡After the student checks for injury and medical information jewelry, the instructor says, "The person is not injured, and there is no medical information jewelry."

Scenario: "A coworker has a severe allergic reaction, has an epinephrine pen, and needs help using it. You have completed all previous steps and are now ready to use the epinephrine pen. Demonstrate what you would do next."

Using an Epinephrine Pen

- Holds epinephrine pen in fist Takes off safety cap Presses epinephrine pen firmly against outer side of thigh for 10 seconds
- Removes epinephrine pen Rubs injection site for 10 seconds

Scenario: "You will demonstrate stopping bleeding and then bandaging a small cut on the person's forearm. You have the first aid kit and are now ready to begin."

Stopping Bleeding and Bandaging

- Tells person to place pressure over cut with clean dressing Verbalizes putting on gloves Applies pressure to bleeding area*
- Adds more dressings and presses harder† Applies more bandages over the dressing

*Instructor says, "The bleeding is not stopping."

†Instructor says, "The bleeding has stopped."

STOP TEST

Instructor Notes

- Place a ✓ in the box next to each step the student completes successfully.
- If the student does not complete all steps successfully (as indicated by at least 1 blank check box), the student must receive remediation. Make a note here of which skills require remediation (refer to Instructor Manual for information about remediation).

Test Results Circle **PASS** or **NR** to indicate pass or needs remediation:

PASS **NR**

Instructor Initials _____ Instructor Number _____ Date _____

Instructor Training and Renewal

Recruiting and Mentoring Instructors

As a current AHA Instructor, you may have students in your course who want to become an AHA Heartsaver or Basic Life Support (BLS) Instructor. The AHA encourages you to take a moment to pass along the information below to all students who are interested in becoming an instructor after they successfully complete the provider course.

An AHA Instructor course teaches the methods required to effectively instruct others in Heartsaver and BLS courses. The AHA requires that instructors be at least 16 years of age to attend Heartsaver Instructor and BLS Instructor courses.

Instructor Candidate Selection

The ideal instructor candidate

- Is motivated to teach
 - Is motivated to facilitate learning
 - Is motivated to ensure that students acquire the skills necessary for successful course completion
 - Views student assessment as a way to improve individual knowledge and skills
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Instructor Course Prerequisites

Prospective participants in an AHA Instructor course must

- Have current provider status in the discipline they wish to teach
 - Have completed an Instructor Candidate Application (obtained from the Training Center Coordinator)
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Maintaining Instructor Status

Your instructor status must be renewed by either a Training Center Faculty or Regional Faculty. You can renew your status by meeting all of the following criteria or by successfully completing all requirements for a new instructor.

- Maintain current provider status. You can do this by maintaining a current provider card or by demonstrating exceptional provider skills to a Training Center Faculty or Regional Faculty and by successfully completing the provider exam.
 - If you choose the demonstration route, successful completion must be documented on the Instructor/Training Center Faculty Renewal Checklist. A new provider card may be issued at the discretion of the Training Center or if you request one, but it is not required by the AHA.
 - Earn 4 credits every 2 years of your instructor recognition by doing any combination of the following:
 - Teach the classroom portion for a Heartsaver blended course. Each session counts as 1 credit.
 - Each day of Heartsaver skills practice and testing sessions counts as 1 credit.
 - Conduct the classroom portion for a blended-learning course. Each HeartCode BLS classroom session or each day of Heartsaver skills practice and testing sessions counts as 1 credit. All 4 credits can be earned this way.
 - Conduct BLS and AED skills testing during a PALS, PEARS®, or ACLS course. One credit is awarded per course.
 - Attend updates as required within the previous 2 years. Updates may address new course content or methodology and review Training Center, regional, and national ECC information.
 - Be monitored while teaching before instructor status expiration. The first monitoring after the initial instructor course does not satisfy this requirement.
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