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| 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 53708-8911  Phone: (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.*

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| **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** |
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| **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 the  mechanism 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 |  |  |