

Heartsaver First Aid Online Skills Checklist



Name: _____ Date: _____

Skills Evaluator/Instructor: _____

Skills Evaluator/Instructor note: The following skills demonstrations may be done in any order. Before each skills demonstration remind student to state they are wearing gloves. This will reinforce the importance of gloves.

Head Tilt–Chin Lift

Skills Evaluator/Instructor tells student: “You will demonstrate opening the airway with a head tilt–chin lift.”

Step	Action	☑ 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. Does not press the soft tissues of the neck or under the chin.	
3	Lifts the chin to move the jaw forward.	

Finding the Problem

Skills Evaluator/Instructor tells student: “You will demonstrate helping a victim who is sick or hurt.”

Read scenario: “*You enter your company’s restroom to find a co-worker lying on the floor. What should you do?*”

Step	Action	☑ 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 the victim responds: <ul style="list-style-type: none"> • Taps and shout “Are you okay?” <i>Skills Evaluator/Instructor tells student: “The victim does not move or respond in any way when you tap and shout.”</i>	
5	Opens the airway using the 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 the victim’s nose and mouth, looks toward the chest and looks, listens, and feels for breaths. <i>Skills Evaluator/Instructor tells student: “You feel breaths on your cheek and see the victim’s chest rise.”</i>	
7	Looks for obvious signs of injury, such as bleeding, broken bones, burns, or bites.	
8	Checks for medical identification jewelry (examples, bracelet or necklace). <i>Skills Evaluator/Instructor asks student: “What is the significance of the medical identification?”</i>	

Controlling Bleeding, Treating Shock, and Removing Gloves

Skills Evaluator/Instructor tells student: *"You will demonstrate controlling bleeding, treating shock, and removing gloves."*

Read 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	☑ 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 the 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	<u>Skills Evaluator/Instructor tells student:</u> <i>"The bleeding does not stop."</i> Student states he/she will press harder and add a second dressing to control bleeding.	
	Optional Bandaging Demonstration: Student applies bandage over gauze	
6	Checks for signs of shock.	
7	<u>Skills Evaluator/Instructor tells student:</u> <i>"The victim becomes cold, weak, and dizzy. He does not have pain in his legs or hips."</i> Student helps the victim lie on his back. Student raises and supports victim's legs just above the level of the heart.	
8	Covers the victim to keep the victim warm (use a Mylar blanket if there is one in the first aid kit).	
9	<u>Skills Evaluator/Instructor tells student:</u> <i>"EMS has arrived and takes over the care. You can now remove your gloves."</i> Student removes gloves: <ul style="list-style-type: none"> • Grips one glove on the outside near the cuff and peels down until it comes off inside out. • Cups it with the gloved hand. • Places 2 fingers of the bare hand inside the cuff; peels it down until it comes off inside out with the dirty glove inside. 	
10	Dispose of dirty gloves in biohazard bag.	

Epinephrine Pen

Skills Evaluator/Instructor tells student: *"You will demonstrate using the epinephrine pen."*

Read scenario: *"A co-worker has a bad allergic reaction to seafood. He tells you he has an epinephrine pen in his desk or workstation. He is complaining of shortness of breath and a tight feeling in his throat. What should you do?"*

Step	Action	☑ 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.	

(Continued)

3	Gets the prescribed epinephrine pen.	
4	Skills Evaluator/Instructor tells student: <i>“The victim is unable to give himself the injection and asks you to help.”</i> Student puts on gloves (can be verbalized). Student takes off the safety cap and holds the epinephrine pen in his/her fist, AVOIDING both ends.	
5	Presses the pen firmly against the 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	Skills Evaluator/Instructor asks student: <i>“What will you do with the epinephrine pen after using it?”</i> 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 till help arrives and takes over.	

Choking

Skills Evaluator/Instructor tells student: *“You will demonstrate helping a choking victim.”*

Read 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	☑ if done
1	Asks the victim, “Are you choking?” Skills Evaluator/Instructor tells student: <i>“The victim nods his head that he is choking.”</i>	
2	Kneels or stands behind the 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. <i>(Skills Evaluator/Instructor should tell students NOT to demonstrate thrusts on other students.)</i>	
6	Skills Evaluator/Instructor tells student: <i>“You would give thrusts until object is forced out and the victim can breathe, cough, or talk or until the victim stops responding.”</i>	

Splinting – Optional

Skills Evaluator/Instructor tells student: *“You will demonstrate splinting an injury on a wrist.”*

Step	Action	☑ if done
1	Applies a splint using magazine, other household materials, or splint.	