



The American Red Cross is providing this guidance sheet for instructors to modify their First Aid/CPR/AED programs so they can conduct the 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 a room 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.

PART 1
General Program 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 Mission Replay 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 program, 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 students after the equipment and high touch surfaces have been thoroughly cleaned and disinfected.

Class Size

- The Interim Virtual Skills Training course allows for up to 10 students per instructor.
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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 10 students at a time or schedule a separate time slot for each student. However, you must evaluate each student one at a time during **all** Mission Practices and Learning Assessments. Evaluating more than one student at a time via web conference does not allow for adequate observation. Remember, even though students may be scheduled for the same web conference, they each must be in a separate training room.
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Course Scheduling: Instructor-Led Training

- You may schedule up to 10 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 10 students at once, you must evaluate each student one at a time during all skill practices and assessment scenarios. Evaluating more than one student at a time via web conference does not allow for adequate observation.
- There are two ways to structure the Interim Virtual Skills Training for the period of instructor-led training:
 - » **Single session:** You may conduct the course lesson-by-lesson as outlined in the instructor's manual. In this case, each student would wait their turn to participate and be evaluated in the skill practices and assessment 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 so you may conduct skill practices and assessment scenarios one at a time.
- Remember, even though students may be scheduled for the same web conference, they each must be in a separate training room.

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.

Technical Requirements

- Ensure that you and the students have a camera-enabled device and high-speed internet for optimal learning and smooth course delivery **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 assessment 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.

Training Equipment Use

- Student-to-manikin/AED ratio is **1:1**.
 - » Every instructor and student must have their own manikin and AED trainer.
 - » 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.
 - » If a student does not have an AED trainer, they cannot be certified in AED use.
- 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.
- If you provided individual students with equipment for use at home or a remote location, ask them to:
 - » Dispose of their gloves, face shields, gauze and bandage.
 - » Wipe down the manikin and AED trainer with a household disinfectant.
 - » Place the manikin and AED trainer back in the bag so you can pick up and decontaminate them before the next class.
- Please review **Manikin Decontamination and Use and SAC COVID-19 Instructor Information** on the Red Cross Learning Center.

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 rescue breaths, students should briefly lower their face covering without touching the front of it. Immediately after giving rescue breaths, they should put the face covering 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 assessment scenarios.
- Every student must use a breathing barrier when giving rescue breaths.
- 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.

Mission Replay Videos

- Do not play the Mission Replay videos during the web conference. Instead, explain to students in a pre-class communication to review all the course videos 24 to 48 hours before the start of the web conference. Students can locate the videos on the student video page on the Red Cross Learning Center. Ask students if they have any questions about the videos before conducting the skill practices and evaluations. You may use the Course Presentation as a visual aid when answering student questions.
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SECTION B Introduction

- Verify the names of participants on the class roster and confirm proof of online session completion.
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SECTION B Adult CPR/ AED

- Do not show the video segment, “Frozen Farms Parking Lot.” Instead, review the key points on the **Adult CPR/AED Mission Replay** course presentation slide.
 - During the Adult CPR/AED Mission Practice and Learning Assessment:
 - » Evaluate each student one at a time.
 - » Verbally provide corrective feedback and/or demonstrate on your own manikin as needed.
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SECTION B Adult Choking

- Do not show the video segment, “Edison Elementary Teacher’s Lounge.” If necessary, you may use the **Adult Choking Mission Replay** course presentation slide as a visual aid when answering student questions.
 - During the Adult Choking Mission Practice and Learning Assessment:
 - » Demonstrate and review the **modified skill steps** on the **Caring for a Choking Adult or Child Skill Chart** 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.
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SECTION B Controlling Bleeding

- Do not show the video segment, “Frozen Farms Café.” If necessary, you may use the **Controlling Bleeding Mission Replay** course presentation slide as a visual aid when answering student questions.
- Demonstrate and review the **modified skill steps** on the **Using Direct Pressure to Control External Bleeding Skill Chart** course presentation slide.
- During the Controlling Bleeding Learning Assessment:
 - » The student must practice direct pressure and bandaging on their own arm or leg.
 - » The student should verbalize checking the person.
 - » Evaluate each student one at a time.
 - » Verbally provide corrective feedback and/or demonstrate on your own manikin as needed.

SECTION B
Child CPR/AED

- When conducting an adult and pediatric CPR/AED skill session, choose either the adult or child mission for the CPR/AED skill. Due to the similarities between adult and child CPR/AED, participants do not need to complete both adult and child missions.
- Do not show the video segment, “ChemvIRONMENT Plant Tour.” If necessary, you may use the **Child CPR/AED Mission Replay** course presentation slide as a visual aid when answering student questions.
- During the Child CPR/AED Mission Practice and Learning Assessment, verbally provide corrective feedback and/or demonstrate on your own manikin and AED as needed.

SECTION B
Infant CPR/AED

- Do not show the video segment, “Nancy’s Daytime Daycare Playground.” If necessary, you may use the **Infant CPR/AED Mission Replay** course presentation slide as a visual aid when answering student questions.
- During the Infant CPR/AED Mission Practice and Learning Assessment:
 - » Evaluate each student one at a time.
 - » Verbally provide corrective feedback and/or demonstrate on your own manikin as needed.

SECTION B
Child Choking

- Do not show the video segment, “Edison Elementary School Cafeteria.” If necessary, you may use the **Child Choking Mission Replay** course presentation slide as a visual aid when answering student questions.
- During the Child Choking Mission Practice and Learning Assessment:
 - » 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.

SECTION B
Infant Choking

- Do not show the video segment, “Chester’s Seafood Shanty Dinner.” If necessary, you may use the **Infant Choking Mission Replay** course presentation slide as a visual aid when answering student questions.
- During the Infant Choking Mission Practice and Learning Assessment:
 - » Evaluate each student one at a time.
 - » Verbally provide corrective feedback and/or demonstrate on your own manikin as needed.

LESSON 1
Before Giving Care
and Checking an Ill
or Injured Person

- Ask each student to tell you their name so you can print their names on the *Course Record Addendum*.
- Conduct the activity, “Scene Size-Up and Initial Impression,” as a guided discussion. The students should call out or message answers. Show the photo cards on the course presentation.
- To demonstrate the recovery position, show the students the photo on the course presentation and explain how to put a person in the recovery position.
- During the “Checking a Responsive Person” skill practice:
 - » The students should practice the head-to-toe check on a manikin.
 - » Evaluate each student one at a time.
 - » Verbally provide corrective feedback and/or demonstrate on your own manikin as needed.
- If you are conducting a single session, teach all lesson topics to the group. However, if you are conducting multiple sessions, teach the lesson topics as follows.
 - » Group session:
 - » Introduction to the Course
 - » What is Your Role in an Emergency?
 - » Emergency Action Steps
 - » Lowering the Risk for Infection
 - » Checking a Responsive Person (excluding the videos and skill practice)
 - » Checking an Injured or Ill Person Who Appears to Be Unresponsive
 - » Individual skill sessions:
 - » Checking a Responsive Person (show video and conduct the skill practice)
 - » Lesson Wrap-Up

LESSON 2
Cardiac
Emergencies

- During the “Giving CPR” skill practices and the assessment scenarios:
 - » Evaluate each student one at a time.
 - » Verbally provide corrective feedback and/or demonstrate on your own manikin as needed.
- If you are conducting a single session, teach all lesson topics to the group. However, if you are conducting multiple sessions, teach the lesson topics as follows.
 - » Group session:
 - » Heart Attack
 - » Cardiac Arrest and the Cardiac Chain of Survival
 - » Individual skill sessions:
 - » Giving CPR
 - » Lesson Wrap-Up

LESSON 3
Using an AED

- If you are conducting the AED-only course, ask each student to tell you their name so you can print their names on the *Course Record Addendum*.
- Conduct the activity, “AED—Fact or Fiction?” as a guided discussion. The students should call out or message answers.
- During the “Using an AED” skill practices and the assessment scenarios:
 - » Each student should perform the scenario as if they are the only trained responder. First, they should give CPR. Then, when you give the prompt that the AED has arrived, they should switch to operating the AED and immediately resume CPR after the shock has been delivered.
 - » Evaluate each student one at a time.
 - » Verbally provide corrective feedback and/or demonstrate on your own manikin and AED as needed.
- If you are conducting a single session, teach all lesson topics to the group. However, if you are conducting multiple sessions, teach the lesson topics as follows.
 - » Group session:
 - » Introduction to the Course (AED-only course)
 - » Review of Cardiac Emergencies, The Cardiac Chain of Survival and CPR (AED-only course)
 - » AED Basics
 - » Individual skill sessions:
 - » Using and AED
 - » Lesson Wrap-Up

LESSON 4
Choking

- Demonstrate and review the **modified skill steps** on the **Caring for a Choking Adult or Child Skill Chart** course presentation slide.
 - » During the “Caring for Choking” skill practices and the assessment scenarios:
 - » 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 yourself as needed.
- Add last main bullet: If you are conducting a single session, teach all lesson topics to the group. However, if you are conducting multiple sessions, each the topics as follows.
 - » Group session:
 - » Introduction to Choking
 - » Recognizing Choking
 - » Individual skill sessions:
 - » Caring for Choking
 - » Lesson Wrap-Up

LESSON 5
Sudden Illness

- Conduct the activity, “FAST Check,” as a guided discussion. You should play the role of the person having a stroke and the students should call out or message FAST Check questions.
- Whether you are conducting a single session or multiple sessions, teach all lesson topics to the group.

LESSON 6
Injuries

- Demonstrate and review the **modified skill steps** on the **Using Direct Pressure to Control External Bleeding Skill Chart** course presentation slide.
- During the “External Bleeding” skill practice and assessment scenario:
 - » The students must practice direct pressure and bandaging on their own arm or leg.
 - » During the assessment scenario, the students should verbalize the SAMPLE interview questions and the steps of the head-to-toe check.
 - » Evaluate each student one at a time.
 - » Verbally provide corrective feedback and/or demonstrate on yourself as needed.
- Conduct the activity, “Burns—Fact or Fiction?” as a guided discussion. The students should call out or message answers.
- If you are conducting a single session, teach all lesson topics to the group. However, if you are conducting multiple sessions, teach these lesson topics as follows.
 - » Group session:
 - » Bleeding (excluding the direct pressure videos and skill practice)
 - » Burns
 - » Muscle, Bone and Joint Injuries
 - » Head, Neck and Spinal Injuries
 - » Individual skill sessions:
 - » Bleeding (show the direct pressure video and conduct the skill practice)
 - » Lesson Wrap-Up

LESSON 7
Environmental
Injuries

- Conduct the activities, “Heat-Related Illnesses—Fact or Fiction?” and “Frostbite—Fact or Fiction?” as guided discussions. The students should call out or message answers.
- Conduct the activity, “Environmental Emergencies Jeopardy,” as an individual or group activity with the following modifications:
 - » Individual Activity: Ask each student all questions and have them call out or message the answers.
 - » Group Activity: Pick two students at a time to compete. Ask the students to call out or message their answers. The first student to respond wins the round.
- Whether you are conducting a single session or multiple sessions, teach all lesson topics to the group.

LESSON 8

Conclusion

- Conduct the activity, “First Aid Game of Chance,” as an individual or group activity with the following modifications:
 - » Individual Activity: Ask each student two questions from each category and have them call out or message answers.
 - » Group Activity:
 - » Pick two students at a time to compete. Ask the students to call out or message their answers. The first student to respond wins the round.
 - » Roll the die for each student.
 - » If a student wants help and asks another teammate to be a “lifeline,” the teammate should offer their best answer by calling out or messaging the answer.
 - » Change Category 3, “Show Me How,” to “Tell Me How.” Students should describe rather than demonstrate their answers in this category.
 - » Do not ask questions from Category 4 “Sequence the Steps,” which requires students to order steps on index cards. If a 4 is rolled, change it to “Instructor Wild Card.”
- If you are administering the final written exam:
 - » 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.
- Whether you are conducting a single session or multiple sessions, teach all lesson topics to the group.

Overview

- 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 assessment scenarios.