



The American Red Cross is providing this guidance sheet for instructors to modify their CPR/AED for Professional Rescuers 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 a room together.

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)
 - » Instructor-Led Training
- The Interim Virtual Skills Training is **highly** recommended for Blended Learning programs in which you are **not** required to show the videos during the web conference.
- You may deliver the Instructor-Led Training course. However, we do not recommend doing so at this time due to the potential technical challenges related to playing the required videos. 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 has been designed for 1 to 12 students per instructor.
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Evaluating Students: Blended Learning

- 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.
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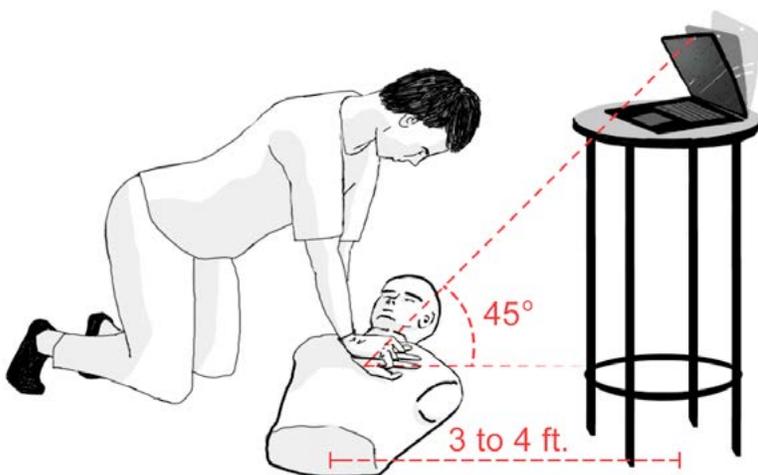
Evaluating Students: Instructor-Led Training

- 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 scenarios. Evaluating more than one student or team at a time via web conference does not allow for adequate observation.
- 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

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 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 CPR-related skill practices and scenarios on the ground, if possible.
- Every student and instructor must have their own disposable equipment (e.g., gloves, lung bags).
- 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

- You or your designated facility manager should thoroughly clean and disinfect all manikins, AED trainers, BVMs and other reusable equipment **immediately after class**.
- 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.
 - » 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 (fever, cough, breathing difficulties/shortness of breath or other symptoms).
- 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 **immediately after class**.

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.
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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:
 - » Standard Precautions
 - » Primary Assessment
 - » Giving Ventilations—Adult, Child and Infant
 - » Using a Bag-Valve-Mask Resuscitator—Two Rescuers
 - » Conscious Choking—Adult and Child
 - » Conscious Choking—Infant
 - » Heart Attack and Cardiac Chain of Survival
 - » CPR—Adult and Child
 - » CPR—Infant
 - » Two Rescuer CPR—Adult and Child
 - » Two Rescuer CPR—Infant
 - » CPR—Obstructed Airway
 - » Using an AED
 - » Using an AED—CPR in Progress
 - » Putting It All Together: Multiple-Rescuer Response
- Students can locate the videos in the 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.
 - Choose the watch-then-practice method for skill practices when relevant.
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One-Rescuer Skill Practices

- One-Rescuer Skill Practices include:
 - » Removing Disposable Gloves
 - » Performing a Primary Assessment—Infant
 - » Giving Ventilations—Adult and Child
 - » Giving Ventilations—Infant
 - » Giving Ventilations Using a Bag-Valve-Mask—Two Rescuers
 - » One-Rescuer CPR—Adult and Child
 - » One-Rescuer CPR—Infant
 - » Using an AED
 - » Conscious Choking—Adult and Child
 - » Conscious Choking—Infant
 - » CPR with Airway Obstruction—Adult and Child
 - » CPR with Airway Obstruction—Infant
- During these skill practices:
 - » Evaluate each student one at a time. They should **not** partner when indicated in the instructor’s manual.
 - » Verbally provide corrective feedback and/or demonstrate on your own manikin as needed.
 - » For BVM skill practice, one student should operate the BVM (i.e., they should seal the mask with one hand and give ventilations with the other).
 - » For the Conscious Choking—Adult and Child and CPR with Airway Obstruction—Adult and Child skill practices:
 - » 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.

Course Modifications

Two-Rescuer and Multiple Rescuer Skill Practices and Scenarios

- During the Performing a Primary Assessment—Adult and Child, Two-Rescuer CPR—Adult and Child and Two-Rescuer CPR—Infant skill practices:
 - » Select **2** students at a time to participate and assign roles. Alternatively, you can play the role of Rescuer 2.
 - » One student will be the team leader (i.e., Rescuer 1). They will perform the primary assessment and/or compressions.
 - » The other student will be the team member (i.e., Rescuer 2). They will verbalize getting additional resources and the AED or manage the airway and provide ventilations.
 - » Then, they will switch roles.
- During the Recovery Position skill practice, the student should verbalize the skill steps to their partner.
- During Putting It All Together: Multiple-Rescuer Response Scenario 1 and Putting It All Together: Multiple-Rescuer Response Scenario 2:
 - » Select **3** students at a time to participate and assign roles. For virtual skill training, the number of students is reduced from 4 to 3 because only one student will operate the BVM (i.e., they should seal the mask with one hand and give ventilations with the other).
 - » 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 students (i.e., Rescuer 2 and Rescuer 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.”
 - » Each student should have the opportunity to practice in at least two different roles.
 - » Encourage students to participate in the debriefing activity by calling out or messaging questions and responses.

Final Scenario

- When conducting the Multiple-Rescuer Response Scenario, 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.

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.