|  |
| --- |
| D-fd-23 (Rev 10/19) |
| C:\Users\mackesl\Desktop\FORMS\DATCPlogo_1in_g.jpg | Wisconsin Department of Agriculture, Trade and Consumer Protection*Division of Food and Recreational Safety* PO Box 8911, Madison, WI 53708-8911Phone: (608) 224-4683 Fax: (608) 224-4710 |

**CPR/AED COURSE CRITERIA ASSESSMENT**

*Wis. Stat. § 97.69(5m) (a) 8. and (6)*

**CERTIFICATION COURSE INFORMATION BOX** *Wis. Admin. Code § ATCP 78.19 (5) (b) 2. & 3.*

|  |
| --- |
| **ASSOCIATION NAME:**       |
| **COURSE NAME:**       | **DATE OF LATEST REVISION:**       |
| **CONTACT PERSON NAME:**       |
| **MAILING ADDRESS:**       |
| **EMAIL ADDRESS:**       | **PHONE NUMBER:**       |
| **NUMBER OF YEARS THE CREDENTIAL ISSUED UPON COURSE COMPLETION IS VALID:**       |

| **COURSE CRITERIA** | **PAGE(S)** | **COMMENTS** |
| --- | --- | --- |
| **1. TEACHING METHODS** |
| Basing the curriculum on a consensus of current scientific evidence  |       |       |
| Having trainees develop “hands-on” skills through the use of mannequins and partner practice |       |       |
| Having appropriate CPR/AED (Automated Extended Defibrillator) supplies and equipment available |       |       |
| Exposing trainees to potential CPR/AED settings as well as to the appropriate response through the use of visual aids |       |       |
| Including a course information resource for reference both during and after training |       |       |
| Allowing enough time for emphasis on commonly occurring situations |       |       |
| Emphasizing skills training and confidence-building over classroom lectures |       |       |
| Emphasizing quick response to CPR/AED situations |       |       |
| **2. PREPARING TO RESPOND TO A HEALTH EMERGENCY** |
| Prevention as a strategy in reducing fatalities, illnesses and injuries |       |       |
| Interacting with the local EMS system |       |       |
| Maintaining a current list of emergency telephone numbers (police, fire, ambulance, poison control) accessible by all employees |       |       |
| Understanding the legal aspects of providing CPR/AED, including Good Samaritan legislation, consent, abandonment, negligence, assault and battery, State laws and regulations |       |       |
| Understanding the effects of stress, fear of infection, panic; how they interfere with performance; and what to do to overcome these barriers to action |       |       |
| Learning the importance of universal precautions and body substance isolation to provide protection from blood-borne pathogens and other potentially infectious materials. Learning about personal protective equipment -- gloves, eye protection, masks, and respiratory barrier devices. Appropriate management and disposal of blood-contaminated sharps and surfaces; and awareness of OSHA’s Blood borne Pathogens standard. |       |       |
| **2. BACKGROUND AND FOUNDATION** |
| Describing the importance of high-quality CPR/AED and impact on survival |       |       |
| Describing all steps in the chain of survival |       |       |
| Describing the importance of teams in multi-rescuer resuscitation |       |       |
| **3. RECOGNIZING THE VICTIM(S)** |
| Recognizing the signs of someone in need of CPR/AED |       |       |
| Prioritizing care when there are several injured |       |       |
| Assessing each victim for responsiveness, airway patency (blockage), breathing, circulation, and medical alert tags |       |       |
| Taking a victim’s history at the scene, including determining themechanism of injury |       |       |
| Stressing the need to continuously monitor the victim |       |       |
| Emphasizing early activation of EMS (Emergency Medical Service) |       |       |
| **4. RESPONDING TO LIFE-THREATENING EMERGENCIES (AS SOLE RESPONDER AND MEMBER OF TEAM; ADULT, CHILD AND INFANT. IF ANY CATEGORY DOES NOT INCLUDE ALL 3 GROUPS (ADULT, CHILD AND INFANT), PLEASE INDICATE THAT IN COMMENTS WHERE APPLICABLE.** |
| Establishing responsiveness-solo |       |       |
| Establishing responsiveness-team member |       |       |
| Establishing and maintaining an open and clear airway-solo |       |       |
| Establishing and maintaining an open and clear airway-team member |       |       |
| Performing rescue breathing-solo. Must include using a barrier device. |       |       |
| Performing rescue breathing-team member. Must include using a barrier device. |       |       |
| Treating airway obstruction in a conscious victim-solo |       |       |
| Treating airway obstruction in a conscious victim-team member |       |       |
| Performing CPR-solo |       |       |
| Performing CPR-team member |       |       |
| Using an AED-solo |       |       |
| Using an AED-team member |       |       |
| **5. LEGAL ISSUES** |
| Exposure Control Plan  |       |       |
| Duty to Act |       |       |
| Standard of care |       |       |
| Negligence |       |       |
| Consent |       |       |
| Refusal of care |       |       |
| Abandonment |       |       |
| Confidentiality |       |       |
| Documentation |       |       |
| **6. TRAINEE ASSESSMENT** |
| Instructor observation of acquired hands-on skills and written exam |       |       |
| Passing score of exam |       |       |