CSA 1a: Basic Life Support - Infant

Competency Statement: Demonstrate the knowledge and skills required to perform Basic Life Support on an Infant (< 1 year)

Instructional Strategies: Learning module, demonstration / observation and supervised practise on manikins

Name: _____ **Date:** _____

Organisation: _____ **Work Unit:** _____

This clinical assessment is to be completed following review of the Basic Life Support information.

Element One – Assess for danger		
Performance Criteria	Achieved	Learning Need Identified
1.1 Checks area for danger to themselves, victim & others 1.2 Removes any hazards 1.3 Approaches victim safely 1.4 States infection control considerations when delivering first aid and CPR		
Element Two – Assesses responsiveness		
Performance Criteria	Achieved	Learning Need Identified
2.1 Uses verbal and tactile stimuli to rouse, specific for an infant 2.2 Considers disabilities when stimulating		
Element Three – Activates Resuscitation procedure by Sending for help		
Performance Criteria	Achieved	Learning Need Identified
3.1 Raises alarm using appropriate method 3.2 Sends others to seek assistance *(when possible)* 3.3 Checks the time resuscitation commences *(not mandatory)*		
Element Four – Clears / establishes a patent airway		
Performance Criteria	Achieved	Learning Need Identified
4.1 If the airway is obstructed, turns victim on side, clears mouth and nostrils 4.2 Performs finger sweep to level of front gums/teeth 4.3 Demonstrates removal of foreign objects using back blow method 4.4 Opens airway – places infant's head in a neutral position with jaw supported 4.5 List three (3) causes of airway obstruction		

Element Five – Assesses for breathing		
Performance Criteria	Achieved	Learning Need Identified
5.1 Maintains appropriate head position (neutral position) 5.2 Assesses for breathing 5.2.1 Looks for movement of chest and upper abdomen 5.2.2 Listens for escape of air from nose and mouth 5.2.3 Feels for movement of chest and upper abdomen		

Element Six – Administers chest compressions		
Performance Criteria	Achieved	Learning Need Identified
6.1 Locates correct site for external cardiac compressions 6.2 Administers compressions at correct rate and depth 6.3 Uses 2 fingers or 2 thumb technique to administer chest compressions 6.4 Administers compressions and breaths at correct ratio for both 1 or 2 rescuers, i.e. at a ratio of 30 compressions to 2 breaths [30 : 2] 6.5 States when the rescuer performing compressions should change with another person, i.e. after delivering 5 cycles of [30 : 2] or 2 minutes 6.6 Demonstrates advanced CPR for 2 healthcare rescuers (victim not intubated) at correct ratio, i.e. at a rate of 15 compressions to 2 breaths [15 : 2]		

Element Seven – Ceasing CPR		
Performance Criteria	Achieved	Learning Need Identified
7.1 States the accepted reasons for ceasing CPR once commenced		

Reference: *ANZCOR Guidelines (January 2016), ILCOR Guidelines (2015).*

Competency Achieved: YES ❑ NO ❑

Comments _____

_____

Assessor's Signature _____ **Assessor's Name** _____
(Please Print)

Assessee's Signature _____

CSA 1b: Basic Life Support - Child

Competency Statement: Demonstrate the knowledge and skills required to perform Basic Life Support on a child (1 – 8 years)

Instructional Strategies: Learning module, demonstration / observation and supervised practise on manikins

Name: _____ **Date:** _____

Organisation: _____ **Work Unit:** _____

This clinical assessment is to be completed following review of the Basic Life Support information.

Element One – Assess for danger		
Performance Criteria	Achieved	Learning Need Identified
1.1 Checks area for danger to themselves, victim & others 1.2 Removes any hazards 1.3 Approaches victim safely 1.4 States infection control considerations when delivering first aid and CPR		
Element Two – Assesses responsiveness		
Performance Criteria	Achieved	Learning Need Identified
2.1 Uses verbal and tactile stimuli to rouse, specific for a child 2.2 Considers disabilities when stimulating		
Element Three – Activates Resuscitation procedure by Sending for help		
Performance Criteria	Achieved	Learning Need Identified
3.1 Raises alarm using appropriate method 3.2 Sends others to seek assistance *(when possible)* 3.3 Checks the time resuscitation commences *(not mandatory)*		
Element Four – Clears / establishes a patent airway		
Performance Criteria	Achieved	Learning Need Identified
4.1 If the airway is obstructed, turns victim on side, clears mouth 4.2 Performs finger sweep to level of front teeth 4.3 Demonstrates removal of foreign objects using back blow method 4.4 Opens the airway by applying head tilt and chin lift manoeuvre 4.5 List three (3) causes of airway obstruction		

Element Five – Assesses for breathing		
Performance Criteria	Achieved	Learning Need Identified
5.1 Maintains appropriate backward head tilt and jaw support 5.2 Assesses for breathing 5.2.1 Looks for movement of chest and upper abdomen 5.2.2 Listens for escape of air from nose and mouth 5.2.3 Feels for movement of chest and upper abdomen		
Element Six – Administers chest compressions		
Performance Criteria	Achieved	Learning Need Identified
6.1 Locates correct site for external cardiac compressions 6.2 Administers compressions at correct rate and depth 6.3 Maintains vertical position above victim and maintains straight arm/arms 6.4 Administers compressions and breaths at correct ratio for both 1 or 2 rescuers, i.e. at a ratio of 30 compressions to 2 breaths [30 : 2] 6.5 States when the rescuer performing compressions should change with another person, i.e. after delivering 5 cycles of [30 : 2] or 2 minutes 6.6 Demonstrates advanced CPR for 2 healthcare rescuers (victim not intubated) at correct ratio, i.e. at a rate of 15 compressions to 2 breaths [15 : 2]		
Element Seven – Ceasing CPR		
Performance Criteria	Achieved	Learning Need Identified
7.1 States the accepted reasons for ceasing CPR once commenced		

Reference: *ANZCOR Guidelines (January 2016), ILCOR Guidelines (2015).*

Competency Achieved: YES ❑ NO ❑

Comments _____

_____

Assessor's Signature _____ **Assessor's Name** _____
(Please Print)

Assessee's Signature _____

CSA 2: Basic & Advanced Airway Management (Paediatric)

Competency Statement: Demonstrate the knowledge and skills required to perform basic and advanced airway management
Instructional Strategies: Learning module, demonstration / observation, supervised practise on manikins

Name: _____ **Date:** _____

Organisation: _____ **Work Unit:** _____

This clinical assessment is to be completed following review of Airway Management information.

Element One - Establishes a patent airway

Performance Criteria	Achieved	Learning Need Identified
1.1 Demonstrates correct head positioning to establish a patent airway. 1.2 Demonstrates correct sizing and insertion technique for oropharyngeal airway. 1.2.1 Sizes from centre of mouth (incisors if present) to angle of the mandible 1.2.2 Correctly inserts airway into the oropharynx by sliding over the tongue 1.3 Demonstrates correct sizing and insertion technique for nasopharyngeal airway. 1.3.1 Sized from tip of nose to tragus of the ear 1.3.2 Inserts airway using a twisting motion bevel end first along the base of the nostril until flange touches nare		

Element Two – Demonstrates use of airway adjuncts

Performance Criteria	Achieved	Learning Need Identified
2.1 Demonstrates correct use of bag-valve-mask to ventilate manikin. 2.1.1 Prepares equipment and checks operation 2.1.2 States O_2 turned to 15 Lpm or turned full on 2.1.3 Performs effective ventilation 2.1.4 States amount of ventilation delivered is sufficient to make chest rise and fall 2.1.5 Identifies complications associated with hyperventilation (i.e. introduction of air into stomach, ↑ intrathoracic pressures, ↓ venous return) 2.2 Maintains effective seal around mask. 2.3 Maintains jaw support.		

Element Three – Demonstrates insertion of LMA

Performance Criteria	Achieved	Learning Need Identified
3.1 Prepares equipment. ▪ Suction ▪ Appropriate sized laryngeal mask airway (LMA) ▪ Syringe ▪ Lubricant *(water-soluble)* ▪ Stethoscope – to confirm tube placement 3.2 Identifies correct size of LMA to be inserted 3.3 Deflates cuff of LMA and lubricates upper surface. 3.4 Demonstrates correct insertion technique for LMA. 3.5 Recommences oxygenation of victim. 3.6 Assesses LMA placement. (i.e. observes for bilateral chest expansion; auscultates both lungs) 3.7 Demonstrates ventilation via LMA.		

Element Four - Intubation

Performance Criteria	Achieved	Learning Need Identified
4.1 Prepares suction and intubation equipment. ▪ Laryngoscope & approp. blade with light source ▪ Appropriate sized endotracheal tube (ETT) ▪ Syringe – 10 mL & Lubricant *(water-soluble)* ▪ Stethoscope & tape to secure ▪ End Tidal CO_2 detection device *(if available)* 4.2 Identifies correct size of ETT to be inserted. 4.3 Lubricates tube if requested. 4.4 Correctly passes laryngoscope to operator. 4.5 Discusses application of cricoid pressure. 4.6 States when cricoid pressure should not be performed. ▪ Response: If there is swelling of the front of the neck from recent trauma or if the victim is actively vomiting 4.7 Correctly passes ETT to operator (operator inserts ETT) 4.8 Inflates cuff (if present) using air-filled syringe if instructed by operator 4.9 Recommences oxygenation of victim. 4.10 Assesses ETT placement. ▪ Observes for bilateral chest expansion ▪ Auscultates both lungs over the bases and over epigastrium ▪ Attaches end-tidal carbon dioxide (CO_2) monitor *(if available)* 4.11 Determines depth of ETT insertion by reading centimetre markings on tube. 4.12 Secures ETT using tape available. 4.13 Demonstrates ventilation via ETT. 4.14 Documents depth of ETT insertion stating reading obtained at gums or at teeth. 4.15 States reasons for noting ETT position. ▪ To detect ETT movement/displacement 4.16 States chest x-ray is required for final verification of tube placement. 4.17 States intubation procedure to result in minimal interruption to CPR. 4.18 Describes the complications associated with endotracheal intubation. (i.e. hypoxia; malposition; trauma; haemodynamic compromise)		

Reference: *ANZCOR Guidelines (January 2016), ILCOR Guidelines (2015).*

Competency Achieved: YES ❑ NO ❑

Comments _____

_____

Assessor's Signature _____ **Assessor's Name** _____
(Please Print)

Assessee's Signature _____

CSA 3: Clinical Scenario: Cardiac Arrest Management (Paediatric)

Competency Statement: Demonstrate the knowledge and skills required to manage a cardiac arrest scenario
Instructional Strategies: Learning module, demonstration / observation, supervised practise on manikins

Name: _____ **Date:** _____

Organisation: _____ **Work Unit:** _____

This clinical assessment is to be completed following review of the Cardiac Arrest Clinical Management information.

Element One – Team member role identification

Performance Criteria	Achieved	Learning Need Identified
1.1 Clearly identifies team leader's role. 1.1.1 Undertakes clinical management of the resuscitation 1.1.2 States name on arrival and identifies from ALS response team 1.2 Directs team in correct sequence of events. 1.2.1 Gives clear directions 1.2.2 Co-ordinates personnel and delegates duties 1.2.3 Projects a calm, positive manner 1.3 Maintains safety specific to the arrest procedure. 1.3.1 Maintains electrical safety 1.3.2 Disposes of sharps appropriately 1.3.3 Uses standard precautions → personal protective equipment (PPE) appropriately 1.4 Outlines implementation of appropriate biohazard procedures as appropriate		

Element Two – Recognition of required algorithm for specific scenario

Performance Criteria	Achieved	Learning Need Identified
2.1 Recognises and demonstrates appropriate management for the selected scenario (see over): 2.1.1 Ventricular Fibrillation 2.1.2 Pulseless Ventricular Tachycardia 2.1.3 Asystole 2.1.4 PEA 2.2 Recognises additional common rhythms and demonstrates appropriate management (e.g. SR, SB, ST, SVT). 2.3 For each rhythm change and identification, performs patient assessment prior to instigating treatment (systematic patient assessment)		

Element Three – Management of Arrest procedure

Performance Criteria	Achieved	Learning Need Identified
3.1 Briefly assesses rhythm (& pulse taking no > 5 seconds) prior to treatment/ defibrillation. 3.2 Identifies correct joules required for defibrillation (4J/kg BW). 3.3 Ensures continuation of CPR between all procedures, with minimal interruption. 3.4 Ensures appropriate basic and advanced airway management is implemented correctly.		

Element Three – Management of Arrest procedure (continued)		
Performance Criteria	Achieved	Learning Need Identified
3.5 Identifies the correct dose, route, actions and indications for the following drugs: 3.5.1 Adrenaline 3.5.2 Amiodarone, Lignocaine 3.5.3 Calcium, Magnesium, Potassium 3.5.4 Sodium Bicarbonate 3.6 States a 'flush' is required after each drug given. 3.7 States maintenance of CPR required to obtain circulation of drug.		
Element Four – Post Resuscitation Care		
Performance Criteria	Achieved	Learning Need Identified
4.1 Ensures adequate airway maintenance and oxygenation. 4.2 Identifies appropriate observations → pulse, respirations, BP, body T^o, SpO_2, neuro. 4.3 Identifies appropriate investigations and procedures → BGL, CXR, FBC, Electrolytes, ABGs (as required). 4.4 States the required post-resuscitation care measures to be instigated for the patient. 4.4.1 Airway management & ventilation 4.4.2 Monitoring → rhythm & perfusion 4.4.3 Seizure Control → monitor for seizure activity 4.4.4 Blood Glucose Control → avoid hypoglycaemia and hyperglycaemia 4.4.5 Targeted Temperature Management → avoid hyperthermia, discusses TTM 4.5 States care required for family → support family members, answer questions, clarify information and offer comfort. 4.6 States components of Critical Incident debriefing for staff. 4.6.1 Promotes positive aspects of the response system, the team and the resuscitation 4.6.2 Allow team members to discuss the arrest 4.6.3 Encourage team members to share feelings or anxieties 4.6.4 Inform team members they can contact the team leader with questions or seek clarification of any points		

Reference: *ANZCOR Guidelines (January 2016), ILCOR Guidelines (2015).*

Clinical Scenario....as selected from "Clinical Scenario History & Assessment" set:

Scenario 1: _____

Scenario 2: _____

Competency Achieved: YES ❑ NO ❑

Comments _____

_____

_____

Assessor's Signature _____ **Assessor's Name** _____
(Please Print)

Assessee's Signature _____