|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| DFRS-BFRB-058.docx (rev. 11/23) | | | | | | | | | |
|  | Wisconsin Department of Agriculture, Trade and Consumer Protection  Division of Food and Recreational Safety  PO Box 8911, Madison, WI 53708-8911  Phone: (608) 224-4683 Fax: (608) 224-4710 | | | |  | | | | |
|  |  | | Wis. Stat. § 97.67(5m)(a)8.and (6)  Wis. Admin. Code §§ ATCP 76.03(44), 76.22(2)(a), 78.27(2)(b), and 78.03(38) | | | | | | |
| CPR/AED COURSE CRITERIA ASSESSMENT | | | | | | | | | |
| Completion of this form is required for a First Aid Course submitted for review to be considered an approved course. Failure to submit this form may result in the course not being reviewed. | | | | | | | | | |
| FIRST AID COURSE INFORMATION BOX | | | | | | | | | |
| ASSOCIATION NAME: | | | | COURSE NAME: | | | | | |
| CONTACT PERSON NAME: | | | | DATE OF LATEST REVISION: | | | | | |
| MAILING ADDRESS: | | CITY: | | | | | | STATE: | ZIP: |
| EMAIL ADDRESS: | | | | | | PHONE NUMBER:  (     )     - | | | |
| NUMBER OF YEARS THE CREDENTIAL ISSUED UPON COURSE COMPLETION IS VALID: | | | | | | |  | | |

| COURSE CRITERIA |  | |  |
| --- | --- | --- | --- |
| 1. TEACHING METHODS | | PAGE(S) | COMMENTS |
| 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 list 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. | |  |  |
| 1. **PREPARING TO RESPOND TO A HEALTH EMERGENCY** | | PAGE(S) | COMMENTS |
| 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 bloodborne pathogens standard. | |  |  |
| 1. BACKGROUND AND FOUNDATION | | PAGE(S) | COMMENTS |
| 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. | |  |  |
| 1. RECOGNIZING THE VICTIM(S) | | PAGE(S) | COMMENTS |
| 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 the  mechanism of injury. | |  |  |
| Stressing the need to continuously monitor the victim. | |  |  |
| Emphasizing early activation of EMS (Emergency Medical Service). | |  |  |
| 1. RESPONDING TO LIFE-THREATENING EMERGENCIES   (As sole responder and member of team; adult, child, and infant. if any category does not include all three groups (adult, child, and infant), please indicate that in comments where applicable. | | PAGE(S) | COMMENTS |
| 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. | |  |  |
| 1. LEGAL ISSUES | | PAGE(S) | COMMENTS |
| Exposure Control Plan | |  |  |
| Duty to Act | |  |  |
| Standard of care | |  |  |
| Negligence | |  |  |
| Consent | |  |  |
| Refusal of car | |  |  |
| Abandonment | |  |  |
| Confidentiality | |  |  |
| Documentation | |  |  |
| 1. TRAINEE ASSESSMENT | |  |  |
| Instructor observation of acquired hands-on skills and written exam. | |  |  |
| Passing score of exam: | |  |  |