SESSION 1:
First Aid/CPR/AED Program
Introduction
Introduction to the Course

To successfully complete the First Aid/CPR/AED Instructor course, you must:

- Successfully complete the *Introduction to the First Aid/CPR/AED Instructor course*, an online prerequisite.
- Successfully complete the in-person Precourse Skills Session.
- Attend and actively participate in all course sessions.
- Successfully complete class activities, including the required practice-teaching assignments.
- Demonstrate instructor-level skill competency in all skills and scenarios.
- Pass the final written exam with a minimum grade of 80 percent.
Purpose of the Course

- To train instructor candidates to teach American Red Cross courses, including information on first aid, CPR and AED skills.
- Instructor candidates will learn how to:
  - Use course materials
  - Conduct discussions, lectures, skill sessions and scenarios
  - Facilitate activities
  - Evaluate participants’ progress
Online Introduction to the Instructor Course

- What course materials are available for participants?
- Where in the instructor materials can you find information on how to set up and run classes in the First Aid/CPR/AED program?
Online Introduction to the Instructor Course

- Where in the instructor materials can you find information about evaluating participants’ skills?
- What is the first resource, other than the manuals, that an instructor should check for information about the First Aid/CPR/AED program?
Red Cross First Aid/CPR/AED Program

- First Aid
- CPR—Adult and Pediatric
- AED—Adult and Pediatric

Optional Modules and Lessons:
- Asthma Inhaler
- Anaphylaxis and Epinephrine Auto-Injector
- Using a Tourniquet

Course modules can be combined in different ways to meet participants’ needs.
Get to Know a Lesson

Turn to Lesson 1, Before Giving Care and Checking an Injured or Ill Person.

**Components of a Lesson**

- Lesson Length
- Guidance for the Instructor
- Lesson Objectives
- Materials, Equipment and Supplies
- Instructor’s Note
- Topic
- Reference
- Presentation Slides
- Instruction
- Guided Discussion
- Video
- Lecture
- Activity
- Skill Session
- Lesson Wrap-Up
- Skill Chart and Skill Assessment Tool
Get to Know a Lesson

Clear icons help guide instruction

- Discussion
- Activity
- Lecture
- Video
- Skill Practice
About the Science

- Red Cross courses rely on the latest science and best practice recommendations to ensure quality programs.

- The content in the First Aid/CPR/AED program is based on a mix of science and best practices from:
  - Evidence-based science from multiple medical sources, including the 2015 International Consensus on CPR and Emergency Cardiovascular Care (ECC) Science with Treatment Recommendations, and the 2015 American Heart Association and American Red Cross Guidelines Update for First Aid
  - Scientific Advisory Council (SAC) research
  - SAC guidance on best practices
First Aid/CPR/AED Program Benchmarks

Program benchmarks include:

- Consent
- Protective barriers
- CHECK—CALL—CARE
- Level and scope of training
- Cardiac Chain of Survival
Workplace First Aid/CPR/AED Program Benchmarks

An employee should reasonably expect the following additional benchmarks in a workplace setting:

- Access to personal protective equipment (PPE), first aid kits and AEDs
- Facility exposure control plans and training
- Facility safety plans and training
- Refreshers or in-service training sessions, as skills degrade quickly
Instructor Health and Safety Benchmarks

When teaching First Aid/CPR/AED courses, maintain health and safety by ensuring:

- Appropriate instructor-to-participant ratios.
- Adequate supervision during all portions of the course.
- Safety of the environment and for participants.
- Equipment is in good condition and operated as designed. This includes manikins, AED training devices and PPE.
- Classroom space is suitable for all course activities.
Course Design and Delivery Benchmarks

To keep courses consistent:
- Teach the curriculum as designed for each course or module.
- Follow lesson plans as closely as possible keeping in mind that instructor-to-participant ratios, equipment-to-participant ratios and facility constraints may affect course times.
- Follow course schedules as designed to allow sufficient time for participants to practice skills, receive feedback, complete course assignments and prepare for sessions outside of the scheduled course time.
Concepts of Learning

MARS Activity Worksheet

- In teams of two, discuss how the concepts of learning are used when teaching courses in the First Aid/CPR/AED program.

- Identify up to three examples of how learning concepts can be applied to a lesson.

<table>
<thead>
<tr>
<th>Concepts of Learning</th>
<th>Examples of how these are used in the program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Motivation</td>
<td>Participants learn more effectively when they find value in the subject and/or are goal-directed.</td>
</tr>
<tr>
<td>Association</td>
<td>Participants learn more readily when they can associate the information with previous experiences or learning.</td>
</tr>
<tr>
<td>Repetition</td>
<td>Review, summary, and practice provide repetition that helps participants learn.</td>
</tr>
<tr>
<td>Senses</td>
<td>Participants learn more rapidly when they are engaged and actively involved in the learning process through the use of as many senses as possible.</td>
</tr>
</tbody>
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Skill Assessment Tools

- **Skill charts:**
  - Required steps of a skill in the order to be performed

- **Skill assessment tools:**
  - Provide assessment criteria to identify whether performance is proficient and whether performance of the critical components of a skill has met the objective

- Even though the skill assessment tools contain very specific performance criteria, your assessment must be based on your observations in the classroom.
Skill Assessment Tool Activity

Let’s review the proficient and not proficient criteria for each of the CPR objectives:

- Unresponsive and not breathing before beginning CPR
- Hand placement
- Compression depth
- Let chest return to normal position
- Compression rate
- Rescue breaths
- Time between compressions

Turn to the Skill Chart and Assessment Tool for CPR (Adult/Child) in the First Aid/CPR/AED Instructor’s Manual
Skill Sessions and Scenarios

Most lessons include two types of skill practice:

- **Skill session:** Participants learn a specific skill.
- **Lesson Wrap-Up, Putting It All Together Scenarios:** Participants put several skills together to respond to an emergency scenario.
Skill Sessions and Scenarios

- During skill sessions:
  - Participants work in pairs.
  - The instructor guides participants through the skill, observes and assesses performance, and provides positive and corrective feedback.
  - The instructor uses the skill chart to guide participants through the skills.
  - The instructor uses the skills assessment tool to observe and evaluate performance.

- During scenarios:
  - Participants work in teams of two or three.
  - The instructor gets groups into position, reads appropriate scenario, provides prompts, and observes and evaluates performance.
Skill Sessions Practice

Skill Sessions:
- Checking a Responsive Person (Adult/Child/Infant)
- CPR—Giving Compressions
- Using an AED—Adult/Child
- Choking—Adult/Child

Participant Role-Playing:
- Injured or ill person
- Responder
- Instructor
Using Facilitation Skills

- Discussions and lectures are often the most efficient way to deliver certain types of information.
- Your goal as an instructor is to make learning as active and effective as possible.
- During these activities, you should assume the role of facilitator—delicately balancing *push* and *pull skills*.
Facilitating Classroom Discussions

Maximize class interaction by using:

- **Push skills** to flow information to the participants

- **Pull skills** to engage participants and keep discussions on topic or provide information, and to solicit responses from different participants to prevent one participant from dominating the discussion

- **Balance skills** to manage the push and pull of information and keep the learning process moving to maximize learning
Facilitating Classroom Discussions (continued)

- Promote an **open-exchange** by:
  - Asking open-ended questions.
  - Waiting for responses.
  - Listening.
  - Managing silence and referring participants’ questions back to the group for discussion and resolution.

- Ensure **effective discussion** by:
  - Giving and receiving feedback.
  - Maintaining an open perspective.
  - Setting the tone.
  - Staying on topic.
  - Managing time effectively.
Preparing for an Interactive Lecture

- Use open-ended questions to introduce the topic and allow participants to share their prior knowledge on the subject.
- Rephrase the points to fit your natural speaking style.
- Prepare notes to avoid reading directly from the instructor’s manual.
- Use analogies to help create a bridge between lecture material and participants’ experiences.
- Encourage participants to add to the lecture.
Facilitation Techniques

- Help you to evaluate the group’s and the participants’ needs and focus activities on those needs.
- Give you a chance to build on participants’ previous knowledge and skills.
- Allow participants to associate previous knowledge and skills with new information.
- Allow participants to learn from one another.
- Keep participants engaged and interested throughout the course.
Facilitation Skills Activity

- Form groups of three: one facilitator and two participants.
- Teach participants an uncommon subject using discussion and open-ended questions.
- Ask “what,” “so what” and “now what” questions to encourage thinking.
Practice-Teaching Overview

The purpose of Practice-Teaching Assignments is to give you experience in conducting lectures and guided discussions, skill sessions and scenarios.

- **Preparation:**
  - Use the instructor’s manual, DVD and participant’s materials.
  - Follow the appropriate lesson plan in the instructor’s manual and be prepared to answer participants’ questions.
  - Use the template in your workbook to help you plan.

- **Practice-Teaching Workbook:**
  - Opportunity to experience teaching
  - Steps for Practice-Teaching
  - How to prepare for Practice-Teaching
  - Preparation template
  - Feedback and evaluation
Feedback and Evaluation

- The Practice-Teaching Self-Evaluation Form and the Practice-Teaching Feedback and Evaluation Form provide a framework for giving and receiving feedback.
Feedback and Evaluation

When giving feedback on your own or another instructor candidate’s session, you should focus on:

1. Aspects of the presentation that went well.
2. Aspects that could be improved, with a specific example.
3. Considerations for situations that instructors may encounter when teaching courses: larger or smaller classes, different equipment (manikins or AED training units) or participants with physical challenges.
SESSION 2:
Practice-Teaching and Conducting Skill Sessions
Conducting Skill Sessions

When conducting skill sessions:
- Show video segments or demonstrate skills as needed.
- Provide direction and instructions.
- Manage skill sessions by being well-organized.
- Observe and evaluate skill performance, identify errors promptly and provide corrective or positive feedback to help participants improve their skills.
- Minimize interruptions and encourage participants to continue practicing to improve their skills.
- Maintain a safe environment during skill sessions.
Coaching vs. Prompting

- **Coaching** is the instructor guiding participants through the steps of what to do and the conditions they may find as they go.

- **Prompting** is giving participants the information they need to make decisions about what steps they should do next.
Coaching or Prompting?

- “Check the person for responsiveness and breathing.”
- “The scene is safe.”
- “Place your hands in the center of the chest, keeping your arms as straight as possible with your shoulders directly over your hands.”

- “Give two rescue breaths.”
- “The chest clearly rises.”
The Critical Eye Activity

- Observe the skill demonstration:
  - Checking a Responsive Person
  - CPR—Adult
  - Conscious Choking—Infant
- Identify any errors.
- How would you phrase positive, corrective feedback to the instructor trainer?
Putting It All Together
Assessment Scenarios

- Scenarios:
  - Giving CPR—Infant
  - Using an AED—Adult
  - Care for Choking

- Participant roles:
  - Injured or ill person
  - Responder(s)
  - Instructor
SESSION 3:
Conducting Scenarios and Reporting Courses
**Blended Learning**

- First Aid/CPR/AED Blended Learning includes the same information that is covered in the classroom version of the First Aid, CPR and AED courses.

- Instructors will need:
  - *First Aid/CPR/AED Blended Learning Skill Session Instructor’s Manual Supplement* (digital format only)
  - Video segments on the *First Aid/CPR/AED Blended Learning* DVD or download from Instructor’s Corner
What is in Blended Learning?

- Participants are immersed in a virtual town where they must respond to real-world emergencies.
- Participants select from available missions.
- Participants must then make critical, life-saving decisions to give care in a safe, virtual practice.
Three Steps in Blended Learning Sequence

1. Mission Replay: A fully narrated video version of the correct path through the mission

2. Mission Practice: An instructor guided run-through of the mission that provides participants hands-on skills practice

3. Learning Assessment: A final run-through of the mission completed independently by participants for certification
Conducting Scenarios

- When teaching first aid, CPR and AED skills, it is the ultimate goal of the Red Cross for participants to be able to effectively perform these life-saving skills on their own.
- Participants need to be able to make decisions regarding the conditions they find and give appropriate care.
- Scenarios provide an opportunity for participants to demonstrate these skills.
Conducting Scenarios

- How should you begin the scenario session?
- How should you set the scene for the scenario?
Review Courses

- Review courses give participants the opportunity to review the course content in a formal class setting.
- Participants should view video segments and practice skills before being evaluated for skills performance and taking the written exam(s), if applicable.
- To attend, participants must possess a current American Red Cross certificate (or equivalent) for the course being conducted.
Challenge Course

- The purpose of a challenge course is to give individuals the opportunity to demonstrate knowledge and skills competency outside of a formal class setting.
- Individuals have the sole responsibility to prepare for the knowledge and skills evaluations.
- Anyone is eligible to participate in a challenge. Individuals who do not possess current American Red Cross certification (or equivalent) may participate in a challenge once.
To be eligible for recertification and to receive certificates of course completion, course and participant information must be reported to the American Red Cross.

The American Red Cross Learning Center is a learning management system (also known as “LMS”) that tracks all learning activity and instructor information.

You must be knowledgeable on all functions of the system.
Online Course Record Entry

- Submitting courses electronically through the Course Record Entry portal is the preferred method of reporting.
- The portal can be accessed through Instructor’s Corner, the Red Cross website or the Red Cross Learning Center.
- The portal also enables instructors to access training records and reports of course participants.
How-To Guides and Videos

There are several how-to video segments available to instructors.
Course Completion Certificates

- Red Cross certification means that on a particular date an instructor verified that a participant demonstrated competency in all required skills taught in the course.
- When submitting course records, include participants’ email addresses so they receive a link to a digital certificate.
Accessing Digital Certificates

- Participants with valid email addresses can access the digital certificate through a link once the course record has been entered.
  - Participants can access their certificate by going to redcross.org/getcertificate.
  - For blended learning, certificates can only be accessed by signing into their account on redcross.org and clicking on My Transcripts.
  - For assistance, contact the training support center.
Instructor’s Corner
Red Cross Support

- First check Instructor’s Corner resources.
- If an answer cannot be found, instructors should contact the Red Cross Training Support Center.
- The training support center may connect you with other local and national resources such as Red Cross training specialists or sales representatives.
iConnection

- **iConnection**—A newsletter for Red Cross instructors across all programs with the latest information on product releases, equipment information and sales, teaching tips, spotlight articles featuring instructors and instructor trainers, and more.
  - Sent via email
  - New issues release about every 6 weeks
  - Archive of all issues available in the news section of Instructor’s Corner
Maintaining Certification

To maintain certification, instructor candidates must:

- Teach or co-teach and report at least one course of record within their certification period.
- Successfully complete an online recertification assessment for First Aid/CPR/AED with a score of 80 percent or better within 90 days of your expiration date.
- Maintain basic-level Adult and Pediatric First Aid/CPR/AED certification.
- Complete all applicable course updates (as communicated by the Red Cross) prior to the update deadline.