

# Heartsaver®

## Adult CPR and AED Skills Testing Checklist



Student Name \_\_\_\_\_ Date of Test \_\_\_\_\_

Scenario: "You arrive at 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)

#### 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

*\*CPR feedback devices preferred for accuracy.*

### 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 check 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 the person 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 use a cell phone to phone 9-1-1 or leave to find a phone 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 person's age in correct location
  - Clears for analysis
    - Clears rescuers from person 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**

# Heartsaver®

## 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/Sends someone to phone 9-1-1    ☐ 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)

##### 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, approximately 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

*\*CPR feedback devices preferred for accuracy.*

#### 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 check 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 the child 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) compressions
  - 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**

# Heartsaver®

## 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."

#### Assesses and Shouts for Help

- ☐ 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)

##### Infant Compressions

- ☐ Performs high-quality compressions\*:
- Uses 2 fingers or 2 thumbs of 1 hand, or the heel of 1 hand, to give compressions 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

*\*CPR feedback devices preferred for accuracy.*

#### 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 check 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 shouts for help (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 of one hand, 2 thumbs, or the heel of 1 hand placed just below the nipple line to give compressions.
  - 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)
    - Complete chest recoil after each compression
    - Use of a commercial feedback device/manikin is highly recommended
- 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**
- 6. Activates emergency response (9-1-1)**

# Heartsaver®

## 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 the gloves properly

Scenario: "You find a coworker lying on the floor in the break room. A phone, a first aid kit, and an AED are on the wall. Demonstrate on 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 the 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 they have 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. You have read the manufacturer's instructions, which state to inject for 3 seconds. Demonstrate what you would do next."

#### Using an Epinephrine Pen

- ☐ Holds epinephrine pen in fist
- ☐ Takes off safety cap
- ☐ Holds leg in place; presses epinephrine pen firmly against outer side of thigh for 3 seconds
- ☐ Removes epinephrine pen
- ☐ Rubs injection site for 10 seconds

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

#### Controlling Bleeding and Bandaging

- ☐ Verbalizes putting on gloves, and places pressure over cut with a clean dressing\*
- ☐ Presses harder to ensure that bleeding is stopped†
- ☐ Applies bandages over the dressings

*\*After about 15 seconds, the instructor says, "The bleeding is not stopping."*

*†After another 5 seconds, the instructor says, "The bleeding has stopped."*

### STOP TEST

#### Instructor Notes

- Place a check 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 \_\_\_\_\_