



The American Red Cross is providing this guidance sheet for instructors to modify their Basic Life Support program so they can conduct an Interim Virtual Skills Training during the COVID-19 crisis. At this time, the Interim Virtual Skills Training is conducted via web conference so that instructors and students are not in the same training room at the same time.

For more information, refer to COVID-19 information on [Red Cross Learning Center](#).

Note

Please check frequently for updates. As the situation evolves, guidelines related to COVID-19 may change based on additional requirements from federal, state and local public health agencies and recommendations from the Red Cross Scientific Advisory Council.

Course Modifications

Course Delivery Method

- You may deliver the Interim Virtual Skills Training for the following programs:
 - » Blended Learning (In-Person Skill Session)
 - » Provisional Certification (In-Person Skill Session)
 - » Instructor-Led Training
- Blended Learning is the preferred method for the Interim Virtual Skills Training program because you are not required to show the videos during the web conference.
- You may deliver the Instructor-Led Training course. However, this method is **not** preferred at this time due to the potential technical challenges related to playing the required videos via web conference. If you elect to conduct the Instructor-Led Training course, you must meet the technical requirements for playing videos as detailed below under “Technical Requirements.”
- During the web conference, you and each student may train at different locations or at the same facility. However, **no** person may be in the same training room at the same time. Training rooms may be reused for subsequent classes after they have been thoroughly cleaned and disinfected.

Course Modifications

Class Size

- The Interim Virtual Skills Training course allows for up to 12 student per instructor.
-

Course Scheduling: Blended Learning

- Students taking the Blended Learning program must complete the online portion before participating in the virtual web conference.
 - You may schedule up to 12 students at a time or schedule a separate time slot for each student. However, you must evaluate each student or team one at a time during **all** skill practices and scenarios. Evaluating more than one student or team at a time via web conference does not allow for adequate observation. Remember, even though students are working in teams, they each must be in a separate training room.
-

Course Scheduling: Instructor-Led Training

- You may schedule up to 12 students at a time or schedule a separate time slot for each student. While the cognitive material (i.e., lecture, video and guided discussions) may be delivered to all 12 students at once, you must evaluate each student or team one at a time during all skill practices and assessment scenarios. Evaluating more than one student or team at a time via web conference does not allow for adequate observation. Remember, even though students are working in teams, they each must be in a separate training room.
- There are two ways to structure the virtual instructor-led training program.
 - » **Single session:** You may conduct the course lesson-by-lesson as outlined in the instructor's manual. In this case, each student or team would wait their turn to participate and be evaluated in the skill practices and scenarios.
 - » **Multiple sessions:** Alternatively, you may first present all of the cognitive lesson material (i.e., lecture, video and guided discussions) in the instructor's manual to the group, then schedule a separate time slot for each student or team so you may conduct skill practices and scenarios one at a time.

Course Modifications

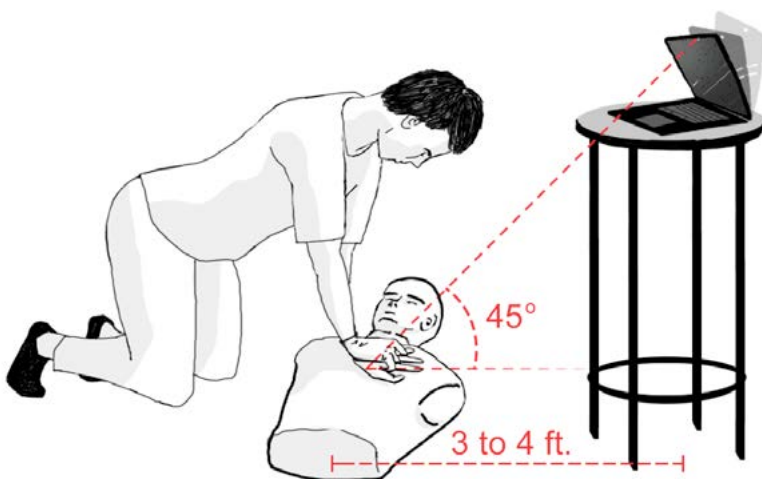
Professionalism

- During the virtual web conference, convey a competent and professional demeanor. Here are five key principles to keep in mind:
 - » Make sure you maintain a professional appearance according to your organization's dress code and policies.
 - » Hold the virtual web conference in a professional or neutral location. Remove items that may be distracting or unprofessional such as clutter, posters and photos, clothes, piles of boxes, food and beverages.
 - » Lights, camera and sound are important. For optimal lighting, place your primary light source behind your camera. This way, the light and the camera point in the same direction. Adjust your camera angle and look straight ahead into the camera so you can make eye contact with the students. Make sure you are close enough to your microphone so the students can hear you talking. Minimize distracting background noises (e.g., animals, family members, appliances, television) and mute your line while others are talking.
 - » Refer to your Instructor's Manual and other course materials to manage time, stay organized and convey accurate and concise information. Keep a pen and notebook handy to jot down some notes with as little visual disruption as possible.
 - » Call in early so you are set up and prepared. You may want to ask students to call in early too, so you can assist them with any technical issues.

Course Modifications

Technical Requirements

- Ensure that you and the students have a camera-enabled device and high-speed internet **before the start of class**.
- Select and install a web-conference tool **before the start of class**.
 - » Web conferencing tools should facilitate audio calls, video conferencing, screen sharing and live chatting.
 - » Consider the security features you will need such as user authentication, permissions and confidential attendee list.
 - » Consider the mobile needs of your students. Some web conferencing tools offer a mobile app for easy access to video meetings from a mobile device or tablet. Others allow students to call in from mobile devices (audio-only) or join meetings from a mobile-friendly web link.
 - » If you are delivering the Instructor-Led Training program, the web conferencing tool must be able to play course videos at high quality so the students can view the videos without disruption. Your web conference tool must support simultaneous playback of video and audio. You and your students must have sufficient bandwidth to support video playback. The recommended bandwidth speed is 150 mb/s.
 - » Top web-conference tools include Microsoft Teams, WebEx and Zoom.
- Test your device, bandwidth and setup; do a practice run and get feedback **before the start of class**.
- Send the students the appropriate web tool link so they can download and test the tool **before the start of class**.
- The instructor and the students must be able to see and hear one another throughout class.
- If at any time video or audio is poor or lost and unable to be resolved, class should be canceled and rescheduled.
- Sound and camera positioning should allow the instructor to adequately assess all required elements of the skills throughout all skill practices and scenarios.



- » Recommended distance is 3 to 4 feet between camera and manikin.
- » Recommended camera angle is roughly 45 degrees.
- » Distance and angle of camera may change depending on student and skill being performed.

Course Modifications

Training Equipment Use

- Every instructor and student must have their own manikin, AED trainer, pocket mask, BVM and other reusable equipment (e.g., CPR boards, step stools, timing devices, mats, hospital beds and bed linens)
 - » For CPR-related skill practices and assessment scenarios, the students must have a feedback device that provides real-time audio and/or visual feedback on adequacy of compression rate and depth (e.g., clicker, lights, etc.). The feedback device can be integrated into the CPR manikin or serve as an accessory to the manikin. A feedback device that can also measure ventilation adequacy, hand position, recoil, and chest compression fraction is preferred but not required at this time.
 - » To minimize the amount of equipment needed, conduct all BLS skill practices and scenarios on the ground, if possible.
- Every student and instructor must have their own disposable equipment. Use of manikin lungs with a filter and one-way valve is preferred.
- You or your designated facility manager should ensure that each student has all the required training equipment **before the start of class**.
 - » If necessary, make arrangements with the students or your designated facility manager to obtain the training equipment.

Training Equipment Decontamination and Disposal

- After each class, mark the manikin and other training devices as dirty and then properly clean and disinfect manikins as soon as possible. Once cleaned and disinfected, mark the manikin as clean.
- Students should dispose of all disposable training equipment as appropriate.
- Students may keep their pocket masks for future use, but you should encourage them to dispose of the one-way-valve after each use.
- If you provided individual students with equipment for use at home or a remote location, ask them to:
 - » Dispose of their gloves.
 - » Wipe down the manikin, AED trainer, BVM and other reusable equipment with a household disinfectant.
 - » Place the manikin back in the bag so you can pick up and decontaminate it before the next class.
- Please review **Manikin Decontamination and Use and SAC COVID-19 Instructor Information** on the Red Cross Learning Center.

Course Modifications

Reducing Risk of Disease Transmission

- These general guidelines may need to be modified depending on where you or the students are training. For example, if a student is training at home, they may not need to screen for signs of illness 24 hours prior to class or wear face coverings. However, if they are training at a worksite or healthcare facility, they may need to follow additional facility-specific policies related to minimizing the risk for exposure to COVID-19.
- Explain to students in pre-class communications (e.g., letters, emails, registration) that they should not attend class and they should reschedule their training if they have been ill or have any signs of illness within 24 hours prior to the class (cough, shortness of breath or difficulty breathing, fever, chills, muscle pain, sore throat or new loss of taste or smell).
- At the start of every class, encourage students who have had any signs of illness within 24 hours of the class to reschedule for a future class.
- Instructors and students must wear cloth face coverings, which may include masks, during class and while in the facility. When giving ventilations, students should briefly lower their masks without touching the front of it. Immediately after giving ventilations, they should put the mask back on.
- Instructors and students must perform hand hygiene using soap and water for at least 20 seconds. If soap and water are not available, use an alcohol-based hand sanitizer that contains at least 60% alcohol. At a minimum, hand hygiene should be performed at the following times:
 - » Beginning and end of class
 - » Before and after meals and snacks
 - » Before and after skill practice sessions (hand hygiene should be done before putting on gloves and after removing them)
- Every student must wear gloves during all skill practices and scenarios.
- Every student must use a pocket mask or BVM when giving ventilations.
- Instructors and students should cough or sneeze into a tissue or elbow.
- Instructors and students should avoid touching their eyes, nose and mouth.
- Instructors, facility managers and/or students should disinfect high touch surfaces such as doorknobs, switches, handles, counters and other surfaces.

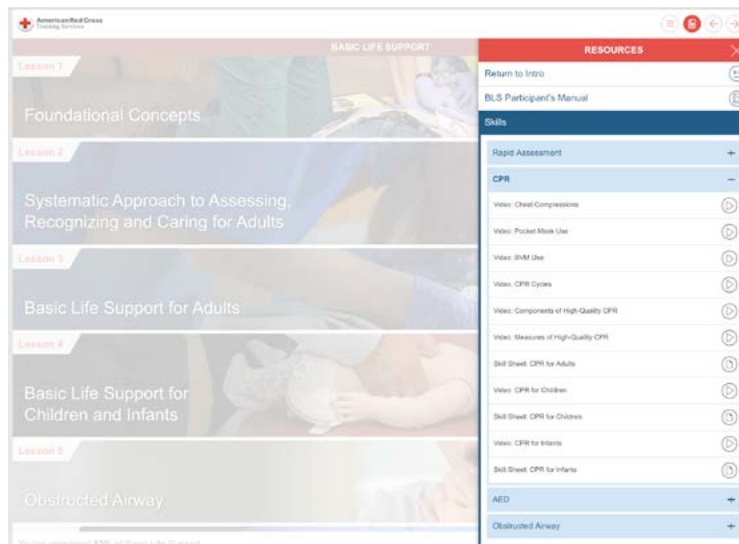
Course Modifications

Lectures, Guided Discussions and Q&A Activities

- Encourage students to participate in these course activities by calling out or messaging questions and responses.
-

Course Videos: Blended Learning

- Do **not** play the blended learning course videos during the web conference. Instead, explain to students in pre-class communication to review the following videos 24-48 hours before the start of class:
 - » Chest Compressions
 - » Pocket Mask Use
 - » Single-Provider CPR for Adults
 - » BVM Use
 - » Multiple-Provider CPR for Adults
 - » Bill Goodman
 - » Single-Provider CPR for Infants
 - » Multiple-Provider CPR for Infants
 - » Theo James” (optional)
 - » Olivia Martin
 - » Obstructed Airway Care for Responsive Adults and Children
 - » Obstructed Airway Care for Responsive Infants
- Students can locate these videos in the resource section of their Blended Learning Online Session.



- Ask students if they have any questions about the videos before conducting the skill practices and scenarios.

Course Modifications

Course Videos: Instructor-Led Training Course

- Instructors are required to use the videos during the Instructor-Led Training course, because they contain important information about key concepts and skills to help ensure the program objectives are met.
 - » The videos must be played in such a way that all students can view the video and hear the audio without disruption. See “Technical Requirements” above.
 - » If you cannot meet these technical requirements, you cannot conduct the Instructor-Led Training course.

Single-Provider Skill Practices

- During the Chest Compressions, Pocket Mask Use, Single-Provider CPR for Adults, BVM Use, One-hand Technique for Children (optional) and Single-Provider CPR for Infants skill practices:
 - » Evaluate each student one at a time.
 - » For BVM Use skill practice, one student should operate the BVM (i.e., they should seal the mask with one hand and give ventilations with the other). However, emphasize that two-provider BVM is ideal and must be practiced when state and local authorities allow.
 - » Verbally provide corrective feedback and/or demonstrate on your own manikin as needed.
- During the Obstructed Airway: Responsive Adult or Child skill practice:
 - » Demonstrate and review the **modified skill steps** on the Skill Practice: Obstructed Airway Adult or Child course presentation slide.
 - » The students must practice back blows and abdominal thrusts on themselves.
 - » Evaluate each student one at a time.
 - » Verbally provide corrective feedback and/or demonstrate on your own manikin as needed.
- During the Obstructed Airway: Responsive Infant skill practice:
 - » Evaluate each student one at a time:
 - » Verbally provide corrective feedback and/or demonstrate on your own manikin as needed.

Course Modifications

Multiple-Provider Skill Practices and Practice Scenarios

- During the Rapid Assessment for Adult practice scenario and the Multiple-Provider CPR for Adults and Multiple-Provider CPR for Infants skill practices:
 - » Select **2** students at a time to participate in the scenario. Alternatively, you can play the role of Provider 2.
 - » One participant will be the team leader (i.e., Provider 1). They will perform the rapid assessment and/or compressions.
 - » The other participant will be the team member (i.e., Provider 2). They will verbalize getting additional resources and the AED or manage the airway and provide ventilations.
 - » Then, they will switch roles.
- During BLS for Adults, BLS for Children (optional) and BLS for Infants practice scenarios; and BLS for Adults with CCF Calculation challenge (optional)
 - » Select **3** students at a time to participate
 - » Ensure that you can adequately observe and evaluate all three students, who are in separate locations, via web conference. If you cannot do so or you are training only one student, you must play the role of the other two participants (i.e., Provider 2 and Provider 3).
 - » Ensure that each student has all the necessary equipment so they can coordinate actions.
 - » Each student should perform their given role (i.e., performing compressions, maintaining the airway and providing ventilations, or operating the AED) on their own manikin and with their own equipment.
 - » To help facilitate the team response and communication while working on separate manikins, students should verbalize when there is a handoff of action to the next student. For example, the compressor should say, “28, 29, 30. Begin ventilations.”
 - » The students on the team should perform the scenario **3** times so that each participant has an opportunity to practice each role, before you move onto the next team.
 - » Encourage students to participate in the debriefing activity by calling out or messaging questions and responses.

Testing Scenarios

- When conducting the BLS for Adults, BLS for Children (optional) and BLS for Infants testing scenarios, follow the guidelines above for working in teams of **3**.
 - » If you cannot easily observe and evaluate all three students via web conference or you are training only one student, follow the instructions for assessing an individual participant found on the Skill Competency Checklist of the testing scenarios (Appendix E).

Course Modifications

Final Written Exam: Instructor-Led Training Course

- When administering the final written exam for the Instructor-Led Training course:
 - » Read the exam questions aloud to the students while monitoring them via the web conference.
 - » At the end of the exam, ask students to email their responses to exam questions so you can grade it.
 - » Do not alter the exam content in any way.
 - » Do not email exams to students.

Review and Challenge Courses

- Instructor-to-student ratio for the Challenge Course: **1:1**.
- During the Review Course and the Challenge Course, implement the Interim Virtual Skills Training program modifications noted above when conducting all skill practices and scenarios.