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Adult CPR and AED Skills Testing Checklist (1 of 2)

American Heart Association.

Student Name _____ Date of Test _____

Workplace Scenario: "A phone is available, and a first aid kit and AED are on the wall. You find a coworker lying on the floor in the break room. Demonstrate what you would do next."

School Scenario: "A phone is available, and a first aid kit and AED are on the wall. You find a visitor lying on the floor in the office. Demonstrate what you would do next."

Community Scenario: "A phone is available, and a first aid kit and AED are on the wall. You find a person lying on the ground in a public space. Demonstrate what you would do next."

Assessment and Activation

☐ Assesses scene safety ☐ Verbalizes the scene is safe ☐ Taps and shouts to check responsiveness*
☐ Shouts for help ☐ Sends someone to call 911 and get an AED† ☐ Checks breathing‡

**After the student taps and shouts, the instructor says, "The person is unresponsive."*

†Once the student sends someone to call 911, the instructor says, "I am going to call 911 and get the AED."

‡After the student checks for breathing, the instructor says, "The person is not breathing normally."

Cycle 1 of CPR (30:2)

Adult Compressions

☐ Performs compressions*:

- Hand placement on lower half of breastbone
- 30 compressions in no less than 15 and no more than 18 seconds (_____ seconds)
- Compresses at least 2 inches (5 cm)
- Complete recoil after each compression

Adult Breaths

☐ Gives 2 breaths with a barrier device:

- Each breath given over 1 second
- Visible chest rise with each breath
- Returns to compressions in less than 10 seconds

CPR feedback devices are required for accuracy.

Cycle 2 of CPR (repeats steps in Cycle 1) ***Only check box if step is successfully performed***

☐ Gives 30 compressions (_____ seconds) ☐ Gives 2 effective breaths

Instructor says, "Here is the AED."

AED (follows prompts of AED)

☐ Powers on AED ☐ Correctly attaches pads ☐ Clears for analysis ☐ Clears to safely deliver a shock
☐ Presses button to deliver shock ☐ Resumes chest compressions immediately

AED trainer says, "The shock has been delivered."

Cycle 3 of CPR (repeats steps in Cycle 1) ***Only check box if step is successfully performed***

☐ Gives 30 compressions (_____ seconds) ☐ Gives 2 effective breaths

(continued)

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Adult CPR and AED Skills Testing Checklist (2 of 2)

Student Name _____ Date of Test _____

(continued)

STOP TEST

Instructor Notes

- Place a check in the box next to each step the student completes successfully.
- If the student does not complete all steps successfully (as indicated by at least 1 blank check box), the student must receive remediation. Make a note here of which skills require remediation (refer to instructor manual for information about remediation).

Test Results Check **PASS** or **NR** to indicate pass or needs remediation:	☐ **PASS**	☐ **NR**

Instructor Initials _____ Instructor Number _____ Date _____

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Adult CPR and AED
Skills Testing Critical Skills Descriptors

1. **Assesses the scene for safety**
   - Scans the scene for safety
2. **Verbalizes that the scene is safe**
3. **Checks for responsiveness by tapping and shouting**
   - Taps the person's shoulders and shouts, "Hey! Are you OK? Are you OK?"
4. **Shouts for help**
5. **Sends someone to call 911 and get an AED**
6. **Checks for no breathing or no normal breathing (only gasping)**
   - Scans from the head to the chest for a minimum of 5 seconds and no more than 10 seconds
7. **Cycle 1: Performs chest compressions**
   - Initiates compressions immediately after recognition of cardiac arrest
   - Correct hand placement
     - Lower half of the breastbone
     - 2-handed compressions (second hand on top of the first)
   - Compression rate of 100 to 120/min
     - Gives 30 compressions in 15 to 18 seconds
   - Compression depth of at least 2 inches (5 cm)
     - Use of a commercial feedback device or manikin with feedback required
   - Complete chest recoil after each compression
     - Allows the chest to return to its normal position
8. **Cycle 1: Gives 2 breaths with a barrier device**
   - Opens the airway adequately
     - Uses a head tilt–chin lift maneuver
   - Gives each breath over 1 second
   - Gives breaths that produce visible chest rise
   - Avoids excessive ventilation
   - Resumes chest compressions in less than 10 seconds
9. **Cycle 2: Performs same steps for compressions and breaths as in Cycle 1**
10. **Uses an AED**
    - Powers on the AED
      - Turns on the AED by pushing the On button or lifting the lid as soon as it arrives
    - Correctly attaches pads
      - Places proper-sized pads for the person's age in the correct location
    - Clears for analysis
      - Verbalizes and visually demonstrates to stay clear of the person (pushes the Analyze button if required by the device)
    - Clears to safely deliver a shock
      - Verbalizes and visually demonstrates to stay clear of the person
    - Presses the button to deliver a shock
    - Resumes chest compressions immediately after shock delivery
      - Does not turn off the AED during CPR
11. **Cycle 3: Performs same steps for compressions and breaths as in Cycle 1**

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Child CPR Skills Testing Checklist

American Heart Association.

Student Name _____ Date of Test _____

School Scenario: "You are on the playground at school and notice a child suddenly collapse. You have a cell phone but do not see an AED nearby. Demonstrate what you would do next."

Home Scenario: "You are at home in the playroom and notice your child suddenly collapse. You have a cell phone but do not have an AED. Demonstrate what you would do next."

Community Scenario: "You are at a park and notice a child suddenly collapse. You have a cell phone but do not see an AED nearby. Demonstrate what you would do next."

Assessment and Activation

☐ Assesses scene safety ☐ Verbalizes the scene is safe ☐ Taps and shouts to check responsiveness*
☐ Shouts for help† ☐ Calls 911 and places phone on speaker mode ☐ Checks breathing‡

**After the student taps and shouts, the instructor says, "The person is unresponsive."*

†Once the student shouts for help, the instructor says, "No one is around to help."

‡After the student checks for breathing, the instructor says, "The person is not breathing normally."

Cycle 1 of CPR (30:2)

Child Compressions

☐ Performs compressions*:

- Hand placement on lower half of breastbone
- 30 compressions in no less than 15 and no more than 18 seconds (_____ seconds)
- Compresses at least one third the depth of the chest, at least 2 inches (5 cm)
- Complete recoil after each compression

Child Breaths

☐ Gives 2 breaths with a barrier device:

- Each breath given over 1 second
- Visible chest rise with each breath
- Returns to compressions in less than 10 seconds

CPR feedback devices preferred for accuracy.

Cycle 2 of CPR (repeats steps in Cycle 1) ***Only check box if step is successfully performed***

☐ Gives 30 compressions (_____ seconds) ☐ Gives 2 effective breaths

Cycle 3 of CPR (repeats steps in Cycle 1) ***Only check box if step is successfully performed***

☐ Gives 30 compressions (_____ seconds) ☐ Gives 2 effective breaths

Instructor says, "EMS has arrived and is taking over."

STOP TEST

Instructor Notes

- Place a check in the box next to each step the student completes successfully.
- If the student does not complete all steps successfully (as indicated by at least 1 blank check box), the student must receive remediation. Make a note here of which skills require remediation (refer to instructor manual for information about remediation).

Test Results Check **PASS** or **NR** to indicate pass or needs remediation:	☐ **PASS**	☐ **NR**

Instructor Initials _____ Instructor Number _____ Date _____

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Child CPR
Skills Testing Critical Skills Descriptors

1. **Assesses the scene for safety**
   - Scans the scene for safety
2. **Verbalizes that the scene is safe**
3. **Checks for responsiveness by tapping and shouting**
   - Taps the child's shoulders and shouts, "Hey! Are you OK? Are you OK?"
4. **Shouts for help**
5. **Verbalizes calling 911 and placing their phone on speaker mode**
6. **Checks for no breathing or no normal breathing (only gasping)**
   - Scans from the head to the chest for a minimum of 5 seconds and no more than 10 seconds
7. **Cycle 1: Performs chest compressions**
   - Initiates compressions immediately after recognition of cardiac arrest
   - Correct hand placement
     - Lower half of the breastbone
     - 1- or 2-handed compressions (second hand on top of the first)
   - Compression rate of 100 to 120/min
     - Gives 30 compressions in 15 to 18 seconds
   - Compression depth of at least one third the depth of the chest, or about 2 inches (5 cm)
     - Use of a commercial feedback device or manikin with feedback recommended
   - Complete chest recoil after each compression
     - Allows the chest to return to its normal position
8. **Cycle 1: Provides 2 breaths with a barrier device**
   - Opens the airway adequately
     - Uses a head tilt–chin lift maneuver
   - Delivers each breath over 1 second
   - Delivers breaths that produce visible chest rise
   - Avoids excessive ventilation
   - Resumes chest compressions in less than 10 seconds
9. **Cycle 2: Performs same steps for compressions and breaths as in Cycle 1**
10. **Cycle 3: Performs same steps for compressions and breaths as in Cycle 1**

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Infant CPR Skills Testing Checklist (1 of 2)

American Heart Association.

Student Name _____ Date of Test _____

Community Scenario: "While you are pushing an infant in a stroller at the park, you notice something is wrong with them. You are alone and do not have a phone nearby. Demonstrate what you would do next."

Home/Daycare Scenario: "You've just put an infant down for a nap. As you turn to leave, you hear a strange, gasping breath coming from the infant and quickly recognize that they're not breathing normally. You are alone and do not have a phone nearby. Demonstrate what you would do next.

Assessment and Activation

☐ Assesses scene safety ☐ Verbalizes the scene is safe ☐ Taps and shouts to check responsiveness*
☐ Shouts for help† ☐ Checks breathing

**After the student taps and shouts, the instructor says, "The infant is unresponsive."*
†Once the student shouts for help, the instructor says, "No one is around to help."

Cycle 1 of CPR (30:2)

Infant Compressions

☐ Performs compressions*:

- Uses 2 thumb–encircling hands technique or the heel of one hand to give compressions in the center of the chest, on the lower half of the breastbone, just below the nipple line.
- 30 compressions in no less than 15 and no more than 18 seconds (_____ seconds)
- Compresses at least one third the depth of the chest, about 1½ inches (4 cm)
- Complete recoil after each compression

Infant Breaths

☐ Gives 2 breaths with a barrier device:

- Each breath given over 1 second
- Visible chest rise with each breath
- Returns to compressions in less than 10 seconds

****CPR feedback devices preferred for accuracy.***

Cycle 2 of CPR (repeats steps in Cycle 1) ***Only check box if step is successfully performed***

☐ Gives 30 compressions (_____ seconds) ☐ Gives 2 effective breaths

Cycle 3 of CPR (repeats steps in Cycle 1) ***Only check box if step is successfully performed***

☐ Gives 30 compressions (_____ seconds) ☐ Gives 2 effective breaths

Instructor says, "You have just completed 5 sets of 30 compressions and 2 breaths."

Activates Emergency Response System (911)

☐ Verbalizes the need to leave (or take infant with them) to call 911 and get an AED

(continued)

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Infant CPR
Skills Testing Checklist (2 of 2)

American Heart Association.

Student Name _____ Date of Test _____

(continued)

STOP TEST

Instructor Notes
- Place a check in the box next to each step the student completes successfully.
- If the student does not complete all steps successfully (as indicated by at least 1 blank check box), the student must receive remediation. Make a note here of which skills require remediation (refer to instructor manual for information about remediation).

Test Results Check **PASS** or **NR** to indicate pass or needs remediation:	☐ **PASS**	☐ **NR**

Instructor Initials _____ Instructor Number _____ Date _____

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Infant CPR
Skills Testing Critical Skills Descriptors

1. **Assesses the scene for safety**
   - Scans the scene for safety
2. **Verbalizes that the scene is safe**
3. **Checks for responsiveness by tapping and shouting**
   - Taps the infant's foot and shouts
4. **Shouts for help**
   - The instructor may verbalize and remind the student that if they're alone and don't have a phone and the infant is unresponsive and not breathing, first give 5 sets of 30 compressions and 2 breaths before leaving to call 911 and get an AED if one is nearby.
5. **Checks for no breathing or no normal breathing (only gasping)**
   - Scans from the head to the chest for a minimum of 5 seconds and no more than 10 seconds
6. **Cycle 1: Performs chest compressions**
   - Initiates compressions immediately after recognition of cardiac arrest
   - Correct hand placement
     - Center of the chest, on the lower half of the breastbone, just below the nipple line
   - Compression rate of 100 to 120/min
     - Gives 30 compressions in 15 to 18 seconds
   - Compression depth of at least one third the depth of the chest, or about 1½ inches (4 cm)
     - Use of a commercial feedback device or manikin with feedback recommended
   - Complete chest recoil after each compression
     - Allows the chest to return to its normal position
7. **Cycle 1: Provides 2 breaths with a barrier device**
   - Opens the airway adequately
     - Uses a head tilt–chin lift maneuver
   - Delivers each breath over 1 second
   - Delivers breaths that produce visible chest rise
   - Avoids excessive ventilation
   - Resumes chest compressions in less than 10 seconds
8. **Cycle 2: Performs same steps for compressions and breaths as in Cycle 1**
9. **Cycle 3: Performs same steps for compressions and breaths as in Cycle 1**
10. **Verbalizes the need to leave (or take the infant with them) to call 911 and get an AED**
    - The instructor may verbalize that if someone comes to help, send them to call 911 and get an AED.

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Adult First Aid Skills Testing Checklist

American Heart Association.

Student Name _____ Date of Test _____

Responding to a First Aid Emergency

Workplace Scenario: "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 what you would do next."

School Scenario: "You find a visitor lying on the floor in the office. A phone, a first aid kit, and an AED are on the wall. Demonstrate what you would do next."

Home Scenario: "You find your partner lying on the floor in the kitchen. A phone and a first aid kit are nearby. Demonstrate what you would do next."

- ☐ Verbalizes that the scene is safe
- ☐ Taps and shouts to check responsiveness
  After the student checks for responsiveness, the instructor says, "The person is unresponsive."
- ☐ Shouts for help
- ☐ Sends someone to call 911 and get the first aid kit and AED
- ☐ Checks breathing
  After the student checks for breathing, the instructor says, "The person is breathing normally."
- ☐ Looks for injuries and medical information jewelry
  After the student checks for injuries and medical information jewelry, the instructor says, "The person is not injured, and there is no medical information jewelry."
- ☐ Verbalizes or places person in recovery position
- ☐ Verbalizes that they will stay with the person until EMS arrives

Controlling Bleeding and Bandaging

Workplace Scenario: "Your coworker has cut their forearm on a sharp piece of equipment. There is heavy bleeding from the wound. The scene is safe. You have the first aid kit and are now ready to begin."

School Scenario: "You enter the teacher's lounge and find a coworker has accidentally cut their forearm on a sharp knife. There is heavy bleeding from the wound. The scene is safe. You have the first aid kit and are now ready to begin."

Home Scenario: "Your partner has cut their forearm on a sharp knife. There is heavy bleeding from the wound. The scene is safe. You have the first aid kit and are now ready to begin."

- ☐ Verbalizes that the scene is safe
- ☐ Shouts for help
- ☐ Sends someone to call 911 and get the AED
- ☐ Verbalizes or puts on gloves
- ☐ Applies direct pressure (with 2 hands) on the wound with a clean dressing
  After about 15 seconds, the instructor says, "The bleeding is not stopping."
- ☐ Applies additional dressings and continues to hold direct pressure on the wound
  After another 15 seconds, the instructor says, "The bleeding is now controlled."
- ☐ Applies a bandage to maintain pressure and secure the dressings in place

STOP TEST

Instructor Notes

- Place a check in the box next to each step the student completes successfully.
- If the student does not complete all steps successfully (as indicated by at least 1 blank check box), the student must receive remediation. Make a note here of which skills require remediation (refer to instructor manual for information about remediation).

Test Results Check **PASS** or **NR** to indicate pass or needs remediation:	☐ **PASS**	☐ **NR**

Instructor Initials _____ Instructor Number _____ Date _____

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Adult First Aid
Skills Testing Critical Skills Descriptors

Responding to a First Aid Emergency

1. **Assesses the scene for safety and verbalizes that the scene is safe**
2. **Checks for responsiveness by tapping and shouting**
   - Taps the person's shoulders and shouts, "Hey! Are you OK? Are you OK?"
3. **Shouts for help**
4. **Sends someone to call 911 and get the first aid kit and AED**
5. **Checks for no breathing or no normal breathing (only gasping)**
   - Scans from the head to the chest for a minimum of 5 seconds and no more than 10 seconds
6. **Looks for injuries and medical information jewelry**
   - Scans from head to toe, looking for signs of injury
   - Visually checks for medical information jewelry (wrists and neck)
7. **Verbalizes or places the person in the recovery position**
8. **Verbalizes that they will stay with the person until EMS arrives**

Controlling Bleeding and Bandaging

1. **Assesses the scene for safety and verbalizes that the scene is safe**
2. **Shouts for help**
3. **Sends someone to call 911 and get the AED**
4. **Uses appropriate PPE**
   - Verbalizes or puts gloves on their hands
5. **Applies direct pressure (with 2 hands) on the wound with a clean dressing**
   - Places a clean dressing over the wound
   - Applies direct pressure to the wound with the palm of one hand and places the other hand on top, pressing straight down firmly
   - Keeps their arms straight, with elbows locked
6. **Applies additional dressings and continues to hold direct pressure on the wound**
   - Does not stop applying pressure or remove the first dressing
   - Applies additional dressings on top of the first and presses harder
7. **Applies a bandage over the dressings to maintain pressure and secure the dressings in place**
   - Holds the dressings firmly in place
   - Applies a bandage over the dressings
   - Verbalizes or uses tape or a similar method to bandage and secure the dressings in place

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Pediatric First Aid Skills Testing Checklist

American Heart Association.

Student Name _____ Date of Test _____

Responding to a Pediatric First Aid Emergency

School Scenario: "You find a child lying on the floor in the office. A phone, a first aid kit, and an AED are on the wall. Demonstrate what you would do next."

Community Scenario: "You find a child lying on the ground on the playground. A phone, a first aid kit, and an AED are nearby. Demonstrate what you would do next."

Home Scenario: "You find your child lying on the floor in the kitchen. A phone and a first aid kit are nearby. Demonstrate what you would do next."

- ☐ Verbalizes that the scene is safe
- ☐ Taps and shouts to check responsiveness
  After the student checks for responsiveness, the instructor says, "The child is unresponsive."
- ☐ Shouts for help
- ☐ Sends someone to call 911 and get the first aid kit and AED
- ☐ Checks breathing
  After the student checks for breathing, the instructor says, "The child is breathing normally."
- ☐ Looks for injuries and medical information jewelry
  After the student checks for injuries and medical information jewelry, the instructor says, "The child is not injured, and there is no medical information jewelry."
- ☐ Verbalizes or places child in recovery position
- ☐ Verbalizes that they will stay with the child until EMS arrives

Controlling Bleeding and Bandaging

School Scenario: "You enter the cafeteria and find a child has accidentally cut their forearm on a sharp knife. There is heavy bleeding from the wound. The scene is safe. You have the first aid kit and are now ready to begin."

Community Scenario: "A child has cut their arm on a sharp piece of equipment on the playground. There is heavy bleeding from the wound. The scene is safe. You have the first aid kit and are now ready to begin."

Home Scenario: "Your child has cut their forearm on a sharp knife. There is heavy bleeding from the wound. The scene is safe. You have the first aid kit and are now ready to begin."

- ☐ Verbalizes that the scene is safe
- ☐ Shouts for help
- ☐ Sends someone to call 911 and get the AED
- ☐ Verbalizes or puts on gloves
- ☐ Applies direct pressure (with 2 hands) on the wound with a clean dressing
  After about 15 seconds, the instructor says, "The bleeding is not stopping."
- ☐ Applies additional dressings and continues to hold direct pressure on the wound
  After another 15 seconds, the instructor says, "The bleeding is now controlled."
- ☐ Applies a bandage to maintain pressure and secure the dressings in place

STOP TEST

Instructor Notes

- Place a check in the box next to each step the student completes successfully.
- If the student does not complete all steps successfully (as indicated by at least 1 blank check box), the student must receive remediation. Make a note here of which skills require remediation (refer to instructor manual for information about remediation).

Test Results Check **PASS** or **NR** to indicate pass or needs remediation:	☐ **PASS**	☐ **NR**

Instructor Initials _____ Instructor Number _____ Date _____

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Pediatric First Aid
Skills Testing Critical Skills Descriptors

Responding to a First Aid Emergency

1. **Assesses the scene for safety and verbalizes that the scene is safe**
2. **Checks for responsiveness by tapping and shouting**
   - Taps the child's shoulders and shouts, "Hey! Are you OK? Are you OK?"
3. **Shouts for help**
4. **Sends someone to call 911 and get the first aid kit and AED**
5. **Checks for no breathing or no normal breathing (only gasping)**
   - Scans from the head to the chest for a minimum of 5 seconds and no more than 10 seconds
6. **Looks for injuries and medical information jewelry**
   - Scans from head to toe, looking for signs of injury
   - Visually checks for medical information jewelry (wrists and neck)
7. **Verbalizes or places the child in the recovery position**
8. **Verbalizes that they will stay with the child until EMS arrives**

Controlling Bleeding and Bandaging

1. **Assesses the scene for safety and verbalizes that the scene is safe**
2. **Shouts for help**
3. **Sends someone to call 911 and get the AED**
4. **Uses appropriate PPE**
   - Verbalizes or puts gloves on their hands
5. **Applies direct pressure (with 2 hands) on the wound with a clean dressing**
   - Places a clean dressing over the wound
   - Applies direct pressure to the wound with the palm of one hand and places the other hand on top, pressing straight down firmly
   - Keeps their arms straight, with elbows locked
6. **Applies additional dressings and continues to hold direct pressure on the wound**
   - Does not stop applying pressure or remove the first dressing
   - Applies additional dressings on top of the first and presses harder
7. **Applies a bandage over the dressings to maintain pressure and secure the dressings in place**
   - Holds the dressings firmly in place
   - Applies a bandage over the dressings
   - Verbalizes or uses tape or a similar method to bandage and secure the dressings in place

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