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| DFRS-BFRB-058.docx (rev. 11/23) |
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|  |  | 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 |  |  |
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| 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 themechanism 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: |       |       |