

Student Name _____ Class Date _____

Adult Scenario — You are a BLS provider responding to a bystander report of someone who has collapsed. As you approach the location you can see that bystanders are available, but no bystander CPR is being performed. Other BLS providers are en route to your location. You have disposable gloves and a CPR mask, and an AED is located nearby.

Procedure	Student Action (Performance Criteria)	Instructor Prompt	Check Off
Scene Assessment	<ul style="list-style-type: none"> Pauses and assesses scene for safety. 	<i>Scene is safe!</i>	<input type="checkbox"/>
Standard Precautions	<ul style="list-style-type: none"> Uses disposable gloves (can be verbalized) 		<input type="checkbox"/>
Response Assessment	<ul style="list-style-type: none"> Taps or squeezes shoulder. Asks loudly, "Are you all right?" 	<i>There is no response!</i>	<input type="checkbox"/>
Breathing and Pulse Assessment	<ul style="list-style-type: none"> Checks face and chest for signs of breathing. At same time, feels for a carotid pulse. Takes no longer than 10 seconds to check. 	<i>There is no breathing, or only gasping, and no palpable pulse!</i>	<input type="checkbox"/>
Emergency Protocol Activation	<ul style="list-style-type: none"> Asks another person to activate emergency protocol and get an AED. 		<input type="checkbox"/>
30 Chest Compressions	<ul style="list-style-type: none"> Positions two hands on lower breastbone. Uses upper body weight to compress. Compresses at least 2 inches. Compresses at a rate of 100–120 times per minute. Allows chest to fully recoil at top of compressions. 		<input type="checkbox"/>
2 Rescue Breaths	<ul style="list-style-type: none"> Establishes an open airway. Uses CPR mask. Creates visible rise of chest, but no more. Ensures each breath is 1 second in length. Gives both breaths in less than 10 seconds. 		<input type="checkbox"/>
Continued CPR	<ul style="list-style-type: none"> Repeats 30:2 CPR cycles. 	(Student needs to complete at least 1 cycle of 30:2 CPR cycles before indicating the arrival of an AED.) <i>AED arrives!</i>	<input type="checkbox"/>

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Procedure	Student Action (Performance Criteria)	Instructor Prompt	Check Off
AED Attachment	<ul style="list-style-type: none"> • Stops CPR and turns AED on. • Bares chest. • Applies pads as indicated by pictures on them. 		<input type="checkbox"/>
AED Analysis	<ul style="list-style-type: none"> • Makes sure no one is touching person being analyzed. 	<i>(AED) Analyzing!</i>	<input type="checkbox"/>
Shock Delivery	<ul style="list-style-type: none"> • Checks to make sure no one is in contact with person being shocked. • Presses shock button. 	<i>(AED) Shock advised!</i> <i>(AED) Shock delivered!</i>	<input type="checkbox"/>
Resumption of CPR	<ul style="list-style-type: none"> • Immediately resumes CPR, starting with compressions. 		<input type="checkbox"/>
End Evaluation			

Overall Performance *(check only one)*

- Checked Off: Met minimal competency as defined by the performance criteria
- Not Checked Off: Did not meet minimal competency as defined by the performance criteria

Signature of Instructor _____

Student Name _____ Class Date _____

Infant Scenario — A woman is running towards you with a limp infant in her arms, shouting, “Please help... he’s not breathing!” As a BLS provider, you have disposable gloves, a pediatric CPR mask, and a radio to contact other BLS providers.

Procedure	Student Action (Performance Criteria)	Instructor Prompt	Check Off
Scene Assessment	<ul style="list-style-type: none"> Pauses and assesses scene for safety. 	<i>Scene is safe!</i>	<input type="checkbox"/>
Standard Precautions	<ul style="list-style-type: none"> Uses disposable gloves (can be verbalized) 		<input type="checkbox"/>
Response Assessment	<ul style="list-style-type: none"> Taps foot. Shouts loudly. 	<i>There is no response!</i>	<input type="checkbox"/>
Breathing and Pulse Assessment	<ul style="list-style-type: none"> Checks face and chest for signs of breathing. At same time, feels for a brachial pulse. Takes no longer than 10 seconds to check. 	<i>There is no breathing, or only gasping, and no palpable pulse!</i>	<input type="checkbox"/>
Emergency Protocol Activation	<ul style="list-style-type: none"> Uses radio to activate emergency protocol. 		<input type="checkbox"/>
30 Chest Compressions	<ul style="list-style-type: none"> Positions two fingers on breastbone, just below nipple line. Compresses at least 1/3 depth of chest or about 1½ inches. Compresses at a rate of 100–120 times per minute. Allows chest to fully recoil at top of compressions. 		<input type="checkbox"/>
2 Rescue Breaths	<ul style="list-style-type: none"> Establishes an open airway. Uses CPR mask. Creates visible rise of chest, but no more. Ensures each breath is 1 second in length. Gives both breaths in less than 10 seconds. 		<input type="checkbox"/>
Continued CPR	<ul style="list-style-type: none"> Repeats 30:2 CPR cycles. 	<p>(Students need to complete at least two 30:2 CPR cycles before indicating the arrival a second provider.)</p> <p><i>Second BLS provider with pediatric bag-mask arrives!</i></p>	<input type="checkbox"/>

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Procedure	Student Action (Performance Criteria)	Instructor Prompt	Check Off
Change to Two-Provider CPR	<ul style="list-style-type: none"> • Initial provider quickly adjusts to perform compressions with thumb tips and hands encircling chest. • Second provider opens airway and prepares to give rescue breaths using bag mask. • Changes to a 15:2 compression to rescue breath CPR ratio. 	(Students need to complete at least one 15:2 CPR cycle after switching places.)	<input type="checkbox"/>
Switch Roles	<ul style="list-style-type: none"> • Communicates switch ahead of time. • Switch is initiated while rescue breaths are being given. • Resumes 15:2 CPR cycles 	(Students need to complete at least one 15:2 CPR cycle after switching places.)	<input type="checkbox"/>
End Evaluation			

Overall Performance *(check only one)*

- Checked Off: Met minimal competency as defined by the performance criteria
- Not Checked Off: Did not meet minimal competency as defined by the performance criteria

Signature of Instructor _____