

Heartsaver First Aid Online Skills Review

Purpose

The skills review session is designed to give the Heartsaver First Aid Online student the opportunity to review and practice first aid skills

Implementation

The student must have completed the tutorial within the past 60 days. Heartsaver First Aid students often have varied levels of competency in first aid skills. The instructor's task is to work with students and allow sufficient time for them to practice skills. The time needed will vary from student to student. Students should practice until they demonstrate confidence in skills performance.

Recommended Sequence of Review

The student should practice skills in the sequence listed. The final step will be to integrate multiple skills in a scenario.

Points to Remember

- Completion time will vary from student to student.
 - This is not a “testing” session; this is skills practice.
 - Students may repeat a skill until they are comfortable with the skill.
-

Before Skills Evaluation

Extra time may be allowed to practice the following skills:

- Removal of gloves
 - Use of epinephrine pen
 - Head tilt–chin lift with breath check
-

Heartsaver First Aid Online Skills Sheet

Name: _____ Date: _____

Instructor: _____

Instructor Note: Before each skills practice, remind students to state that they are wearing gloves. This will reinforce the importance of wearing gloves.

Head Tilt–Chin Lift

Instructor tells student: “In this station you will practice opening the airway with a head tilt–chin lift.”

Step	Action	<input checked="" type="checkbox"/> If done
1	Tilts the head by pushing back on the forehead.	
2	Lifts the chin by putting fingers on the bony part of the chin. Do not press the soft tissues of the neck or under the chin.	
3	Lifts the chin to move the jaw forward.	

Finding the Problem

Instructor tells students: “In this station you will practice helping a victim who is sick or hurt. Here is your scenario: You enter your company’s restroom and find a coworker lying on the floor. She is not moving and appears to be unresponsive. What should you do?”

Step	Action	<input checked="" type="checkbox"/> if done
1	Checks for scene safety.	
2	Phones or sends someone to phone the emergency response number (or 911) and bring the first aid kit and AED if available.	
3	Puts on personal protective equipment (can be verbalized).	
4	Determines if victim responds: <ul style="list-style-type: none"> • Taps victim and shouts “Are you okay?” <i>Instructor tells student:</i> “The victim does not move or respond in any way when you tap and shout.”	
5	Opens the airway using head tilt–chin lift: <ul style="list-style-type: none"> • Tilts the head by pushing back on the forehead. • Lifts the chin by putting fingers on the bony part of the chin. • Lifts the chin to move the jaw forward. 	
6	Places his/her ear near victim’s nose and mouth, looks toward the chest and looks, listens, and feels for breaths. <i>Instructor tells student:</i> “You feel breaths on your cheek and see the victim’s chest rise.”	
7	Looks for obvious signs of injury such as bleeding, broken bones, burns, or bites.	
8	Checks for medical identification jewelry such as a bracelet or necklace. <i>Instructor asks student:</i> “What is the significance of medical identification?”	

Name: _____

Controlling Bleeding, Treating Shock, and Removing Gloves

Instructor tells student: “In this station you will practice controlling bleeding, treating shock, and removing gloves. Here is your scenario: You are caring for a victim who was struck by a falling tree limb. The victim is bleeding from a cut on his arm and complains of pain in his arm and stomach. What should you do?”

Step	Action	<input checked="" type="checkbox"/> If done
1	Checks for scene safety.	
2	Phones or sends someone to phone the emergency response number (or 911) and bring the first aid kit.	
3	Puts on personal protective equipment. If able, has victim place pressure over the wound with a clean dressing while student puts on gloves.	
4	Applies pressure to bleeding from cut on forearm.	
5	<i>Instructor tells student:</i> “The bleeding does not stop.” Student states he/she will press harder and add a second dressing to control bleeding.	
6	Checks for signs of shock.	
7	<i>Instructor tells student:</i> “The victim becomes cold, weak, and dizzy. He does not have pain in his legs or hips.”	
8	Helps victim lie on his back. Raises and supports victim’s legs just above the level of the heart.	
9	Covers victim to keep victim warm (use a Mylar blanket if one is in the first aid kit).	
Optional Bandaging Practice		
Student applies bandage over gauze		
10	<i>Instructor tells student:</i> “EMS has arrived and takes over care. You can now remove your gloves.” Student removes gloves: <ul style="list-style-type: none"> • Grips one glove on the outside near the cuff and peels down until glove comes off inside out. • Cups glove with the other gloved hand. • Places 2 fingers of the bare hand inside cuff; peels it down until it comes off inside out with the dirty glove inside. 	
11	Verbalizes proper disposal of dirty gloves.	

Name: _____

Epinephrine Pen

Instructor tells student: “In this station you will practice using the epinephrine pen. Here is your scenario: A coworker has a bad allergic reaction to seafood. He tells you he has an epinephrine pen in his desk or vehicle. He complains of shortness of breath and a tight feeling in his throat. What should you do?”

Step	Action	<input checked="" type="checkbox"/> If done
1	Checks for scene safety.	
2	Phones or sends someone to phone the emergency response number (or 911) and bring the first aid kit.	
3	Gets the prescribed epinephrine pen.	
4	<i>Instructor tells student:</i> “The victim is unable to give himself the injection and asks you to help.” Student puts on gloves. Takes off safety cap and holds epinephrine pen in his/her fist, AVOIDING both ends.	
5	Presses the pen firmly against victim’s thigh about halfway between the hip and knee (can be given through clothes) and holds in place for several seconds.	
6	Rubs the injection site for several seconds.	
7	<i>Instructor asks student:</i> “What will you do with the epinephrine pen after using it?” Student verbalizes safe disposal of epinephrine pen into “sharps” disposal or gives to trained help for proper disposal.	
8	Notes time of injection and will give that information to trained help when help arrives.	
9	Stays with victim until help arrives and takes over.	

Choking

Instructor tells student: “In this station you will practice helping a choking victim. Here is your scenario: You are eating lunch in the cafeteria. A colleague at the table next to you suddenly stands and anxiously places both hands over his neck. What should you do?”

Step	Action	<input checked="" type="checkbox"/> If done
1	Asks victim, “Are you choking?” <i>Instructor tells student:</i> “The victim nods his head that he is choking.”	
2	Kneels or stands behind victim and wraps his/her arms around victim so that student’s hands are in front.	
3	Makes a fist with one hand.	
4	Puts thumb side of fist slightly above the navel and well below the breastbone.	
5	Grasps fist with his/her other hand and gives quick upward thrusts into the abdomen. The instructor should tell students NOT to practice thrusts on other students.	
6	Gives thrusts until object is forced out and victim can breathe, cough, or talk or until he or she stops responding.	

Splinting – Optional

Instructor tells student: “In this station you will practice splinting.”

Step	Action	<input checked="" type="checkbox"/> If done
1	Student applies a splint using magazine, other household materials, or splint.	