

# Heartsaver Multi Student Checklist

## Adult - CPR AED Skills



### Students

Student 1:		Student 6:	
Student 2:			
Student 3:		Student 7:	
Student 4:		Student 8:	
Student 5:		Student 9:	

Heartsaver checkoff testing maximum of 6 students per session.

### Adult – CPR AED Skills

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.”

Pass = ✓, X or P ; NR = (Needed Remediation)

Student Number	1	2	3	4	5	6	7	8	9
<b>Assessment and Activation</b>									
Checks responsiveness									
Shouts for help /Sends someone to phone 9-1-1 & get an AED									
Checks breathing									
<i>Once student shouts for help, instructor says, “Here’s the barrier device. I am going to phone 9-1-1 and get the AED.”</i>									
<b>Adult Compressions - Performs High Quality Compressions - Cycle 1 of CPR (30:2)</b>									
Hand placement on lower half of breastbone									
Gives 30 compressions in no less than 15 and no more than 18 seconds									
Compresses at least 2 inches (5cm)									
Complete recoil after each compression									
<b>Adult Breaths - Gives 2 breaths with a barrier device</b>									
Each breath given over 1 second									
Visible chest rise with each breath									
Gives 2 breaths in less than 10 seconds									
<b>Cycle 2 of CPR (repeats steps in Cycle 1) (Only check box if step is successfully performed)</b>									
Gives 30 high-quality compressions									
Gives 2 effective breaths									
<i>Instructor says “Here is the AED.”</i>									
<b>AED (follows prompts of AED)</b>									
Powers on AED									
Correctly attaches pads									
Clears for analysis									
Clears to safely deliver a shock									
Presses button to deliver shock									
Student immediately resumes compressions									
<b>Cycle 3 of CPR (repeats steps in Cycle 1) (Only check box if step is successfully performed)</b>									
Gives 30 high-quality compressions									
Gives 2 effective breaths									

A student specific sheet must be included in the class paperwork for any student that has a NR (Needed Remediation) for any section.

### INSTRUCTOR AFFIRMS THAT ALL SKILLS TESTS WERE DONE ACCORDING TO AHA GUIDELINES

Instructor Initials:

Instructor Number:

Date:

# Heartsaver Multi Student Checklist

## Child - CPR Skills



### Students

Student 1:		Student 6:	
Student 2:			
Student 3:		Student 7:	
Student 4:		Student 8:	
Student 5:		Student 9:	

Heartsaver checkoff testing maximum of 6 students per session.

### Child – CPR Skills

Scenario: “You are at a park and notice a child suddenly collapse. The scene is safe, but you do not have a cell phone or AED nearby. Demonstrate what you would do next.”

Pass = ✓, X or P ; NR = (Needed Remediation)

Student Number	1	2	3	4	5	6	7	8	9
<b>Assessment and Activation</b>									
Checks responsiveness									
Shouts for help /Sends someone to phone 9-1-1									
Checks breathing									
<i>Once student shouts for help, instructor says, “Here is the barrier device. I am going to phone 9-1-1.”</i>									
<b>Child Compressions - performs High Quality Compressions - Cycle 1 of CPR (30:2)</b>									
Hand placement on lower half of breastbone									
Gives 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 (5cm)									
Complete recoil after each compression									
<b>Child Breaths - Gives 2 breaths with a barrier device</b>									
Each breath given over 1 second									
Visible chest rise with each breath									
Gives 2 breaths in less than 10 seconds									
<b>Cycle 2 of CPR (repeats steps in Cycle 1) (Only check box if step is successfully performed)</b>									
Gives 30 high-quality compressions									
Gives 2 effective breaths									
<b>Cycle 3 of CPR (repeats steps in Cycle 1) (Only check box if step is successfully performed)</b>									
Gives 30 high-quality compressions									
Gives 2 effective breaths									
<i>Instructor says, “EMS has arrived and is taking over”</i>									

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### INSTRUCTOR AFFIRMS THAT ALL SKILLS TESTS WERE DONE ACCORDING TO AHA GUIDELINES

Instructor Initials:

Instructor Number:

Date:

# Heartsaver Multi Student Checklist

## Infant - CPR Skills



### Students

Student 1:		Student 6:	
Student 2:			
Student 3:		Student 7:	
Student 4:		Student 8:	
Student 5:		Student 9:	

Heartsaver checkoff testing maximum of 6 students per session.

### Infant – CPR Skills

*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.”*

Pass = ✓, X or P ; NR = (Needed Remediation)

Student Number	1	2	3	4	5	6	7	8	9
<b>Assesses and Shouts for Help</b>									
Checks responsiveness									
Shouts for help									
Checks breathing									
<i>Once student shouts for help, instructor says, “No one is around to help.”</i>									
<b>Infant Compressions – Performs High Quality Compressions- Cycle 1 of CPR (30:2)</b>									
Uses 2 fingers of 1 hand or 2 thumbs, or the heel of 1 hand, to give compressions in the center of the chest, just below the nipple line									
Gives 30 compressions in no less than 15 and no more than 18 seconds									
Compresses at least one third the depth of the chest, about 1 ½ inches (4cm)									
Complete recoil after each compression									
<b>Infant Breaths - Gives 2 breaths with a barrier device</b>									
Each breath given over 1 second									
Visible chest rise with each breath									
Gives 2 breaths in less than 10 seconds									
<b>Cycle 2 of CPR (re eats steps in Cycle 1) (Only check box if step is successfully performed)</b>									
Gives 30 high-quality compressions									
Gives 2 effective breaths									
<b>Cycle 3 of CPR (re eats steps in Cycle 1) (Only check box if step is successfully performed)</b>									
Gives 30 high-quality compressions									
Gives 2 effective breaths									
<i>Instructor says, “You have just completed 5 sets of 30 compressions and 2 breaths.”</i>									
<b>Activates Emergency Response System (9-1-1)</b>									
Verbalizes the need to leave to phone 9-1-1									

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### INSTRUCTOR AFFIRMS THAT ALL SKILLS TESTS WERE DONE ACCORDING TO AHA GUIDELINES

Instructor Initials:

Instructor Number:

Date:

# Heartsaver Multi Student Checklist

## First Aid Skills



### Students

Student 1:		Student 6:	
Student 2:			
Student 3:		Student 7:	
Student 4:		Student 8:	
Student 5:		Student 9:	

Heartsaver checkoff testing maximum of 6 students per session.

### First Aid

Pass = ✓, X or P ; NR = (Needed Remediation)

Student Number	1	2	3	4	5	6	7	8	9
<b>CRITICAL PERFORMANCE Steps</b>									
<b>Removing Gloves</b>									
Instructor tells student, <i>"EMS has arrived and takes over. You may now remove your gloves. Demonstrate what you would do next."</i>									
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									
<b>Finding the Problem</b>									
Instructor tells student, <i>"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."</i>									
Verbalizes that the scene is safe									
<b>Taps and shouts</b>									
<i>(Instructor) "The person is unresponsive."</i>									
Shouts for help/phones 9-1-1/Gets the first aid kit and AED									
<b>Checks breathing</b>									
<i>(Instructor) "The person is breathing normally."</i>									
<b>Looks for injury and medical information jewelry</b>									
<i>(Instructor) "The person is not injured, and there is no medical information jewelry."</i>									
Verbalizes that he or she will stay with the person until EMS arrives									
<b>Using an Epinephrine Pen</b>									
Instructor tells student, <i>"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."</i>									
Holds the epinephrine pen in the fist									
Takes off safety cap									
Holds leg in place; presses epinephrine pen firmly against outer side of thigh for 3 seconds									
Removes the epinephrine pen									
Rubs injection site for 10 seconds									
<b>Stopping Bleeding and Bandaging</b>									
Instructor tells student, <i>"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."</i>									
Verbalizes putting on gloves and places pressure over cut with a clean dressing									
<i>After about 15 seconds, the instructor says, "The bleeding is not stopping."</i>									
Presses harder to ensure that bleeding is stopped									
<i>After another 5 seconds, the instructor says, "The bleeding has stopped."</i>									
Applies bandages over the dressings									

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<b>INSTRUCTOR AFFIRMS THAT ALL SKILLS TESTS WERE DONE ACCORDING TO AHA GUIDELINES</b>		
Instructor Initials:	Instructor Number:	Date: