



# First Aid

## Program Standards

2025

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# Welcome

**The Canadian Red Cross has committed to reviewing the National First Aid Program Standards annually to support quality delivery in the field. Any changes to this document will be distributed in writing by the Canadian Red Cross.**

These standards, guidelines, and best practices were developed for Instructional Personnel, Training Partners, and staff of the Canadian Red Cross to use and follow. The first section includes the delivery standards for all learner-level First Aid and CPR/AED courses; the second section contains the requirements for the Instructor development programs that support the learner-level courses.

The standards included in this document are supported and informed by the *First Aid, Resuscitation, and Education Guidelines: 2020 Clinical and Education Updates for Canada*. The standards meet the decisions agreed upon by the national training agencies for first aid techniques. As a Red Cross instructional personnel or Training Partner, you are required to set up your classroom and deliver the content using the standards and guidelines laid out in this document.

Some procedures, such as AED, differ in certain provinces/territories or jurisdictions due to legislation requirements. These geographic legislation requirements are indicated on [myrc.redcross.ca](http://myrc.redcross.ca). If you are unsure of the current standard for your area, please contact the Canadian Red Cross.

## First Aid Educational Philosophy of the Canadian Red Cross

Injury reduction is complex. It requires a collaborative approach involving stakeholders from across diverse communities and disciplines. Within the Red Cross movement, we focus on improving the lives of vulnerable people by mobilizing and harnessing the power of humanity. Helping people understand how injuries can happen and the strategies to reduce them, combined with education on the latest First Aid skills and knowledge, has been shown to increase confidence and ultimately increase people's ability and willingness to act in an emergency.

First Aid as a practise should attempt to *prevent further suffering, protect life and promote recovery*. First aid training should support people and communities to care for others whether or not they are certified First Aiders, and provide individuals with the confidence to:

- Recognize illness or injury
- Provide care
- Recognize personal limitations and to access more advanced care

To properly transfer knowledge and increase confidence, we need to focus the curriculum on the learner's needs and interests. The *safe, enjoyable, meaningful, co-operative* aspects of our learning environments create a supportive environment for people to build on their

understanding of first aid behaviours and confidence. Self-confidence will influence intention and behavior to respond. Each learning activity should offer opportunities to build the individual's confidence or drill a particular skill to raise self-efficacy. As the 20<sup>th</sup> century American adult education expert Eduard Lindeman indicates, adults have a deep need to be self-directing and experience offers the richest source for adult learning. Red Cross is committed to developing our Instructors in a way that supports a learner-centred approach to training.

Our approach to help our students learn how to approach ill or injured people is to simplify assessment as much as possible. We use the process: Prepare — Check — Call — Care as the foundation of First Aid. We build in these steps throughout all of our First Aid programs.

- Prepare – learning what someone could do to prevent all aspects of a particular illness or injury.
- Check – refers to who and what to check. It's also about checking and confirming the safety of the situation.
- Call – making sure that people call or ask for assistance.
- Care – learning the tips/steps/interventions to assist someone in need.

## Evidence-Based Practice

First aid must be taught using up-to-date, evidence-based guidelines and best practices. A copy of the *First Aid, Resuscitation, and Education Guidelines: 2020 Clinical and Education Updates for Canada* can be found [here](#).

First Aid Education programs are supported by evidence-based guidelines and in Canada this critical work is supported by the international first aid, resuscitation, and education guidelines—co-authored by clinical and education specialists from the Canadian Red Cross and over 50 National Red Cross and Red Crescent Societies within the International Federation of Red Cross and Red Crescent Societies (IFRC). These guidelines provide industry-specific expertise designed to support meaningful learning for millions of people around the world.

The Red Cross is recognized as a global leader in first aid. It is a common area of focus for all 192 National Societies, which train over 20 million people combined every year. Each country delivers first aid training differently—from the basic programming delivered in communities to training professional responders and everything in between. In many countries, the Red Cross or Red Crescent also provides paramedic-level response for the general public. What sets the Red Cross apart from other program providers is our investment in enhancing evidence-based first aid education globally. We not only contribute to the science on the various techniques, we also contribute to the educational science on how to teach them.

As a national and global leader, we have a responsibility to ensure the training we offer to learners is current, credible, and built on evidence-based or evidence-informed research and practices.

Each day the Canadian Red Cross responds to health inequities, social emergencies, and natural disasters. Often overlooked within health systems, first aid education is uniquely positioned to build resiliency—equipping communities/individuals with knowledge, skills, and attitudes to address emergencies of acute illness and injury. We achieve this through creation and delivery of innovative learning interventions which build learner confidence, increase likelihood to act, and ease pressure on our health systems while reducing health disparities.

The *Canadian Guidelines on First Aid, Resuscitation, and Education* pulls together the international and national expertise into a Canadian context, which, as with any country, is unique and diverse. There are unique environmental factors to consider, and the learners' cultural and socioeconomic backgrounds may influence their confidence and ability to complete online learning. The Canadian context has many facets. Culturally, Canada benefits from Indigenous populations and those who immigrated in the past and present. Each culture brings their own lens to first aid education. Canada has one of the world's largest land masses, surrounded by oceans, with inland bodies of water and large expanses of land where the population is limited. We spoke with experts in a variety of areas, including disaster, conflict, remote, and public health emergencies (e.g., pandemic), to ensure our guidelines are inclusive of the various learning needs of Canadians in as many realities as possible.

The focus of the guidelines is on how we teach people and the clinical skills included in our programs. How we educate people in first aid matters. We focus on each audience's needs for

learning because evidence shows the way we teach things makes a difference in an individual's propensity for action in emergency situations which ultimately creates safer communities.

## Process to Develop the Guidelines

National first aid guidelines have been developed by Red Cross and Red Crescent national Societies for more than 100 years. For more than 20 years, several Red Cross and Red Crescent national societies have had evidence-based processes and published guidelines based on the same. In 2011, the IFRC published its first evidence-based guidelines based on the Red Cross and Red Crescent national societies' experiences.

Work on the 2020 version began in 2016—identifying subject matters experts, determining the list of topics to address, identifying evidence reviews, cataloguing existing evidence-based processes, and working together to review new clinical and education science.

The guidelines have been developed based on the principles of Evidence-Based Practice, represented in Figure 1.



Figure 1. Approach for the development of an evidence-based guideline. In one step, the best available scientific evidence is collected through database searching for scientific studies. Next, practical experience and preferences of the target group (first aid providers and ill or injured persons to receive first aid) are integrated when formulating recommendations.

The worksheet for each topic in the Guidelines was generated through collaboration between members of the clinical and education sub-committees, with adequate opportunity for input and review by both teams to best meet the needs of our stakeholders. After the content was established, editors reviewed and revised the entire worksheet in conjunction with other stakeholders in order to ensure common, simple language was used.

## Conducting Research Within CRC Programs

The Canadian Red Cross deeply values and depends on the evidence base that supports our programs, both locally and with the global community of Red Cross / Red Crescent around the world. Please note that written approval is required should you wish to conduct research which connects to the programs offered by the Canadian Red Cross. This may include, but is not limited to, the use of Canadian Red Cross' learning interventions or tools of any kind (e.g.,

courses, workshops, products, online content or resources, etc.), learner data (learners/instructional personnel – both current, past and potential), or the use of Canadian Red Cross leaders/facilitators/instructors (trainers).

Those who have an interest in exploring research are able to submit their idea for consideration. To have your request considered please contact the First Aid Program at [FAeducation@redcross.ca](mailto:FAeducation@redcross.ca). Your details will not be shared with external audiences without your permission. Your letter of intent must include the following details:

- Project overview
  - Title of the research
  - Intent – why is this project needed? What/who are the subject(s) of the research?
  - Where/when/how will the research take place? Is it primary or secondary research? Who else will be involved?
  - How will the results of this research be applied and shared once complete? What are the potential benefits of the research?
  - Which institution's Research Ethics Board will be reviewing (or has reviewed) this research, if any?
- Contact information
- Any disclosures

Opportunities can include (but are not limited to) collaboration or support from the Canadian Council for First Aid Education and/or Program Development team.

## Delivery Methods

CRC engages learners using two methods, facilitated and self-directed learning.

### Facilitated

Facilitated learning is led by an Instructor or Leader whose role is to help learners connect new knowledge with experiences; they support learners to develop and apply knowledge and skills. It is hosted synchronously, where the group learns as a cohort. Learners can interact with one another and receive feedback from their peers or facilitator. The facilitator sets the pace.

Facilitated learning can include:

- Instructor or Leader-led sessions (in-person or virtually).
- Blended learning (see more below).

### In-person vs. Virtual Facilitation

While in-person facilitation occurs in a shared physical space, virtual facilitation connects learners using a shared digital space. Whether facilitated in person or virtually, Red Cross courses stand out for their focus on collaboration—both approaches require intentionally using instructional techniques to engage learners.

Virtual facilitation differs from a virtual presentation. Learners are not passive— in a learner-centred classroom (be it in person or virtual) they need to engage with the facilitator and their

peers to create meaning, leading to a deeper understanding of the content. Sometimes, learners will engage virtually with each other via video, or they could participate in scheduled modules explored on the Canadian Red Cross learning management system where they access resources and activities or connect using discussion boards. Facilitated virtual learning is different from a webinar (a presentation conducted virtually).

## **Self-Directed**

Self-directed learning is when learners manage their own learning journey to develop and apply knowledge and skills. It is often asynchronous—the activity is self-paced and independent, and the learner is not part of a cohort. Learners can request support from the Canadian Red Cross, but a dedicated facilitator is not assigned to guide their progress or set the pace.

Self-directed learning can include:

- Engaging with an app or e-learning course.
- Engaging with the Canadian Red Cross's public education messaging hosted on social platforms like YouTube or TikTok.
- Independent activities completed outside of a facilitated learning environment (not part of a course's teaching time) that are intended to complement facilitated learning—for example, activity workbooks, readings, and pre-course assignments.

## **Blended Learning**

Blended learning is a learning path that combines facilitated learning (in-person or virtual) with self-directed learning using resources developed by the Canadian Red Cross. The self-directed component can be hosted in digital (such as an e-learning course or app) and non-digital formats. This approach uses the facilitated learning segment to focus on skill development and applying theory, while the self-directed component is focused on gaining knowledge.

# Platform Considerations for Virtual Facilitation

At this time, Canadian Red Cross is not endorsing a specific platform. Platforms used must meet the requirements below.

Minimum Requirements	Optional
<ul style="list-style-type: none"><li>• Breakout rooms</li><li>• Live video/audio for each learner (with host controls) which you can see in a gallery view layout</li><li>• Active speaker mode so that learners can't talk over one another</li><li>• Screen sharing ability</li><li>• Ability to annotate on a shared screen/whiteboard</li><li>• A chat function (group and private)</li><li>• Ability to label each video so you can tell the learners apart</li><li>• Compatible across multiple device types</li></ul>	<ul style="list-style-type: none"><li>• Indicators the learner can click on to alert the facilitator to their needs (raise your hand, thumbs up, slow down, I need a break, etc...).</li><li>• Polling/question function</li><li>• Ability to adjust camera (zoom in/out to see skills more clearly)</li><li>• A space to share digital assets live (e.g. activity sheets) with the group</li></ul>

## Digital Learning (synchronous and asynchronous)

Virtual learning is different from **digital learning**. Digital learning can be split into two categories, both of which can be hosted within apps, on a learning management system (LMS), etc.:

- **Facilitated/synchronous:** Using this method, learners are exploring the same content; however, they may not be engaging live with one another as you would via video. For example: weekly modules which are explored on a learning management system. This approach may include a mix of self-guided activities (e.g. readings) mixed with instructor-led activities (e.g. presentation) and group activities (e.g. group discussion via threads or message boards) to create the full learning experience. Learners are able to interact with one another and receive feedback from their peers or facilitator. The pace is set by the facilitator.
- **Self-guided/asynchronous:** Using this method, learners are participating in self-guided learning activities. The sessions are self-paced, and the learner is not part of a "class": this is an independent experience. Learners would request feedback or help as needed via the learning platform, but a facilitator is not working with them to offer support as the learning intervention progresses. This approach may include an online course where the learner experience is automated and the learner is required to complete a variety of activities through a learning management system.

## Red Cross First Aid App

- The official First Aid App of the International Federation of Red Cross and Red Crescent Societies (IFRC) includes content based on the latest international First Aid and CPR guidelines. The Red Cross First Aid App is not a replacement for training. However, this is an ideal tool to use in the classroom and to recommend as a post-course resource. The App can also be used to help refresh learners on elements of the training post-course and the quizzes can be used for self-reflection or comprehension. **Visit [www.redcross.ca/apps](http://www.redcross.ca/apps) to download the free app.**

## Geographic Limitations (Domestic Boundaries)

Programming can only be made available to learners residing in Canada out of respect for other National Societies and our agreement with the International Federation of Red Cross and Red Crescent Societies.

# Program Delivery Standards

## Time

### Overall Length for Learner Level Courses (Hours per Day)

Classroom face-to-face sessions shall not exceed 10 consecutive hours in length or any combination of hours which exceed 10 hours, within a 24-hour period. This shall include required learner breaks (e.g. washroom, lunch, refreshment).

This supports a learning environment in which learners can reasonably retain the skills and knowledge taught within the session.

Where applicable, Instructors and Training Partners shall refer to the virtual facilitation guides and course pages on virtual facilitation for best practices and program delivery standards related to virtual facilitation.

### Timeframe to Complete a Course

The flexible design of the first aid courses offered by the Canadian Red Cross allows Instructors to customize the course schedule in order to meet the needs of the learners. Depending on the length of a course, it may be scheduled to take place in a single session, or it may be split over multiple sessions. Courses split over multiple sessions may take place on sequential days (several days in a row) or over non-sequential days. The intent of the “timeframe to complete” is to ensure any course is completed within a reasonable amount of time and the learnings of one session can be effectively linked to the next session in the series. This timeframe is intended to support consistent outcomes as various influencers could impact both the Instructor and learners.

#### **Core First Aid, Wilderness First Aid, Remote First Aid and CPR (Classroom) Courses:**

Shall be completed within 30 days from date of commencement of the course including completion of the knowledge evaluation.

#### **Professional Responder and Wilderness First Responder (Initial Courses):**

Shall be completed within six months including completion of the practical and knowledge evaluations.

**Note:** Professional Responder departments/organizations may contact [FAEducation@redcross.ca](mailto:FAEducation@redcross.ca) for options to accommodate internal training delivery should the standard format hinder program delivery.

## Teaching Hours (Refers to Instructor/Learner Face-to-Face Time)

**Teaching hours** refers to time spent on learning activities applicable to the course content. Teaching hours consist of skill demonstration activities and theory instruction. During these activities, the Instructor must be actively supervising learners and be able to interact with learners. **Teaching Hours** does not include time spent on course administration, breaks, knowledge evaluations, or any other non-learning-related elements. The teaching hours are listed for each course (under [Courses](#)) indicate **minimum** teaching time. This may be extended for optional modules, to meet audience-specific needs or legislative requirements, or to ensure learners are meeting the standards.

**Course learners may be required to complete all, or portions of, an additional assignment at the discretion of the Instructor/Instructor Trainer. This CRC content may be assigned as an additional assignment to enhance learning. These additional learning activities do not reduce the established teaching hours.**

## Skills Hours

**Skills hours** refers to time learners spend demonstrating skills.

## Course Content

Instructors must teach current CRC course content. Instructors must avoid using acronyms, terms or language not presented by the CRC in the course being delivered.

CRC Prevention and Safety Programs are regularly reviewed and updated. In the event of a change to a program, changes will be communicated with Instructors, Training Partners, and Instructor Development Centres. The program changes may be shared via a program update module which is mandatory to complete for anyone wishing to continue to teach the level of training.

Completion of a program update differs from a recertification course, as the focus of an update is to share new course content, introduce revised materials, and outline program delivery requirements.

## Learning Objectives and Required Competencies

**Learning objectives** are high-level goals that encompass all of the required competencies within each lesson.

**Required competencies** indicate which level of understanding learners must achieve in their program to successfully meet the requirements of the CRC training course.

The competency levels are:

**Awareness (A):** Upon successful completion of the CRC training course, the first aider has access to information resources and can reference the resources applicable to the identified topic.

**Knowledge (K):** Upon successful completion of the CRC training course, the first aider understands the topic, remembers key concepts, and shares information when prompted. Knowledge is demonstrated through, but is not limited to written or oral evaluation, visual recall, and discussion.

**Skill (S):** Upon successful completion of the CRC training course, the first aider is able to demonstrate care steps appropriate to the illness or injury. Skill is demonstrated through, but is not limited to presentations, scenarios, and role play.

**Not Required (N):** The identified topic is not required in the training course.

\*CRC Learning Objectives and Competency Requirements can be referred to in the *Instructor Guide – First Aid & CPR*.

\*Instructors are required to use progress logs during their classes to track and confirm that learners are demonstrating the required competencies for successful course completion. This ensures consistency in the evaluation process and helps maintain high standards across all training sessions. Instructors leading practical skill evaluations must keep sufficient records to validate and defend their certification decisions.

## Use of Unauthorized Materials

Instructional personnel must use only the learner materials, handouts (including but not limited to knowledge evaluations and skill sheets), videos, and slide presentations developed and produced by the CRC for the Canadian Red Cross First Aid Program. Resources from other print or digital sources such as YouTube are not permitted to be used in the classroom. Instructional personnel are permitted to develop activities and other learning tools for use in the classroom. These tools must accurately reflect the content of the appropriate program. Any tools developed are for classroom use only and cannot be used as post-course take-home materials.

## Copyright Ownership and Control

All Red Cross materials and resources are copyrighted. Copyright statements appear on all teaching resources and other training documents.

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# Ratios & Equipment

## Instructor to Learner Ratios

Instructor to learner ratios are based on certified Instructional personnel only. The presence of an Instructor Candidate in the classroom does not extend ratios.

## Teaching Aids to Learner Ratios

### Youth First Aid Courses (In-Class Delivery)

\*See course pages on virtual delivery modifications for Stay Safe! and Babysitting for additional information on teaching aids and learner ratios.

<b>Stay Safe! Course</b>	(Up to 30 learners per Youth Leader)
Blankets	1:3
Triangular Bandages	5:2
Latex-Free Gloves	1:1
Epinephrine Auto-Injector Trainer	1:10
Asthma Inhaler Trainer	1:10
Asthma Spacer	1:10
Sample First Aid Kit	1
FA Kit (for in-class emergencies)	1

<b>Babysitting Course</b>	(Up to 30 learners per Youth Leader)
Adult or Child Manikins (do not need to be ventilating)	1:3
Baby Manikins (do not need to be ventilating)	1:3
Blankets	1:3
Triangular Bandages	5:2
Latex-Free Gloves	1:1
Epinephrine Auto-Injector Trainer	1:10
Asthma Inhaler Trainer	1:10
Asthma Spacer	1:10
Sample First Aid Kit	1
First Aid Kit (for in-class emergencies)	1
Dolls (suitable for demonstration of personal care—diapering, feeding, burping, dressing)	1:3
Bottles with Nipples	1:3
Diapers	1:3
Baby Wipes (disposable or reusable)	1:3
Feeding Bib	1:3
Feeding Spoon	1:3
Receiving Blanket	1:3
Clothing for Doll (various forms: sleepers, diaper shirts, pants, shirts, socks, etc.)	1:3

## First Aid & CPR Courses

	(Up to 18 learners per Instructor)
Adult Manikins	1:2
Baby Manikins	1:2
AED Trainers	1:2
Blankets	1:3
Triangular Bandages	5:2
Commercial Tourniquets	1:4
Pocket Resuscitation Mask (new or decontaminated) with single-use, one-way valve and Latex-free gloves	1:1

<b>Remote First Aid – General Equipment</b>	(Up to 12 learners per Instructor)
Adult Manikins	1:2
Baby Manikins	1:2
AED Trainers	1:2
Blankets	1:3
Triangular Bandages	5:2
Commercial Tourniquets	1:3
Pocket Resuscitation Mask (new or decontaminated) with single-use one-way valve and Latex-free gloves	1:1
Wilderness and Remote First Aid Kit	1:4

<b>Wilderness First Aid – General Equipment</b>	(Up to 12 learners per instructor)
Adult Manikins	1:3
Infant Manikins	1:3
AED or SAED Trainers	1:3
Blankets	3:4
Latex-Free Exam Gloves (S, M, L, XL)	Minimum 2 full boxes per size per class session
Assortment of various helmets found in an outdoor working or recreational environment	1:3
Obstetrics Kit	1:4
Wilderness and Remote First Aid Kit	1:4
<b>Wilderness First Responder – General Equipment</b>	(Up to 12 learners per instructor)
Adult Manikins	1:3
Infant Manikins	1:3
AED or SAED Trainers	1:3
Blankets	3:4
N-95 masks	1:1
Stethoscope	1:1
Spine boards/long boards c/w strapping	2 per class
Clamshells/scoop c/w strapping	2 per class
Latex-Free Exam Gloves (S, M, L, XL)	Minimum 2 full boxes per size per class session
Hot Packs	Minimum 3:4 for hypothermia
Safety Glasses	1:1, Learner to provide

Airway Training Manikin (must be able to accept Oropharyngeal Airway [OPA] and Nasopharyngeal Airway [NPA])	1:12
Basket Stretcher	1 per class
Assortment of various helmets found in an outdoor working or recreational environment	1:3
Birthing Manikin	1 per class
Obstetrics Kit	1:4

**Note:** The Wilderness First Responder equipment listed above is a minimum for a class of 12. In some jurisdictions there may be **additional competencies** that have to be taught, which requires equipment not listed above. It is the responsibility of the Training Partner to know the requirements for the jurisdiction in which they are offering the Wilderness First Responder course, and to ensure any additional equipment is made available to the students.

Below are some examples of additional equipment that may be required but not listed above.

- Traction Splint
- Pliable splint 1:3
- Glucometer equipment
- Entonox c/w regulator, hose and bite sticks or mask
- Naloxone training supplies

<b>Marine Advanced First Aid – General Equipment</b>	(Up to 12 learners per instructor)
Adult Manikins	1:2
AED or SAED Trainers	1:2
Blankets	2–3:4
N-95 masks	1:1
Spine boards/long boards c/w strapping	2 per class
Clamshells/scoop c/w strapping	2 per class
Latex-Free Exam Gloves (S, M, L, XL)	Minimum 2 full boxes per size per class session
Hot Packs	Instructor's discretion
Safety Glasses	1:1
Assorted Helmets	Min 1 full face helmet

## Professional Responder Courses

The equipment listed below with required numbers is a minimum for a class of 12. In some jurisdictions there may be additional competencies that must be taught, which requires equipment not listed below. It is the responsibility of the Training Partner to know the requirements in the jurisdiction in which they are offering the course and ensure any additional equipment is made available to the students. For example, traction splints, hose and bite sticks or masks, and/or naloxone training supplies may be required in some jurisdictions.

Oxygen Therapy Training Equipment	(Up to 12 learners per Instructor)
Adult Bag-Valve-Mask w/O2 res	1:3
Child Bag-Valve-Mask w/O2 res	1:3
Infant Bag-Valve-Mask w/O2 res	1:3
Pocket Resuscitation Mask (new or decontaminated) with single-use, one-way valve and O2 port	1:1
Oxygen Unit (incl. regulator, carry device, O2 cylinder (full), wrench)	1:2
Adult Standard O2 Face mask c/w tubing	1:1
Child Standard O2 Face mask c/w tubing	1:1
Adult Non-Rebreather O2 Face Mask c/w tubing	1:1
Nasal Cannula	1:1
Pulse Oximeter	1:2

**Note:** The 1 to 1 ratio listed above is to allow each student to have their own oxygen mask to prevent cross-contamination when practising in the classroom.

<b>Airway Management Training Equipment</b>	(Up to 12 learners per Instructor)
Sets of Oropharyngeal Airways	1:3
Sets of Nasopharyngeal Airways c/w lubricant	1:3
Manual or Electronic Suction units	1:3
Supraglottic Airway	1:3
Latex-Free Exam Gloves (S, M, L, XL)	Minimum 1 box of each size per class

<b>BLS Course Training Equipment</b>	(Up to 12 learners per Instructor)
Adult Manikins	1:3
Baby Manikins	1:3
AED or SAED Trainers	1:3
Adult Bag-Valve-Mask w/02 res	1:3
Child Bag-Valve-Mask w/02 res	1:3
Infant Bag-Valve-Mask w/02 res	1:3
Pocket Resuscitation Mask (new or decontaminated) with single use, one-way valve and O2 outlet	1:1
Latex-Free Exam Gloves (S, M, L, XL)	Minimum 1 box of each size per class
CPR Feedback Devices (recommended)	1:3

<b>First Responder – General Equipment</b>	(Up to 12 learners per instructor)
Adult Manikins	1:3
Infant Manikins	1:3
AED or SAED Trainers	1:3
Blankets	2-3:4
N-95 masks	1:1
Stethoscope	1:1
Spine boards/long boards c/w strapping	2 per class
Clamshells/scoop c/w strapping	2 per class
Latex-Free Exam Gloves (S, M, L, XL)	Minimum 2 full boxes per size per class session
Hot Packs	Instructor's discretion
Safety Glasses	1:1
Airway Training Manikin (must be able to accept Oropharyngeal Airway (OPA) and Nasopharyngeal Airway (NPA))	1:12
Basket Stretcher	1:12
Assorted Helmets	Minimum 1 full face motorcycle helmet
Obstetrics Kit	1:3

<b>Emergency Medical Responder – General Equipment</b>	(Up to 12 learners per instructor)
Adult Manikins	1:3
Infant Manikins	1:3
AED or SAED Trainers	1:3
Blankets	2–3:4
N-95 masks	1:1
Stethoscope	1:1
Spine boards/long boards c/w strapping	2 per class
Clamshells/scoop c/w strapping	2 per class
Latex-Free Exam Gloves (S, M, L, XL)	Minimum 2 full boxes per size per class session
Hot Packs	Instructor's discretion
Safety Glasses	1:1
Airway Training Manikin (must be able to accept Oropharyngeal Airway [OPA] and Nasopharyngeal Airway [NPA])	1:12
Basket Stretcher	1 per class
Assorted Helmets	Minimum 1 full face motorcycle helmet
Birthing Manikin	1 per class
IV Bags	1:3
Drip Sets	1:3
Obstetrics Kit	1:3

**Note:** The equipment listed above is a minimum for a class of 12. In some jurisdictions there may be **additional competencies** that have to be taught, which requires equipment not listed above. It is the responsibility of the Training Partner to know the

requirements for the jurisdiction in which they are offering the EMR course, and to ensure any additional equipment is made available to the students.

Below are some examples of additional equipment that may be required but not listed above.

- Traction Splint
- Glucometer equipment
- Entonox c/w regulator, hose and bite sticks or mask
- Naloxone training supplies

## Equipment Kits

**Note:** Training Partners are responsible for ensuring that any damaged or soiled equipment is replaced during the course. Training Partners must also ensure that there are enough full oxygen cylinders available throughout the course to accommodate the application of oxygen administration when required.

### Wilderness and Remote First Aid Kit (1 Kit per 4 Students)

- Pair of tweezers (1)
- Syringe (1)
- Triangular bandages (4)
- Non-sterile 4X4 gauze (10)
- Roll of non-allergenic tape (1)
- Assorted bandages
- Box of small mints (for mock medication)
- Pair of scissors (able to cut through clothing) (1)
- Roller gauze (2)
- Pocket mask (1)
- Space blanket (1)
- Tube of icing sugar (1)
- SOAP Note
- Sharpie marker (1)

### **Professional Responder Kit (1 Kit per 3 Students)**

- Adult BVM c/w tubing (1)
- Set of OPAs (1)
- Set of NPAs c/w lubricant (1)
- Pelvic Wrap (1)
- Burn Dressings (various sizes)
- Abdominal Dressings (2)
- Pressure Dressings (1)
- Tensor Bandages (1)
- Roller Gauze (2)
- Cold Pack (1)
- Sterile Gauze (4)
- Non-stick sterile dressings (4)
- Trauma Dressings (1)
- Tourniquet (1)
- Elastic straps (2)
- Pen light (1)
- Glucose (2)
- Tongue depressors (2)
- Epinephrine Auto-Injector Trainer (1)
- Metered Dose Inhaler Trainer (1)
- Mouldable Splint (2)
- Pocket Mask (1)
- Assorted wound closures (6)
- Adult Blood Pressure Cuff (1)
- Child Cuff (1)
- Extra Large Bladder (1)
- Triangular Bandages (2)
- Non-allergenic tape (1)
- Thermometer (1)
- Pulse Oximeter (1)
- Scissors (1)
- Saline (rinse wounds) (4-15ml or equivalent)
- Suction (manual or electronic) (1)
- Roller Gauze (2)
- Non-Sterile dressings (10)
- Antiseptic Towelettes (4)
- Clipboard with Patient care records/ SOAP note (1)

### **Oxygen Kit (1 Kit per 4 Students)**

- E or D size oxygen cylinders (must be able to flow oxygen) (1)
- Regulator (1)
- Non-rebreather adult mask c/w tubing (1)
- Regular adult face mask c/w tubing (1)
- Nasal Cannula (1)
- Pediatric face mask c/w tubing (1)

### **Hard Collar Kit (1 Kit per 4 Students)**

- Adult Adjustable Hard Collars (2)
- Pediatric Hard Collars (1)
- Adhesive Tape (1)
- Adult Commercial Head immobilization device (jurisdiction appropriate) (1)
- Pediatric Commercial Head immobilization device (jurisdiction appropriate) (1)
- Splint – rigid, mouldable (1)
- Foam spacers (1)

**Pediatric Kit (1 Kit per 4 Students)**

- Child BVM c/w tubing (1)
- Infant BVM c/w tubing (1)
- Child and Infant OPAs (1 of each)
- Tongue depressor (2)
- Obstetrics kit (1)

# Teaching Aids: Definitions

## Gloves

Gloves are a critical component to personal safety and the prevention of disease transmission. According to the *International First Aid and Resuscitation Guidelines 2016*, “When contact with blood and body fluids is likely, use of nitrile gloves is recommended (vinyl is less robust, and latex can cause an allergic reaction).” The Canadian Red Cross recommends that nitrile gloves are used within first aid education learning interventions in order to model this best practice with learners. The minimum standard in a learning intervention context is the use of latex-free gloves.

## Ventilating Manikins

Manikins must have inflatable, disposable lungs and a full torso to enable demonstration of AED pad placement.

## Pocket Resuscitation Masks

Required: individual pocket resuscitation mask with a single-use, one-way valve.

A pocket resuscitation mask is a transparent, flexible device that creates a tight seal over the person’s nose and mouth. The opening contains a filter or a valve that protects you from coming into contact with the person’s bodily fluids and exhaled air.

## AED Trainers

AED Trainers must be commercially manufactured. They must have a power source, voice prompts with several scenarios, and self-adhesive pads.

## Commercial Tourniquet

There is a requirement for tourniquets used in class to include commercial tourniquets. A commercial tourniquet is a preassembled device used to stem the flow of traumatic bleeding. Commercial tourniquets include the following: windlass, a sturdy strap approximately 1.5 to 2 inches in width, and a locking point.

## Equipment, Props and Medication

It is important to only use equipment that is appropriate for the audience, classroom, and required skill. This means the aids are suitable for the course and skill being taught (are required according to the skill sheets for the course) and are safe for the learners to use. At no time are “live” medications or tools permitted to be used in class. Instructors must use training devices to allow learners to safely engage with equipment. It is also important to place the safety of learners as the first priority when demonstrating skills. The use of tourniquets in the classroom is a new addition. Tourniquets must not be tightened on a person. In all cases when demonstrating skills on class learners, any technique which could cause discomfort or injury can only be simulated.

# Decontamination of Training Aids

## What to Clean

All teaching aids used during Canadian Red Cross First Aid learning interventions must be clean and safe for use—this means that they have been properly decontaminated following use and safely stored, reducing the likelihood of transmitting germs or viruses. This includes all first aid equipment and education-based tools which learners will come in contact with during a learning intervention. The training facility and all furnishings need to be cleaned and decontaminated following use.

Note that some training aids can be decontaminated, while others will need to be disposed of after single use.

Only use equipment models that can be decontaminated after each session according to the guidelines below. Decontamination must be completed after each session for the following equipment:

- Pocket Masks
- Manikins
- BVMs
- Any other equipment in contact with body fluids

Reusable first aid equipment, such as bandages and blankets, should be washed after each session so they are clean for the next learning intervention. Small props (such as epinephrine auto-injectors) should be cleaned using 70% isopropyl or ethyl alcohol or a similar disinfecting wipe prior to storage. It's also imperative to follow the recommendations from the manufacturer on contact time for the cleaning agent.

Disposable lungs must be removed from manikins and replaced with new lungs just prior to the next use.

Be mindful of the other items used in your classroom (pens, AED trainers, floor mats, tables, chairs, etc.). Ensure they are regularly cleaned and maintained. This includes cleaning surfaces that may collect germs using 70% isopropyl or ethyl alcohol or a similar disinfecting wipe as well as replacing batteries and/or components that show wear.

After decontaminating teaching aids, ensure they have completely dried, then store them in a cool, dry location.

## How to Clean

### Cleaning Manikins Between Users

It is recommended that each learner is provided with an individual manikin face or complete manikin for the duration of the learning intervention. This eliminates the need for decontamination between learners. If learners will be sharing a manikin, all surfaces will need to be cleaned between each learner's use.

In this instance, a product which can be scrubbed vigorously along the outer surface will likely be most accessible (either 70% isopropyl or ethyl alcohol or a similar disinfecting wipe). To be effective, the solution must be saturated on the surface for at least 30 seconds (or more depending on manufacturer directions), combined with vigorous scrubbing. Allow the solution to air dry before use.

Instructors should ensure that learners use proper precautions (example: use of gloves) when cleaning their manikins.

### **Cleaning Equipment at End of Session**

There are a variety of options for cleaning your teaching aids at the end of a learning intervention. The most suitable option will depend on the teaching aid. If using a teaching aid that has caverns which could collect bacteria and are not easily scrubbed by a wipe (example – a manikin head which is hollow with surface openings), then the teaching aid must be submerged in a bleach solution (or alternate commercial cleaner based on your workplace's requirements) to reach all potentially contaminated surfaces.

**Note:** Don't forget to clean the face, mouth, and chest plate of your manikins. A study in the International Journal of First Aid Education (Katch, 2017) found that manikin chest plates often have a higher bacterium count than face plates. Good hand hygiene during the learning intervention can also help to reduce the risk of transmission.

### **Soap and Water**

Soap and water are recommended to be used to clean the training aid of any dirt or debris. This prepares the surface for the disinfecting agent; it is not, however, a substitution for disinfecting.

### **Wiping the Training Aid**

Some training aids may be suitably disinfected by wiping the surface with 70% isopropyl or ethyl alcohol or a similar disinfecting wipe. To be effective, the solution must be saturated on the surface for at least 30 seconds (or more depending on manufacturer directions) and combined with vigorous scrubbing. Allow the solution to air dry before storing in a cool, dry location.

**Note:** If using pre-packaged wipes, you may need to use more than one per learner in order to suitably saturate the surface of the training aid.

### **Submerging the Training Aid**

If your training aid contains surfaces which can only be disinfected through submersion, please follow the following steps:

1. Gloves (non-latex) and safety goggles should be worn for disassembly of manikin parts (face, mouth tubing, and chest plate).
2. Wash all surfaces with warm water and soap; brushes should be used to provide friction.
3. Thoroughly rinse surfaces with fresh tap water.

4. Soak all surfaces in freshly prepared chlorine bleach solution (or suitable commercial cleaning solution based on the equipment manufacturer's recommendations and your workplace requirements) for a minimum of 10 minutes.
5. Rinse all surfaces with fresh tap water and dry all parts thoroughly. Wiping with 70% isopropyl or ethyl alcohol can aid drying of internal surfaces and prevent survival and growth of bacterial, viral, or fungal pathogens.
6. Safely discard any unused solution according to manufacturer's directions.

### Chlorine Bleach Solution

If using a chlorine bleach solution to disinfect training manikins and materials, a mixture of 38 mL of bleach to 1 L of cold water with a minimum contact time of 10 minutes should be used in accordance with Injury Prevention and Control (IPAC) recommendations.

**Note:** For any equipment that cannot be cleaned and decontaminated using the above instructions, please follow the manufacturer's instructions for decontamination or dispose of the equipment following use.

## Storage of Equipment

- Do not place contaminated training aids into your clean carrying bags – this will create contamination. Bring a separate receptacle (example: garbage bag, laundry tub, etc...) to transport the contaminated training aids to your cleaning space. If this receptacle will be reused, it should also be cleaned.
- Wait until training aids are fully dry following decontamination before storing in your carrying bags. Store the bags in a cool, dry location to prevent mildew.
- Wait until future use before reinstalling disposable lungs. Storing training aids with lungs already installed can lead to contamination from airborne contaminants.

## Training Facility Requirements

A Training Partner must ensure that the first aid equipment and supplies, listed on the appropriate course page, are available, clean, safe and ready for use in each class. Equipment that makes direct contact with learners must be kept in a sanitary condition. The Instructor must have an unobstructed view of learners during the training. The facility and Instructor must comply with all relevant sections of the Provincial/Territorial and/or Federal Occupational Health and Safety Regulation and applicable building/occupancy/electrical/fire/other codes. The training space used for first aid instruction must be illuminated, heated, and ventilated as required for an office in the relevant Occupational Health and Safety Regulation for the jurisdiction in which the training is being held. Clear floor space must be available for practical skill practise as detailed below.

Floor space (space: learner)

1.4m<sup>2</sup> (15 sq. feet):1

## Virtual Classroom

Training Partners who are engaged in virtual facilitation are responsible for reviewing the virtual facilitation guides and meeting the requirements for virtual classroom delivery.

## Outdoor Spaces

- Assess environment for hazards.
- Mitigate for hazards.
- Ensure proper communication to public in the area. Instructors should inform local emergency services that they are performing mock emergency training, which will lessen the risk of having a real emergency response.
- Obtain proper authorization to use the area, if required.
- Instructors must have a trip plan prepared and filed with a responsible individual not involved in the course. A sample can be found on [myrc.redcross.ca](http://myrc.redcross.ca).

### Note for Wilderness and Remote First Aid Courses

- To facilitate the life-like scenarios, hands-on elements are a must for this program.
- Instructors should inform local emergency services that they are performing mock emergency training, which will lessen the risk of having a real emergency response.
- Whenever possible, the course should use local equipment, so learners become familiar with equipment from their area or region.

## First Aid Kit

There must be a ready to use, properly stocked first aid kit present in the classroom and/or learning environment that can be used in the event of an emergency in the classroom. This kit must be separate from kits used for demonstration, practice, or visuals in the classroom. For Wilderness and Remote First Aid courses, the kit must contain items used to treat the type of injuries that could occur in an indoor and outdoor setting.

## Classroom Safety

An evacuation plan and emergency procedures should be shared with all learners at the opening of every teaching session.

# Certification

## Certification is:

- Proof of competence through training

## Certification vs. Non-Certification (Workshop) Courses

Our education programs are designed to help people create safe environments and have the confidence to use their knowledge and skills to help someone that is ill or injured.

Some of these programs will result in a certification from CRC, indicating the learner has demonstrated a prescribed level of competency (includes knowledge and skill application). If the intent of the session was to explore a topic or skill (based on a learner's identified learning needs), the course may not result in CRC certification. This does not mean the education was not meaningful or effective; merely that certification was not required.

Certification courses require that the standards outlined in the course pages are carried out in regard to course length and full content. Upon successful completion, learners will receive a certification that acknowledges a prescribed level of knowledge and skills have been reached.

Instructors may also offer shorter workshops that are requested due to the needs of the learners. Training Partners and Instructors are required to follow the standards outlined on the course pages for workshops even though certification is not required. For example, Psychological First Aid workshops must always include the Look Listen Link Live model but could be much shorter and cover just one of the topics such as loss and grief. There is no certification with these shorter workshops.

## Certification Period

The certification period for all Canadian Red Cross First Aid and CPR courses is three years, with the exception of the BLS course, which is a one-year certification period. Learners are encouraged to attend courses more frequently to assist with skill retention and confidence level when providing first aid. Some workplaces, employers and organizations may require their members/employees to attend first aid courses more frequently than the three-year certification period.

## Certification Cards

CRC certification cards must:

- Be issued by Canadian Red Cross
- Reflect the accurate certification period
- Be issued on the date of completion; they are not permitted to be post-dated

Any breach of these conditions will result in a certification that is not recognized by the CRC.

## Participation Letter

Canadian Red Cross First Aid Program Standards, as well as provincial regulations, require that all skills be successfully demonstrated (according to the skill sheets) in order to obtain certification. In cases where course learners are unable to demonstrate skills, a Course Learner Letter can be issued as proof of attendance and participation in a Canadian Red Cross course.

[My Red Cross](#) > Resources > Additional Resources

## Recertification

Recertification is:

- Confirmation that competence is maintained from initial training
- An additional certification period (certification period defined by course)
- Facilitated prior to the expiry of the initial certification period

Facilitating a recertification course is different from facilitating an initial training course. In a recertification course, learners are looking to *maintain* the knowledge and skills developed during their initial training. They are familiar with the course content and may have used their first aid skills in a real emergency since they were in a first aid classroom. Because of this, they have different needs as learners and their course is delivered differently (teaching hours and learning activities) than an initial training course. Recertification courses cannot be combined with initial training courses.

For guidance on which courses can be combined please see the [Combining Courses](#) section of the Program Standards.

## First Aid Recertification

- For recertification courses, all standards remain the same with the exception of the teaching hours required for each course. The time requirements are listed in the course pages.

Refer to [www.redcross.ca/firstaidlegislation](http://www.redcross.ca/firstaidlegislation) and visit [My Red Cross](#) > Tools > First Aid Programs > Provincial Tools for resources applicable to each province/territory where you deliver courses.

## Professional Responder Recertification Alternate Delivery Approval

The Alternative Recertification Process for First Responder, Emergency Medical Responder, Advanced First Aid and Wilderness First Responder is intended for those professionals who are currently certified, train regularly, and have maintained certification while active within a professional first response department. This process maintains consistency of skills and knowledge while providing training flexibility to accommodate the operational needs of an emergency response department. Requests are reviewed and assessed on a case-by-case basis.

For more information and to apply please contact [FAEducation@redcross.ca](mailto:FAEducation@redcross.ca)

**Note:** General public recertification courses do not qualify for the above option noted for Professional Response Departments or Organizations.

# Courses

Youth	Stay Safe!	Babysitting					
First Aid & CPR	CPR	CPR C	EFA	EFA & BLS	SFA	SFA & BLS	First Aid Workshop
Preventing Disease Transmission	PDT						
Psychological First Aid	Self-Care	Caring for Others	Self-Care & Wellness	Psychological First Aid			
Caregiver	ECCFA	SCCFA					
Wilderness & Remote First Aid	RFA	WFA	WFR				
Marine	MBFA	MAFA					
Professional Responder	O2 Therapy	Airway Management	BLS	AFA	FR	EMR	

# Youth First Aid

<b>Overview</b>	<p>Red Cross has two programs designed to give youth the age-appropriate skills they require while simultaneously increasing their capacity to improve safety and respond to challenges accordingly.</p> <p>Red Cross First Aid programs are unique. Developed by educational and instructional professionals along with technical advisors, our programs offer both practical skills and greater self-awareness. These programs are designed to increase youth capacity for care in their communities.</p>
<b>Courses</b>	<ul style="list-style-type: none"><li>• Stay Safe!</li><li>• Stay Safe! (Virtual Facilitation)</li><li>• Babysitting</li><li>• Babysitting (Virtual Facilitation)</li></ul>

**Note:** Please be aware of local/provincial regulations and legislation regarding youth safety requirements. The Canadian Red Cross Youth First Aid Courses (Stay Safe! and Babysitting) are educational training sessions, and training does not supersede local legislation and regulations.

# Stay Safe!

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**Course Instructor:** Red Cross Youth Leader

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**Pre-course Requirements:** Learners must be 9 years of age or older (or must have completed Grade 3)

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**Course Length (Minimum Teaching Hours):**

**Classroom (full length)** 5–6 hours teaching time

**Classroom (recertification)** n/a

**Blended (full length)** n/a

**Blended (recertification)** n/a

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**Maximum Instructor to Learner Ratio:** 1:30

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**Completion Criteria:**

- **Attendance:** Learners must attend and participate in 100% of the course – this includes active, directed contributions at all scheduled sessions.
  - **Personal Care Skills:** Learners must be able to comprehend and demonstrate the critical personal care skills.
  - **First Aid Skills:** Learners must be able to comprehend and demonstrate the critical first aid skills.
  - **Behaviour:** Learners must be able to exhibit the behaviours expected of a learner in this course.
- 

**Required Learner Materials:**

- *Stay Safe! Workbook*
  - Stay Safe! Completion certificate
- 

**Required Instructor Tools**

- Course and lesson plans on *Boulevard*
- *Youth Leader Fundamentals of Instruction* eBook
- *Youth Leader Guide*
- Skill Sheets
- Learner Sign in Sheet
- Learner Emergency Contact Sheet

**Recommended Teaching Aids**

- Red Cross First Aid App
- Media presentations
- Computer
- Projector
- Flip Chart or Dry Erase Board & Markers
- Floor Mats
- Office Supplies (markers, pencils, scissors, tape, coloured paper, sticky notes, etc.)
- Name Tags

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### Required Teaching Aids

- Blankets
- Triangular Bandages
- Wound care supplies for practice
- Latex-free Gloves
- Hand soap
- Epinephrine Auto-Injector Trainer
- Asthma Inhaler Trainer
- Asthma Spacer
- Sample First Aid Kit (1)
- First Aid Kit for in-class emergencies

### [Equipment ratios](#)

## Stay Safe! (Virtual Facilitation)

**Program Standards for Stay Safe! (virtual facilitation) remain the same as classroom delivery with the following exceptions outlined below.**

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**Course Length (Minimum Teaching Hours):** 5–6 hours, with modifications to accommodate a virtual format and modifications to various lessons. If teaching times are adjusted, the lesson must still meet the objectives of the session.

- Option 1: Fully facilitated (5–6 hours of teaching time), broken into at least 3 separate segments.
  - Option 2: Partially facilitated (4–5 hours of teaching time), broken into 2–3 separate segments and augmented by self-guided assignments (1–2 hours).
  - Option 3: Partially facilitated (4–5 hours of teaching time), broken into 2–3 separate segments augmented by learning segments with family members (1–2 hours).
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**Maximum Instructor to Learner Ratio:** 1 Youth Leader: 8–12 learners recommended; maximum ratio is 1:15. Must be able to view all learner video feeds on a single screen for safety.

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### Completion Criteria:

Completion criteria remains the same as the classroom program standards, including each of the 'critical' skills and all learning objectives, which start with 'demonstrate' (found in Boulevard). The following exceptions are suitable for virtual facilitation to make our courses inclusive and accessible:

- Check, Call, Care: Completion criteria remains the same, while using a family member or doll/stuffed animal to practice.
- Complete choking (alone, child/adult)
  - Child/Adult: Landmark on self or family member (no pressure applied); practice on doll or stuffed animal.
- Anaphylaxis/Use of Epinephrine auto-injector: Facilitator will demonstrate tool via video and learner will landmark administration site on self or family member using a wooden spoon handle or improvised material in the home.
- Life-threatening external bleeding: Practice on doll/stuffed animal or family member.
- Glove removal: Glove removal is not a demonstrated skill for Stay Safe! learners. Youth Leaders are able to demonstrate via video using proper gloves. If learners will be exploring this skill, they are able to:
  - Option 1: Use a pair of gloves provided in advance of course in an 'at-home' kit.
  - Option 2: Use a pair of gloves from within the household if available.
  - Option 3: Use improvised materials within the home (e.g. winter gloves, cleaning gloves).

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**Required Learner Materials:**

- *Stay Safe! Workbook* (print copy provided via mail or contactless delivery)
  - Stay Safe! completion certificate (print copy provided via mail or contactless delivery OR issued electronically in [My Red Cross](#))
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**Safety Considerations:**

- An adult must be on site with the learner—they do not need to be present in the video, but they must be available in the space for help if needed.
  - Each learner needs to have their video and audio on for the duration of the session so the instructor can see if they leave the room, are distracted, etc. (audio can be muted as needed).
  - Recording sessions is not permitted unless parents have signed disclosure statements.
- 

**Required Teaching Aids**

<ul style="list-style-type: none"><li>• Blankets</li></ul>	Learners can improvise with materials found within the home.
<ul style="list-style-type: none"><li>• Triangular Bandages</li></ul>	Learners can improvise with materials found within the home.
<ul style="list-style-type: none"><li>• Latex-Free Gloves</li></ul>	Instructor to demonstrate via video. Learners can improvise with materials found within the home.
<ul style="list-style-type: none"><li>• Epinephrine Auto-Injector Trainer</li></ul>	Instructor to demonstrate via video. Learners can improvise with materials found within the home.
<ul style="list-style-type: none"><li>• Asthma Inhaler Trainer</li></ul>	Instructor to demonstrate via video.
<ul style="list-style-type: none"><li>• Asthma Spacer</li></ul>	Instructor to demonstrate via video.
<ul style="list-style-type: none"><li>• Sample First Aid Kit</li></ul>	Instructor to demonstrate via video.
<ul style="list-style-type: none"><li>• First Aid Kit (for in-class emergencies)</li></ul>	Not required.

# Babysitting

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**Course Instructor:** Red Cross Youth Leader

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**Pre-course Requirements:** Learners must be 11 years of age or older (or must have completed Grade 5)

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**Course Length (Minimum Teaching Hours):**

**Classroom (full length)**            7–8 hours teaching time

**Classroom (recertification)**    n/a

**Blended (full length)**            n/a

**Blended (recertification)**        n/a

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**Maximum Instructor to Learner Ratio:** 1:30

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**Completion Criteria:**

- **Attendance:** Learners must attend and participate in 100% of the course – this includes active, directed contributions at all scheduled sessions.
  - **Personal Care Skills:** Learners must be able to comprehend and demonstrate the critical personal care skills.
  - **First Aid Skills:** Learners must be able to comprehend and demonstrate the critical first aid skills.
  - **Behaviour:** Learners must be able to exhibit the behaviours expected of a learner in this course.
- 

**Required Learner Materials:**

- *Babysitter's Manual*
- Babysitter's Completion certificate

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**Required Instructor Tools**

- Course and lesson plans on *Boulevard*
- *Youth Leader Fundamentals of Instruction* eBook
- *Youth Leader Guide*
- Course plan and Lesson plans
- Skill Sheets
- Learner Sign in Sheet
- Learner Emergency Contact Sheet
- Babysitter's Self Quiz
- Babysitter's Report Card
- Babysitter's Interview Form and Checklist

**Recommended Teaching Aids**

- Red Cross First Aid App
- Media presentations
- Computer
- Projector
- Flip Chart or Dry Erase Board & Markers
- Floor Mats
- Office Supplies (markers, pencils, scissors, tape, coloured paper, sticky notes, etc.)
- Name Tags

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### Required Teaching Aids

- Adult or Child Manikins – do not need to be ventilating
  - Baby Manikins – do not need to be ventilating
  - Blankets
  - Triangular Bandages
  - Wound care supplies for practice
  - Latex-free Gloves
  - Epinephrine Auto-Injector Trainer
  - Asthma Inhaler Trainer
  - Asthma Spacer
  - Sample First Aid Kit (1)
  - Hand soap
- First Aid Kit for in class emergencies
  - Dolls suitable for demonstration of personal care skills (diapering, feeding, burping, dressing)
  - Bottles with nipples
  - Diapers
  - Baby Wipes – reusable (disposable)
  - Feeding bib
  - Feeding spoon
  - Receiving blanket
  - Clothing for doll (various forms: sleepers, diaper shirts, pants, shirts, socks, etc.)

### Equipment ratios

## Babysitting (Virtual Facilitation)

**Program Standards for Babysitting (virtual facilitation) remain the same as classroom delivery with the following exceptions outlined below.**

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**Course Length (Minimum Teaching Hours):** 7–8 hours, with modifications to accommodate a virtual format and modifications to various lessons. If teaching times are adjusted, the lesson must still meet the objectives of the session.

- Option 1: Fully facilitated (7–8 hours of teaching time), broken into at least 3 separate segments.
  - Option 2: Partially facilitated (5–6 hours of teaching time), broken into 2–3 separate segments and augmented by self-guided assignments (2–3 hours).
  - Option 3: Partially facilitated (5–6 hours of teaching time), broken into 2–3 separate segments augmented by learning segments with family members (2–3 hours).
- 

**Maximum Instructor to Learner Ratio:** 1 Youth Leader: 8–12 learners recommended; maximum ratio is 1:15. Must be able to view all learner video feeds on a single screen for safety.

### Completion Criteria:

Completion criteria remains the same as the classroom program standards, including each of the “critical” skills and all learning objectives which start with “demonstrate” (found in Boulevard). The following exceptions are suitable for virtual facilitation to make our courses inclusive and accessible:

- Holding (cradle hold, shoulder hold, hip carry): Same completion criteria for skill applies, while using doll or stuffed animal from within the learner’s home.
- Diapering
  - Option 1: Provide a diaper in advance of course in an ‘at-home’ kit.
  - Option 2: Use a diaper from within the household if available.
  - Option 3: Improvised materials within the home will be accepted.
- Burping: maintain as is, using doll or stuffed animal from within the learner’s home.
- Check, Call, Care: Same completion criteria for skill applies—use a family member or doll/stuffed animal to practice.
- Recovery position
  - Option 1: Place self into recovery position.
  - Option 2: Place a family member into recovery position.
- Complete choking (alone, baby, child/adult)
  - Baby: Use a doll or stuffed animal.
  - Child/Adult: Landmark on self or family member (no pressure applied), practice on doll or stuffed animal.
- Anaphylaxis/Use of Epinephrine auto-injector: Facilitator to demo tool via video, landmark administration site on self or family member using a wooden spoon handle or improvised material in the home.

- Life-threatening external bleeding: Practice on doll/stuffed animal or family member.
- Glove removal: Youth Leaders will demonstrate via video using proper gloves.
  - Option 1: Use a pair of gloves provided in advance of course in an ‘at-home’ kit.
  - Option 2: Use a pair of gloves from within the household if available.
  - Option 3: Use improvised materials within the home (e.g. winter gloves, cleaning gloves).

**Required Learner Materials:**

- *Babysitting Manual* (print copy provided via mail or contactless delivery)
- Babysitting completion certificate (print copy provided via mail or contactless delivery OR issued electronically through [My Red Cross](#))

**Safety Considerations:**

- An adult must be on site with the learner—they do not need to be present in the video, but they must be available in the space for help if needed.
- Each learner needs to have their video and audio on for the duration of the session so the Instructor can see if they leave the room, are distracted, etc. (audio can be muted as needed).
- Recording of sessions is not permitted unless parents have signed disclosure statements.

**Required Teaching Aids:**

<ul style="list-style-type: none"> <li>• Adult or Child Manikins – do not need to be ventilating</li> </ul>	Learners can use a family member or doll.
<ul style="list-style-type: none"> <li>• Baby Manikins – do not need to be ventilating</li> </ul>	Learner can use a doll.
<ul style="list-style-type: none"> <li>• Blankets</li> </ul>	Learners can improvise with materials found within the home.
<ul style="list-style-type: none"> <li>• Triangular Bandages</li> </ul>	Learners can improvise with materials found within the home.
<ul style="list-style-type: none"> <li>• Latex-Free Gloves</li> </ul>	Instructor to demonstrate via video. Learners can improvise with materials found within the home.
<ul style="list-style-type: none"> <li>• Epinephrine Auto-Injector Trainer</li> </ul>	Instructor to demonstrate via video. Learners can improvise with materials found within the home.
<ul style="list-style-type: none"> <li>• Asthma Inhaler Trainer</li> </ul>	Instructor to demonstrate via video.
<ul style="list-style-type: none"> <li>• Asthma Spacer</li> </ul>	Instructor to demonstrate via video.
<ul style="list-style-type: none"> <li>• Sample First Aid Kit</li> </ul>	Instructor to demonstrate via video.

<ul style="list-style-type: none"> <li>• First Aid Kit (for in-class emergencies)</li> </ul>	Not required.
<ul style="list-style-type: none"> <li>• Dolls (suitable for demonstration of personal care -- diapering, feeding, burping, dressing)</li> </ul>	Learner can use a doll.
<ul style="list-style-type: none"> <li>• Bottles with Nipples</li> </ul>	Instructor to demonstrate via video.
<ul style="list-style-type: none"> <li>• Diaper</li> </ul>	Provide a diaper in advance of course in an 'at-home' kit OR use a diaper from within the household if available OR improvised materials within the home will be accepted.
<ul style="list-style-type: none"> <li>• Baby Wipes (disposable or reusable)</li> </ul>	Learners can improvise with materials found within the home.
<ul style="list-style-type: none"> <li>• Feeding Bib</li> </ul>	Instructor to demonstrate via video.
<ul style="list-style-type: none"> <li>• Feeding Spoon</li> </ul>	Instructor to demonstrate via video. Learners to use a spoon from kitchen to practice.
<ul style="list-style-type: none"> <li>• Receiving Blanket</li> </ul>	Instructor to demonstrate via video. Learners can improvise with materials found within the home.
<ul style="list-style-type: none"> <li>• Clothing for Doll (various forms: sleepers, diaper shirts, pants, shirts, socks, etc.)</li> </ul>	Instructor to demonstrate via video.

# First Aid & CPR Program

<b>Overview</b>	Canadian Red Cross core First Aid & CPR courses offer lifesaving first aid skills. Certification courses cover cardiopulmonary resuscitation (CPR) for adults, children, and babies (according to the level of CPR included). Certification courses meet legislation requirements for provincial/territorial worker safety and insurance boards. Courses offer skills for individuals needing training for the workplace or for those interested in having first aid skills so they can respond to emergencies at home. Non-certification workshops offer training for those looking for an introduction to first aid training or those with a specific topic interest.
<b>Courses</b>	<ul style="list-style-type: none"><li>• CPR A</li><li>• CPR C</li><li>• Emergency First Aid</li><li>• Emergency First Aid &amp; BLS</li><li>• Standard First Aid</li><li>• Standard First Aid &amp; BLS</li><li>• First Aid Workshop</li><li>• Preventing Disease Transmission</li></ul>
<b>Legislation</b>	<ul style="list-style-type: none"><li>• <b>Note:</b> Please be aware of local/provincial regulations that may dictate different maintenance and recertification requirements.</li><li>• Refer to <a href="http://www.redcross.ca/firstaidlegislation">www.redcross.ca/firstaidlegislation</a> and visit <a href="#">My Red Cross</a> &gt; Tools &gt; First Aid Programs &gt; Provincial Tools for resources applicable to each province/territory where you deliver courses.</li></ul>

## CPR A

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**Course Instructor:**

CPR Instructor, First Aid Instructor, CPR Instructor Trainer or First Aid Instructor Trainer

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**Pre-course Requirements:** None

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**Course Length (Minimum Teaching Hours):**

	CPR A
<b>CPR</b>	4 hours teaching time
<b>Blended CPR</b>	3 hours online learning 2 hours teaching time

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**Maximum Instructor to Learner Ratio:** 1:18

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**Completion Criteria:**

- Ability to comprehend and successfully demonstrate all required skills
- Ability to complete a written, closed book, independently completed knowledge evaluation with a minimum mark of 75%
- Learners must attend and participate in 100% of the course
- Learners must adhere to the Fundamental Principles

**Note:** Instructors and Evaluators may conduct a one-on-one verbal or written knowledge evaluation if the learner has a disability that affects their ability to complete written evaluations.

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**Required Learner Materials:**

- *CPR* (print or digital manual from the Canadian Red Cross)
  - *Comprehensive Guide for First Aid & CPR* (eBook)
  - CPR A – Online (Blended only)
-

### Required Instructor Tools

- Course and lesson plans on Boulevard
- Skill Sheets
- Scenarios
- Knowledge evaluation, blank answer sheets and answer key
- *Fundamentals of Instruction* eBook
- *Instructor Guide – First Aid & CPR*
- *CPR* learner guide
- *Comprehensive Guide for First Aid & CPR* eBook
- Equipment cleaning supplies

### Recommended Teaching Aids

- Red Cross First Aid App
- Slide presentations
- Computer
- Projector
- Flip Chart or Dry Erase Board & Markers
- Floor Mats
- Office Supplies (markers, pencils, scissors, tape, coloured paper, sticky notes, etc.)
- Name Tags
- Simulation kit

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### Required Teaching Aids

- Adult ventilating manikins with full torso or a manikin that can demonstrate proper AED pad placement
- Pocket masks with one-way valve
- Latex-free gloves

- AED trainers
- Blankets
- Training first aid kits
- First Aid kit (for in-class emergencies)

### Equipment ratios

### Recertification

- Recertification of CPR A is not available.

**Note:** Please be aware of local/provincial regulations that may dictate different maintenance and recertification requirements. Refer to [www.redcross.ca/firstaidlegislation](http://www.redcross.ca/firstaidlegislation) and visit [My Red Cross](#) > Tools > First Aid Programs > Provincial Tools for resources applicable to each province/territory where you deliver courses.

# CPR C

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**Course Instructor:**

CPR Instructor, First Aid Instructor, CPR Instructor Trainer or First Aid Instructor Trainer

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**Pre-course Requirements:** None

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**Course Length (Minimum Teaching Hours):**

	CPR C
CPR	5 hours teaching time
Blended CPR	3 hours online learning 3 hours teaching time

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**Maximum Instructor to Learner Ratio:** 1:18

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**Completion Criteria:**

- Ability to comprehend and successfully demonstrate all required skills
- Ability to complete a written, closed book, independently completed knowledge evaluation with a minimum mark of 75%
- Learners must attend and participate in 100% of the course
- Learners must adhere to the Fundamental Principles

**Note:** Instructors and Evaluators may conduct a one-on-one verbal or written knowledge evaluation if the learner has a challenge that affects their ability to complete written evaluations.

---

**Required Learner Materials:**

- *CPR* (print or digital learner guide from the Canadian Red Cross)
  - *Comprehensive Guide for First Aid & CPR* (eBook)
  - CPR C – Online (Blended only)
-

### Required Instructor Tools

- Course and lesson plans on *Boulevard*
- Skill Sheets
- Scenarios
- Knowledge evaluation, blank answer sheets and answer key
- *Fundamentals of Instruction* eBook
- *Instructor Guide – First Aid & CPR*
- *CPR* learner guide
- *Comprehensive Guide for First Aid & CPR* eBook
- Equipment cleaning supplies

### Recommended Teaching Aids

- Red Cross First Aid App
- Slide presentations
- Computer
- Projector
- Flip Chart or Dry Erase Board & Markers
- Floor Mats
- Office Supplies (markers, pencils, scissors, tape, coloured paper, sticky notes, etc.)
- Name Tags
- Simulation kit

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### Required Teaching Aids

- Adult ventilating manikins with full torso or a manikin that can demonstrate proper AED pad placement
- Baby ventilating manikins with full torso or a manikin that can demonstrate proper AED pad placement
- Pocket masks with one-way valve
- Latex-free gloves

- AED trainers
- Blankets
- Training first aid kits
- First Aid kit (for in-class emergencies)

### Equipment ratios

### Recertification

For recertification, standards remain the same with the following variations:

	<b>CPR C</b>
<b>CPR</b>	3.5 hours teaching time
<b>Blended CPR</b>	2 hours online learning 2.5 hours teaching time

- Proof of current certification by a CRC-recognized national training agency required
- Must have access to the most current CRC learner materials

**Note:** Please be aware of local/provincial regulations that may dictate different maintenance and recertification requirements. Refer to [www.redcross.ca/firstaidlegislation](http://www.redcross.ca/firstaidlegislation) and visit [My Red Cross](#) > Tools > First Aid Programs > Provincial Tools for resources applicable to each province/territory where you deliver courses.

## Emergency First Aid

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### Course Instructor:

First Aid Instructor or First Aid Instructor Trainer

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**Pre-course Requirements:** None

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### Course Length (Minimum Teaching Hours):

	CPR A	CPR C
<b>Emergency First Aid</b>	6.5 hours teaching time	7 hours teaching time
<b>Blended Emergency First Aid</b>	4 hours online learning 4 hours teaching time	4 hours online learning 5 hours teaching time

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### Minimum Skills Hours:

Learners must demonstrate skills for a minimum of 3.5 hours. Upon successful completion of the CRC training course, the First Aider is able to demonstrate care steps appropriate to the illness or injury. Skill is demonstrated through, but is not limited to, presentations, scenarios, and role play.

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**Maximum Instructor to Learner Ratio:** 1:18

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### Completion Criteria:

- Ability to comprehend and successfully demonstrate all required skills
- Ability to complete a written, closed book, independently completed knowledge evaluation with a minimum mark of 75%
- Learners must attend and participate in 100% of the course
- Learners must adhere to the Fundamental Principles

**Note:** Instructors and Evaluators may conduct a one-on-one verbal or written knowledge evaluation if the learner has a disability that affects their ability to complete written evaluations.

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### Required Learner Materials:

- *First Aid & CPR* (print or digital learner guide from the Canadian Red Cross)
  - *Comprehensive Guide for First Aid & CPR* (eBook)
  - Emergency First Aid CPR A/C – Online (Blended only)
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### Required Instructor Tools

- Course and lesson plans on *Boulevard*
- Skill Sheets
- Scenarios
- Knowledge evaluation, blank answer sheets and answer key
- *Fundamentals of Instruction* eBook
- *Instructor Guide – First Aid & CPR*
- *First Aid & CPR* learner guide
- *Comprehensive Guide for First Aid & CPR* eBook
- Equipment cleaning supplies

### Recommended Teaching Aids

- Red Cross First Aid App
- Slide presentations
- Computer
- Projector
- Flip Chart or Dry Erase Board & Markers
- Floor Mats
- Office Supplies (markers, pencils, scissors, tape, coloured paper, sticky notes, etc.)
- Name Tags
- Simulation kit

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### Required Teaching Aids

- Adult ventilating manikins with full torso or a manikin that can demonstrate proper AED pad placement
- Baby ventilating manikins with full torso or a manikin that can demonstrate proper AED pad placement
- Pocket masks with one-way valve
- Latex-free gloves
- AED trainers
- Epinephrine auto-injector trainers
- Metered Dose Inhaler Trainers and spacers
- Commercial tourniquet
- Blankets
- Wound care supplies (bandages and dressings)
- Training first aid kits
- First Aid kit (for in-class emergencies)

### [Equipment ratio](#)

### Recertification

For recertification, standards remain the same with the following variations:

	CPR A	CPR C
<b>Emergency First Aid</b>	4 hours teaching time	5 hours teaching time

- Proof of current certification by a CRC-recognized national training agency required
- Must have access to the most current CRC learner materials

**Note:** Please be aware of local/provincial regulations that may dictate different maintenance and recertification requirements. Refer to [www.redcross.ca/firstaidlegislation](http://www.redcross.ca/firstaidlegislation) and visit [My Red Cross](#) > Tools > First Aid Programs > Provincial Tools for resources applicable to each province/territory where you deliver courses.

**Note:** Blended Recertification Course — the blended delivery option is no longer available for Emergency First Aid and Standard First Aid recertification courses.

## Emergency First Aid & BLS

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**Course Instructor:** The Instructor must be a First Aid Instructor, plus either a BLS Instructor, First Responder Instructor, Emergency Medical Responder Instructor, Advanced First Aid Instructor, First Responder Instructor Trainer, or Emergency Medical Responder Instructor Trainer.

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**Pre-course Requirements:** None

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**Course Length (Minimum Teaching Hours):**

	<b>BLS</b>
<b>Emergency First Aid</b>	9.5 hours teaching time
<b>Blended Emergency First Aid</b>	NA

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**Maximum Instructor to Learner Ratio:** 1: 12

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**Completion Criteria:**

- Ability to comprehend and successfully demonstrate all required skills
- Ability to complete a written, closed book, independently completed knowledge evaluation with a minimum mark of 75%
- Learners must attend and participate in 100% of the course
- Learners must adhere to the Fundamental Principles

**Note:** Instructors and Evaluators may conduct a one-on-one verbal or written knowledge evaluation if the learner has a disability that affects their ability to complete written evaluations.

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**Required Learner Materials:**

- *First Aid & CPR* (print or digital learner guide from the Canadian Red Cross)
  - *Canadian Red Cross Basic Life Support Field Guide* (print or digital version)
  - *Comprehensive Guide for First Aid & CPR* (eBook)
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### Required Instructor Tools

- Course and lesson plans on Boulevard
- Skill Sheets
- Scenarios
- Knowledge evaluation, blank answer sheets and answer key
- Fundamentals of Instruction eBook
- Instructor Guide – First Aid & CPR
- Instructor Guide – Basic Life Support
- First Aid & CPR learner guide
- Basic Life Support Field Guide
- Comprehensive Guide for First Aid & CPR eBook
- Equipment cleaning supplies

### Recommended Teaching Aids

- Red Cross First Aid App
- Slide presentations
- Computer
- Projector
- Flip Chart or Dry Erase Board & Markers
- Floor Mats
- Office Supplies (markers, pencils, scissors, tape, coloured paper, sticky notes, etc.)
- Name Tags
- Simulation kit

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### Required Teaching Aids

- Adult ventilating manikins with full torso or a manikin that can demonstrate proper AED pad placement
- Baby ventilating manikins with full torso or a manikin that can demonstrate proper AED pad placement
- Pocket masks with one-way valve
- Latex-free gloves
- CPR Feedback Devices (recommended)
- Adult Bag-Valve-Mask w/O<sub>2</sub> reservoir
- Pediatric Bag-Valve-Mask w/O<sub>2</sub> reservoir
- Baby Bag-Valve-Mask w/O<sub>2</sub> reservoir
- AED or SAED trainers
- Epinephrine auto-injector trainers
- Metered Dose Inhaler Trainers and spacers
- Commercial tourniquet
- Blankets
- Wound care supplies (bandages and dressings)
- Training first aid kits
- First Aid kit (for in-class emergencies)

### [Equipment ratios](#)

### Certification Period

BLS certification is for one year, EFA C certification is for three years

## Recertification

For recertification, standards remain the same with the following variations:

	BLS
<b>Emergency First Aid</b>	6.5 hours teaching time

- Proof of current certification by a CRC-recognized national training agency required
- Must have access to the most current CRC learner materials

**Note:** Please be aware of local/provincial regulations that may dictate different maintenance and recertification requirements. Refer to [www.redcross.ca/firstaidlegislation](http://www.redcross.ca/firstaidlegislation) and visit [My Red Cross](#) > Tools > First Aid Programs > Provincial Tools for resources applicable to each province/territory where you deliver courses.

## Standard First Aid

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**Course Instructor:** First Aid Instructor or First Aid Instructor Trainer

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**Pre-course Requirements:** None

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**Course Length (Minimum Teaching Hours):**

	<b>CPR A</b>	<b>CPR C</b>
<b>Standard First Aid</b>	13 hours teaching time	14 hours teaching time
<b>Blended Standard First Aid</b>	8 hours online learning 7 hours teaching time	8 hours online learning 7.5 hours teaching time

**Minimum Skills Hours:**

Learners must demonstrate skills for a minimum of 7 hours. Upon successful completion of the CRC training course, the First Aider is able to demonstrate care steps appropriate to the illness or injury. Skill is demonstrated through, but is not limited to, presentations, scenarios, and role play.

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**Maximum Instructor to Learner Ratio:** 1:18

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**Completion Criteria:**

- Ability to comprehend and successfully demonstrate all required skills
- Ability to complete a written, closed book, independently completed knowledge evaluation with a minimum mark of 75%
- Learners must attend and participate in 100% of the course
- Learners must adhere to the Fundamental Principles

**Note:** Instructors and Evaluators may conduct a one-on-one verbal or written knowledge evaluation if the learner has a disability that affects their ability to complete written evaluations.

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**Required Learner Materials:**

- *First Aid & CPR* (print or digital learner guide from the Canadian Red Cross)
  - *Comprehensive Guide for First Aid & CPR* (eBook)
  - Standard First Aid CPR A/C – Online (Blended only)
- 

**Required Instructor Tools**

- Course and lesson plans on Boulevard
- Skill Sheets
- Scenarios

**Recommended Teaching Aids**

- Red Cross First Aid App
- Slide presentations
- Computer
- Projector

- Knowledge evaluation, blank answer sheets and answer key
- *Fundamentals of Instruction* eBook
- *Instructor Guide – First Aid & CPR*
- *First Aid & CPR* learner guide
- *Comprehensive Guide for First Aid & CPR* eBook
- Equipment cleaning supplies

- Flip Chart or Dry Erase Board & Markers
- Floor Mats
- Office Supplies (markers, pencils, scissors, tape, coloured paper, sticky notes, etc.)
- Name Tags
- Simulation kit

### Required Teaching Aids

- Adult ventilating manikins with full torso or a manikin that can demonstrate proper AED pad placement
- Baby ventilating manikins with full torso or a manikin that can demonstrate proper AED pad placement
- Pocket masks with one-way valve
- Latex-free gloves
- AED trainers
- Epinephrine auto-injector trainers

- Metered Dose Inhaler Trainers and spacers
- Commercial tourniquet
- Blankets
- Splinting materials, including commercial splints
- Triangular bandages
- Wound care supplies (bandages and dressings)
- Training first aid kits
- First Aid kit (for in-class emergencies)

### Equipment ratios

#### Recertification

For recertification, standards remain the same with the following variations:

	CPR A	CPR C
<b>Standard First Aid</b>	7 hours teaching time	7.5 hours teaching time

- Proof of current certification by a CRC-recognized national training agency required
- Must have access to the most current CRC learner materials

**Note:** Please be aware of local/provincial regulations that may dictate different maintenance and recertification requirements. Refer to [www.redcross.ca/firstaidlegislation](http://www.redcross.ca/firstaidlegislation) and visit [My Red Cross](#) > Tools > First Aid Programs > Provincial Tools for resources applicable to each province/territory where you deliver courses.

**Note:** Blended Recertification Course — the blended delivery option is no longer available for Emergency First Aid and Standard First Aid recertification courses.

## Standard First Aid & BLS

**Course Instructor:** The Instructor must be a First Aid Instructor, plus either a BLS Instructor, First Responder Instructor, Emergency Medical Responder Instructor, Advanced First Aid Instructor, First Responder Instructor Trainer, or Emergency Medical Responder Instructor Trainer.

**Pre-course Requirements:** None

**Course Length (Minimum Teaching Hours):**

	BLS
<b>Standard First Aid</b>	16 hours teaching time
<b>Blended Standard First Aid</b>	NA

**Maximum Instructor to Learner Ratio:** 1:12

**Completion Criteria:**

- Ability to comprehend and successfully demonstrate all required skills
- Ability to complete a written, closed book knowledge evaluation with a minimum mark of 75%
- Learners must attend and participate in 100% of the course
- Learners must adhere to the Fundamental Principles

**Note:** Instructors and Evaluators may conduct a one-on-one verbal or written knowledge evaluation if the learner has a disability that affects their ability to complete written evaluations.

**Required Learner Materials:**

- *First Aid & CPR* (print or digital learner guide from the Canadian Red Cross)
- Canadian Red Cross *Basic Life Support Field Guide* (print or digital version)
- *Comprehensive Guide for First Aid & CPR* (eBook)

**Required Instructor Tools**

- Course and lesson plans on Boulevard
- Skill Sheets
- Scenarios
- Knowledge evaluations, blank answer sheets and answer key
- *Fundamentals of Instruction* eBook
- *Instructor Guide – First Aid & CPR*

**Recommended Teaching Aids**

- Red Cross First Aid App
- Slide presentations
- Computer
- Projector
- Flip Chart or Dry Erase Board & Markers
- Floor Mats
- Office Supplies (markers, pencils, scissors, tape, coloured paper, sticky notes, etc.)

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• <i>Instructor Guide – Basic Life Support</i></li> <li>• <i>First Aid &amp; CPR learner guide</i></li> <li>• <i>Canadian Red Cross Basic Life Support Field Guide</i></li> <li>• <i>Comprehensive Guide for First Aid &amp; CPR eBook</i></li> <li>• Equipment cleaning supplies</li> </ul> | <ul style="list-style-type: none"> <li>• Name Tags</li> <li>• Simulation kit</li> </ul> |
|---|---|

### **Required Teaching Aids**

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• Adult ventilating manikins with full torso or a manikin that can demonstrate proper AED pad placement</li> <li>• Baby ventilating manikins with full torso or a manikin that can demonstrate proper AED pad placement</li> <li>• Pocket masks with one-way valve</li> <li>• Latex-free gloves</li> <li>• AED trainers</li> <li>• Epinephrine auto-injector trainers</li> <li>• CPR Feedback Devices (recommended)</li> <li>• Adult Bag-Valve-Mask w/02 reservoir</li> <li>• Pediatric Bag-Valve-Mask w/02 reservoir</li> <li>• Baby Bag-Valve-Mask w/02 reservoir</li> </ul> | <ul style="list-style-type: none"> <li>• Metered Dose Inhaler Trainers and spacers</li> <li>• Commercial tourniquet</li> <li>• Blankets</li> <li>• Splinting materials, including commercial splints</li> <li>• Triangular bandages</li> <li>• Wound care supplies (bandages and dressings)</li> <li>• Training first aid kits</li> <li>• First Aid kit (for in-class emergencies)</li> </ul> |
|---|---|

### **Equipment ratios**

## Certification

BLS certification is valid for one year, SFA C is valid for three years

## Recertification

For recertification, standards remain the same with the following variations:

	BLS
Standard First Aid	9 hours teaching time

- Proof of current certification by a CRC-recognized national training agency required
- Must have access to the most current CRC learner materials

**Note:** Please be aware of local/provincial regulations that may dictate different maintenance and recertification requirements. [www.redcross.ca/firstaidlegislation](http://www.redcross.ca/firstaidlegislation)

# First Aid Workshop

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**Workshop Instructor:** First Aid Instructor or First Aid Instructor Trainer

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**Pre-workshop Requirements:** None

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**Workshop Length (Minimum Teaching Hours):**

**Classroom (full length)** 1–2 hours recommended

**Classroom (recertification)** n/a

**Blended (full length)** n/a

**Blended (recertification)** n/a

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**Maximum Instructor to Learner Ratio:** None

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**Completion Criteria:**

- Learners must adhere to the fundamental principles of the Canadian Red Cross
- 

**Required Learner Materials:** • *First Aid Basics Guide* (print and/or digital version)

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## Recommended Instructor Tools

- Access to *Boulevard* for Instructor developed lesson plan or *Boulevard* sample lesson plans
- *First Aid Basics Guide*
- *First Aid Basics Facilitator Guide*

## Recommended Teaching Aids

Teaching aids will depend on the content the Instructor intends to present. When following the lesson plan on *Boulevard*, the following equipment is recommended:

- Adult manikins
- AED trainers
- Latex free gloves
- Epinephrine auto-injector trainers (for display)
- Metered Dose Inhaler (MDI) trainers (for display)
- Wound care supplies (bandages and dressings)
- Tourniquet supplies (commercial or improvised)
- First aid kit (for in class emergencies)

# Preventing Disease Transmission (Instructor-led)

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**Course Instructor:** First Aid Instructor, CPR Instructor, First Responder Instructor, Emergency Medical Responder Instructor, Advanced First Aid Instructor, First Aid Instructor Trainer, First Responder Instructor Trainer, Emergency First Responder Instructor Trainer, Remote First Aid Instructor, Wilderness First Aid Instructor, Wilderness First Responder Instructor, Wilderness & Remote First Aid Instructor Trainer.

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**Pre-course Requirements:** None

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**Course Length (Minimum Teaching Hours):** 40 Minutes

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**Maximum Instructor to Learner Ratio:** 1: 20

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**Completion Criteria:**

- Adhere to the Canadian Red Cross Standards of Behaviour and the Group Charter
  - Attend and participate in 100% of the course—this includes active, directed contributions at all scheduled sessions
- 

**Required Learner Materials:**

- *Preventing Disease Transmission Pocket Guide*
- 

**Required Instructor Tools**

- Course and lesson plans on Boulevard
- Instructional videos
- Preventing Disease Transmission Slide Presentation
- *Preventing Disease Transmission Facilitator Guide*
- *Preventing Disease Transmission Pocket Guide*
- *Preventing Disease Transmission Virtual Facilitation Guide*

**Recommended Teaching Aids**

- Access to virtual platform such as Zoom, Microsoft Teams, etc.
  - Computer
  - Projector
- 

**Required Teaching Aids \***

- Latex-free gloves
- Disposable medical gown
- Protective eyewear
- Face shield
- Procedure (surgical) mask
- First Aid Kit (for in-class emergencies)

\*When not available, the Instructor may need to substitute instructional videos for teaching aids.

# Psychological First Aid Program

<b>Overview</b>	<p>The Red Cross Psychological First Aid Program is designed to promote resiliency and reduce the impact of loss and trauma. It provides knowledge and skills for people to live life through understanding stressors and traumas that impact them, and helps learners gain an understanding of how to recognize when someone else is experiencing distress and how to offer help.</p> <p>The program includes three learner level courses – Psychological First Aid–Self-Care and Psychological First Aid–Caring for Others are online courses, and Psychological First Aid (PFA) is an instructor-led course. Through the Red Cross Look, Listen, Link, Live model, learners will build a personal understanding of the effects of stress, loss, and grief, and how to develop skills for self-care (helping individuals understand personal protective factors).</p>
<b>Courses</b>	<ul style="list-style-type: none"><li>• Psychological First Aid–Self-Care (Online) – see <a href="https://redcross.ca/pfa">redcross.ca/pfa</a></li><li>• Psychological First Aid–Caring for Others (Online) – see <a href="https://redcross.ca/pfa">redcross.ca/pfa</a></li><li>• Self-Care &amp; Wellness</li><li>• Psychological First Aid</li></ul>
<b>Legislation</b>	<p>Canadian Red Cross safeguarding policies can be found here: <a href="https://myrc.redcross.ca/en/Standards/RC-Policies">https://myrc.redcross.ca/en/Standards/RC-Policies</a>.</p>

## Self-Care & Wellness

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**Course Instructor:** Psychological First Aid Instructor or Psychological First Aid Instructor Trainer

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### Pre-course Requirements:

#### Recommended

- 16 years of age
- 

### Course Length (Minimum Teaching Hours):

#### Blended

**Online (Self-Directed)** 45–90 minutes

Psychological First Aid – Self-Care is to be completed prior to attending the Instructor-led component.

**Instructor-led** 1.5–2 hours in-person

**Notes:** The Instructor can choose to host the Instructor-led segment as a single session or two shorter sessions. The Instructor-led segment has been designed to run for approximately 1.5 hours. It is recommended that an additional 30 minutes of class time is scheduled to allow for any learner detours or technical challenges. It is not required to fill the additional 30 minutes if it is not needed.

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**Minimum Instructors: 2\*;** **Maximum Learners: 30**

\*Where there are not 2 certified PFA Instructors available, a second responsible adult (who is a CRC First Aid Instructor/Trainer, First Nations elder, or educator) may act as the second facilitator to assist with maintaining a safe environment for both learners and Instructor(s).

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### Completion Criteria:

- Successfully complete the online course: Psychological First Aid – Self-Care.
  - Successfully and actively participate in the 1.5–2-hour Instructor-led segment.
  - Adhere to the Canadian Red Cross Standards of Behaviour and the Group Charter.
- 

### Required Learner Materials:

- Psychological First Aid – Self-Care online course
  - Self-Care & Wellness Reflection Tool (digital)
  - Look, Listen, Link, Live cards (optional)
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### Required Instructor Tools

- Course and lesson plans on Boulevard
- Media presentation

### Required Teaching Aids

- First Aid kit (for in-class emergencies)
  - Computer
  - Projector
-

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**Recommended Teaching Aids**

- Flip chart or dry erase board & markers
  - Name tags
  - Office Supplies (markers, pencils, scissors, tape, coloured paper, sticky notes, etc.)
- 

**Recertification**

Not applicable.

# Psychological First Aid

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**Course Instructor:** Psychological First Aid Instructor or Psychological First Aid Instructor Trainer

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## Pre-course Requirements:

### Traditional Classroom

- **Recommended:** 16 years of age

### Blended

- **Recommended:** 16 years of age
  - **Required:** Psychological First Aid - Self-Care online course
- 

## Course Length (Minimum Teaching Hours):

### Traditional Classroom

- **Classroom:** 12 hours in person

### Blended

- **Online:** 45–90 minutes

Psychological First Aid – Self-Care is to be completed prior to attending the classroom course.

- **Classroom:** 7 hours in person
- 

## Minimum Instructors: 2\*; Maximum Learners: 30

\* In remote locations where there are not 2 certified PFA Instructors available, a second responsible adult (who is a CRC First Aid Instructor/Trainer, First Nations elder, or educator) may act as the second facilitator to assist with maintaining a safe environment for both learners and Instructor(s).

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## Completion Criteria:

### Traditional Classroom

- Successfully and actively participate in the 12-hour in-class course
- Adhere to the Canadian Red Cross Standards of Behaviour and the Group Charter

### Blended

- Successfully complete the online course: Psychological First Aid – Self-Care
  - Successfully and actively participate in the 7-hour in-class course
  - Adhere to the Canadian Red Cross Standards of Behaviour and the Group Charter
- 

## Required Learner Materials:

- *Psychological First Aid Workbook* (print)
  - Look, Listen, Link, Live cards
-

<p><b>Required Instructor Tools</b></p> <ul style="list-style-type: none"> <li>• Course and lesson plans on Boulevard</li> <li>• 12-hour curriculum for traditional classroom; 7-hour curriculum for blended (see <i>Instructor Guide – Psychological First Aid</i>)</li> <li>• Media presentation</li> <li>• <i>Psychological First Aid Workbook</i> (print)</li> <li>• Look, Listen, Link, Live cards</li> </ul>	<p><b>Recommended Teaching Aids</b></p> <ul style="list-style-type: none"> <li>• Computer</li> <li>• Projector</li> <li>• Flip Chart or Dry Erase Board &amp; Markers</li> <li>• Office Supplies (markers, pencils, scissors, tape, coloured paper, sticky notes, etc.)</li> <li>• Name tags</li> </ul>
<p><b>Required Teaching Aids</b></p> <ul style="list-style-type: none"> <li>• First Aid kit (for in-class emergencies)</li> </ul>	<p><b>Equipment ratios</b></p> <ul style="list-style-type: none"> <li>• N/A</li> </ul>

### Recertification

Recertification requirements are currently being defined and will be communicated when the details are finalized.

# Caregiver Program

<b>Overview</b>	Canadian Red Cross caregiver courses are designed to introduce caregivers to injury prevention skills and knowledge. Courses include Canadian Red Cross First Aid & CPR and offer lifesaving first aid skills. All courses cover cardiopulmonary resuscitation (CPR) for children and babies. Courses meet legislation requirements for provincial/territorial early childhood education and day care worker safety requirements.
<b>Courses</b>	<ul style="list-style-type: none"><li>• Emergency Child Care First Aid &amp; CPR B</li><li>• Standard Child Care First Aid &amp; CPR B</li></ul>
<b>Legislation</b>	<ul style="list-style-type: none"><li>• <b>Note:</b> Please be aware of local/provincial regulations that may dictate different maintenance and recertification requirements. Refer to <a href="http://www.redcross.ca/firstaidlegislation">www.redcross.ca/firstaidlegislation</a> and visit <a href="#">My Red Cross</a> &gt; Tools &gt; First Aid Programs &gt; Provincial Tools for resources applicable to each province/territory where you deliver courses.</li></ul>

# Emergency Child Care First Aid & CPR B

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**Course Instructor:** First Aid Instructor or First Aid Instructor Trainer

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**Pre-course Requirements:** None

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**Course Length (Minimum Teaching Hours):**

- 8 hours of teaching time
- 

**Maximum Instructor to Learner Ratio:** 1:18

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**Completion Criteria:**

- Ability to comprehend and successfully demonstrate all required skills
- Ability to complete a written, closed book, independently completed knowledge evaluation with a minimum mark of 75%
- Learners must attend and participate in 100% of the course
- Learners must adhere to the Fundamental Principles

**Note:** Instructors and Evaluators may conduct a one-on-one verbal or written knowledge evaluation if the learner has a disability that affects their ability to complete written evaluations.

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**Required Learner Materials:**

- *Child Care First Aid* (print or digital manual from the Canadian Red Cross)
  - *Comprehensive Guide for First Aid & CPR* (eBook)
- 

**Required Instructor Tools**

- Course and lesson plans on Boulevard
- Skill Sheets
- Scenarios
- Knowledge evaluation, blank answer sheets and answer key
- *Fundamentals of Instruction* eBook
- *Instructor Guide – First Aid & CPR*
- *Child Care First Aid* manual
- *Comprehensive Guide for First Aid & CPR* eBook
- Equipment cleaning supplies

**Recommended Teaching Aids**

- Red Cross First Aid App
- Slide presentations
- Computer
- Projector
- Flip Chart or Dry Erase Board & Markers
- Floor Mats
- Office Supplies (markers, pencils, scissors, tape, coloured paper, sticky notes, etc.)
- Name Tags
- Simulation kit

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## Required Teaching Aids

- Child (or adult) ventilating manikins with full torso or a manikin that can demonstrate proper AED pad placement
  - Baby ventilating manikins with full torso or a manikin that can demonstrate proper AED pad placement
  - Pocket masks with one-way valve
  - Latex-free gloves
  - AED trainers
  - Epinephrine auto-injector trainers
- Metered Dose Inhaler Trainers and spacers
  - Commercial tourniquet
  - Blankets
  - Splinting materials, including commercial splints
  - Triangular bandages
  - Wound care supplies (bandages and dressings)
  - Training first aid kits
  - First Aid kit (for in-class emergencies)

## Equipment ratios

### Recertification

For recertification, standards remain the same with the following variations:

- 6 hours of teaching time
- Proof of current certification by a CRC-recognized national training agency required
- Must have access to the most current CRC learner materials

**Note:** Please be aware of local/provincial regulations that may dictate different maintenance and recertification requirements. Refer to [www.redcross.ca/firstaidlegislation](http://www.redcross.ca/firstaidlegislation) and visit [My Red Cross](#) > Tools > First Aid Programs > Provincial Tools for resources applicable to each province/territory where you deliver courses.

# Standard Child Care First Aid & CPR B

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**Course Instructor:** First Aid Instructor or First Aid Instructor Trainer

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**Pre-course Requirements:** None

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**Course Length (Minimum Teaching Hours):**

- 16 hours of teaching time
- 

**Maximum Instructor to Learner Ratio:** 1:18

---

**Completion Criteria:**

- Ability to comprehend and successfully demonstrate all required skills
- Ability to complete a written, closed book knowledge evaluation with a minimum mark of 75%
- Learners must attend and participate in 100% of the course
- Learners must adhere to the Fundamental Principles

**Note:** Instructors and Evaluators may conduct a one-on-one verbal or written knowledge evaluation if the learner has a disability that affects their ability to complete written evaluations.

---

**Required Learner Materials:**

- *Child Care First Aid* (print or digital manual from the Canadian Red Cross)
  - *Comprehensive Guide for First Aid & CPR* (eBook)
- 

**Required Instructor Tools**

- Course and lesson plans on Boulevard
- Skill Sheets
- Scenarios
- Knowledge evaluation, blank answer sheets and answer key
- *Fundamentals of Instruction* eBook
- *Instructor Guide – First Aid & CPR*
- *Child Care First Aid* manual
- *Comprehensive Guide for First Aid & CPR* eBook
- Equipment cleaning supplies

**Recommended Teaching Aids**

- Red Cross First Aid App
- Slide presentations
- Computer
- Projector
- Flip Chart or Dry Erase Board & Markers
- Floor Mats
- Office Supplies (markers, pencils, scissors, tape, coloured paper, sticky notes, etc.)
- Name Tags
- Simulation kit

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## Required Teaching Aids

- Child (or adult) ventilating manikins with full torso or a manikin that can demonstrate proper AED pad placement
  - Baby ventilating manikins with full torso or a manikin that can demonstrate proper AED pad placement
  - Pocket masks with one-way valve
  - Latex-free gloves
  - AED trainers
  - Epinephrine auto-injector trainers
- Metered Dose Inhaler trainers and spacers
  - Commercial tourniquet
  - Blankets
  - Splinting materials, including commercial splints
  - Triangular bandages
  - Wound care supplies (bandages and dressings)
  - Training first aid kits
  - First Aid kit (for in-class emergencies)

## Equipment ratios

### Recertification

For recertification, standards remain the same with the following variations:

- 8 hours of teaching time
- Proof of current certification by a CRC-recognized national training agency required
- Must have access to the most current CRC learner materials

**Note:** Please be aware of local/provincial regulations that may dictate different maintenance and recertification requirements. Refer to [www.redcross.ca/firstaidlegislation](http://www.redcross.ca/firstaidlegislation) and visit [My Red Cross](#) > Tools > First Aid Programs > Provincial Tools for resources applicable to each province/territory where you deliver courses.

# Wilderness & Remote First Aid Program

<b>Overview</b>	Canadian Red Cross developed specialty first aid courses for remote and wilderness settings. Courses are suitable for those who live, work, and/or play in remote locations or for individuals who supervise those who do.
<b>Courses</b>	<ul style="list-style-type: none"><li>• Remote First Aid &amp; CPR C</li><li>• Wilderness First Aid &amp; CPR C</li><li>• Wilderness First Responder &amp; BLS</li></ul>
<b>Legislation</b>	<ul style="list-style-type: none"><li>• <b>Note:</b> Please be aware of local/provincial regulations that may dictate different maintenance and recertification requirements.</li><li>• Refer to <a href="http://www.redcross.ca/firstaidlegislation">www.redcross.ca/firstaidlegislation</a> and visit <a href="#">My Red Cross</a> &gt; Tools &gt; First Aid Programs &gt; Provincial Tools for resources applicable to each province/territory where you deliver courses.</li></ul>

## Remote First Aid & CPR C

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**Course Instructor:** Remote First Aid Instructor, Wilderness First Aid Instructor, Wilderness First Responder Instructor (including WRFAIT)

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**Pre-requisite(s):** Learner must be in good health and physical condition

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### Course Length (Minimum Teaching Hours):

**Classroom (full length)** 20 hours

More than 50% of the course **must** be taught in a non-urban setting.

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**Maximum Instructor to Learner Ratio:** 1:12

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### Completion Criteria:

- Ability to comprehend and successfully demonstrate the skills
- Ability to complete a written, closed book, independently completed knowledge evaluation with a minimum mark of 75%
- Must meet additional legislative requirements, if applicable
- Learners must attend and participate in 100% of the course
- Instructors can facilitate the knowledge evaluation as legislation dictates and/or as learners require

**Note:** Instructors and Evaluators may conduct a one-on-one verbal or written knowledge evaluation if the learner has a disability that affects their ability to complete written evaluations.

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**Required Learner Materials:**

- *Canadian Red Cross Wilderness & Remote First Aid Field Guide* (print version)
- Trip Plan

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### Required Instructor Tools

- Instructors must have a trip plan prepared and filed with a responsible individual not involved in the course. A sample can be found on [myrc.redcross.ca](http://myrc.redcross.ca).
- Course and lesson plans on Boulevard
- Skill Sheets
- Scenarios
- Knowledge evaluation, blank answer sheets and answer key
- *Fundamentals of Instruction* eBook
- *Canadian Red Cross Wilderness and Remote First Aid Instructor Guide*

### Recommended Teaching Aids

- Flip chart or dry-erase board
  - Mats
  - Office supplies
  - Name tags
  - Computer and presentation device
  - Red Cross course media presentation
  - Ropes, tarps, mylar blankets
  - Communication devices (radios, beacons etc.)
-

- 
- Notice/signage to post for public when using public space
- 

### Required Teaching Aids

- Adult and baby ventilating manikins with full torso or a manikin that can demonstrate proper AED pad placement
  - AED trainers
  - Equipment cleaning supplies
  - Triangular bandages
  - Bandages
  - Pocket masks with one-way valve
  - Latex-free gloves
  - Blankets
  - Hypo-wrap
  - Simulation kit
  - [Wilderness and Remote First Aid Kits](#)
- Epinephrine auto-injector trainers
  - Metered-dose inhalers and spacers (2)
  - First aid kit (for in-class emergencies)
  - Improvised equipment for:
    - Wound care
    - Spinal motion restriction
    - Splinting
    - Hypothermia care
    - Moving people

### [Equipment ratios](#)

### Recertification

For recertification, standards remain the same with the following variations:

- 8–10 hours of teaching time
- Proof of current Remote First Aid or Wilderness Remote First Aid certification (or as legislation dictates) required.
- Must have access to the most current CRC Remote First Aid learner materials
- Learners are not required to purchase an additional *Wilderness & Remote First Aid Field Guide* unless the learner has not previously attended a CRC course or program that has had a revision.

**Note:** Please be aware of local/provincial regulations that may dictate different maintenance and recertification requirements. Refer to [www.redcross.ca/firstaidlegislation](http://www.redcross.ca/firstaidlegislation) and visit [My Red Cross](#) > Tools > First Aid Programs > Provincial Tools for resources applicable to each province/territory where you deliver courses.

## Wilderness First Aid & CPR C

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**Course Instructor:** Wilderness First Aid Instructor, Wilderness First Responder Instructor (including WRFAIT)

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**Pre-requisite(s):** Learners must be at least 16 years of age and in good health and physical condition.

---

### Course Length (Minimum Teaching Hours):

<b>Classroom (full length)</b>	40 hours
<b>Other</b>	More than 50% of the course <b>must</b> be taught in a non-urban setting.

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**Maximum Instructor to Learner Ratio:** 1:12

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### Completion Criteria:

- Ability to comprehend and successfully demonstrate the skills
- Ability to complete a written, closed book knowledge evaluation with a minimum mark of 75%
- Must meet additional legislative requirements, if applicable
- Learners must attend and participate in 100% of the course
- Instructors can facilitate the knowledge evaluation as legislation dictates and/or as learners require

**Note:** Instructors and Evaluators may conduct a one-on-one verbal or written knowledge evaluation if the learner has a disability that affects their ability to complete written evaluations.

**Note:** Additional completion criteria may be required in specific jurisdictions by regulators, licensing bodies or registration bodies. Please check to ensure additional requirements, where applicable, are met.

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- Required Learner Materials:**
- Canadian Red Cross *Wilderness & Remote First Aid Field Guide* (print version)
  - Trip Plan
- 

### Required Instructor Tools

- Instructors must have a trip plan prepared and filed with a responsible individual not involved in the course. A sample can be found on [myrc.redcross.ca](http://myrc.redcross.ca).
- Course and lesson plans on Boulevard
- Skill Sheets

### Recommended Teaching Aids

- Flip chart or dry-erase board
- Mats/blankets/tarp
- Office supplies
- Name tags
- Computer and presentation device
- Red Cross course media presentation
- Ropes, tarps, mylar blankets

- Scenarios
- Knowledge evaluation, blank answer sheets and answer key
- *Fundamentals of Instruction* eBook
- Canadian Red Cross Wilderness and Remote First Aid Instructor Guide

- Communication devices

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### Required Teaching Aids

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• Adult and baby ventilating manikins with full torso or a manikin that can demonstrate proper AED pad placement</li> <li>• AED trainers</li> <li>• Equipment cleaning supplies</li> <li>• Triangular bandages</li> <li>• Bandages</li> <li>• Pocket masks with one-way valve</li> <li>• Latex-free gloves</li> <li>• Blankets</li> <li>• Hypo-wrap</li> <li>• Simulation Kit</li> <li>• <a href="#">Wilderness and Remote First Aid Kits</a></li> </ul> | <ul style="list-style-type: none"> <li>• Epinephrine auto-injector trainers (2–3)</li> <li>• Metered-dose inhalers and spacers (2)</li> <li>• Variety of helmets found in an outdoor working or recreational environment</li> <li>• First aid kit (for in-class emergencies)</li> <li>• Improvised equipment for: <ul style="list-style-type: none"> <li>○ Wound care</li> <li>○ Spinal motion restriction</li> <li>○ Splinting</li> <li>○ Hypothermia care</li> <li>○ Moving people</li> </ul> </li> </ul> |
|---|---|

### [Equipment ratios](#)

### Recertification

For recertification, standards remain the same with the following variations:

- 16–20 hours of teaching time
- Proof of current recognized Wilderness First Aid or Advanced Wilderness First Aid certification (or as legislation dictates) required.
- Learners are not required to purchase an additional *Wilderness & Remote First Aid Field Guide* unless the learner has not previously attended a CRC course or program has had revision.
- Must have access to the most current CRC Wilderness First Aid learner materials

**Note:** Please be aware of local/provincial regulations that may dictate different maintenance and recertification requirements. Refer to [www.redcross.ca/firstaidlegislation](http://www.redcross.ca/firstaidlegislation) and visit [My Red Cross](#) > Tools > First Aid Programs > Provincial Tools for resources applicable to each province/territory where you deliver courses.

# Wilderness First Responder & BLS

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**Course Instructor:** Wilderness First Responder Instructor

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**Pre-course Requirements:** Learners must be at least 16 years of age and in good health and physical condition.

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**Course Length (Minimum Teaching Hours):**

**Classroom (full length)** 80 hours

**Other** More than 50% of the course **must** be taught in a non-urban setting.

---

**Maximum Instructor to Learner Ratio:** 1:12

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**Completion Criteria:**

- Ability to comprehend and successfully demonstrate the skills
- Ability to complete a written, closed book knowledge evaluation with a minimum mark of 75%
- Must meet additional legislative requirements, if applicable
- Learners must attend and participate in 100% of the course
- Instructors can facilitate the knowledge evaluation as legislation dictates and/or as learners require

**Note:** Instructors and Evaluators may conduct a one-on-one verbal or written knowledge evaluation if the learner has a disability that affects their ability to complete written evaluations.

**Note:** Additional completion criteria may be required in specific jurisdictions by regulators, licensing bodies or registration bodies. Please check to ensure additional requirements, where applicable, are met.

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**Required Learner Materials:**

- Canadian Red Cross *Emergency Care for Professional Responders* Reference Text (print version)
  - Canadian Red Cross *Wilderness & Remote First Aid Field Guide* (print version)
  - Canadian Red Cross *Basic Life Support Field Guide*
- 

**Required Instructor Tools**

- |  |   |
|--|---|
| <ul style="list-style-type: none"><li>• Course and lesson plans on Boulevard</li><li>• Skill Sheets</li><li>• Scenarios</li><li>• Knowledge evaluation, blank answer sheets and answer key</li></ul> | <ul style="list-style-type: none"><li>• Equipment cleaning supplies</li><li>• Computer</li><li>• Presentation device</li><li>• Flip chart or dry erase board and markers</li><li>• Floor Mats/blankets/tarp</li></ul> |
|--|---|
-

- *Fundamentals of Instruction* eBook
- *Instructor Guide – Professional Responder Programs*
- *Canadian Red Cross Emergency Care for Professional Responders* Reference Text
- *Canadian Red Cross Wilderness First Responder Instructor Guide*

- Office Supplies (markers, pencils, scissors, tape, coloured paper, sticky notes, etc.)
- Name tags
- Teaching stethoscope

### Required Teaching Aids

- Adult and baby ventilating manikins with full torso or a manikin that can demonstrate proper AED pad placement
- AED trainers
- Equipment cleaning supplies
- Triangular bandages
- Bandages
- Pocket masks with one-way valve
- Latex-free gloves
- Blankets
- Mylar blanket
- Hypo-wrap
- Simulation Kit
- [Professional Responder Kit](#)
- [Oxygen Kit](#)
- [Hard Collar Kit](#)
- [Pediatric Kit](#)
- Epinephrine auto-injector trainers (2–3)
- Metered-dose inhalers and spacers (2)
- Variety of helmets found in an outdoor working or recreational environment
- First aid kit (for in-class emergencies)
- Improvised equipment for:
  - Wound care
  - Spinal motion restriction
  - Splinting
  - Hypothermia care
  - Moving people

### [Equipment ratios](#)

**Note:** Whenever possible, the course should use local equipment, so learners become familiar with equipment from their area or region.

### Certification

BLS certification is valid for one year, Wilderness First Responder is valid for three years

### Recertification

For recertification, standards remain the same with the following variations:

- 40 hours of teaching time
- Proof of current recognized Wilderness First Responder certification (or as legislation dictates) required

- Learners are not required to purchase an additional *Wilderness & Remote First Aid Field Guide* unless the learner has not previously attended a CRC course or program has had revision.
- Must have access to the most current CRC learner materials

**Note:** Please be aware of local/provincial regulations that may dictate different maintenance and recertification requirements. Refer to [www.redcross.ca/firstaidlegislation](http://www.redcross.ca/firstaidlegislation) and visit [My Red Cross](#) > Tools > First Aid Programs > Provincial Tools for resources applicable to each province/territory where you deliver courses.

# Marine First Aid Program

<b>Overview</b>	This program meets the requirements of Transport Canada outlined in Transport Publication (TP) 13008 E. It is designed to meet the needs of those expected to provide first aid in a marine environment. Course uses a combination of lecture, discussion, and scenarios taken from the marine/fishing industry to teach the required knowledge and skills.
<b>Courses</b>	<ul style="list-style-type: none"><li>• Marine Basic First Aid</li><li>• Marine Advanced First Aid</li></ul>
<b>Notes</b>	Please refer to the latest version of the Canadian Red Cross <i>Marine First Aid Quality Management Manual</i> for additional information.
<b>Legislation</b>	Marine First Aid Courses are regulated by Transport Canada. Information on the Transport Canada legislation can be found here: <a href="http://www.redcross.ca/firstaidlegislation">www.redcross.ca/firstaidlegislation</a>

## Marine Basic First Aid

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**Course Instructor:** First Aid Instructor or First Aid Instructor Trainer

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**Pre-course Requirements:** Learners must be 16 years of age or older

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**Course Length (Minimum Teaching Hours):**

<b>Marine Basic First Aid</b>	16 hours teaching time
<b>Blended Marine Basic First Aid</b>	8 hours online learning 8 hours teaching time

**Note:** For Blended Marine Basic First Aid, Transport Canada requires the classroom session to be completed **within four weeks** of completing the online portion.

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**Maximum Instructor to Learner Ratio:** 1:18

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**Completion Criteria:**

- Ability to comprehend and successfully demonstrate all required skills
- Ability to complete a written, closed book, independently completed knowledge evaluation with a minimum mark of 75%
- Learners must attend and participate in 100% of the course
- Learners must adhere to the Fundamental Principles

**Note:** Instructors and Evaluators may conduct a one-on-one verbal or written knowledge evaluation if the learner has a disability that affects their ability to complete written evaluations.

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- Required Learner Materials:**
- *First Aid & CPR* (print or digital learner guide from the Canadian Red Cross)
  - *Comprehensive Guide for First Aid & CPR* (eBook)
  - Transport Canada certification issued directly by CRC
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**Required Instructor Tools**

- Course and lesson plans on Boulevard
- Skill Sheets
- Scenarios
- Knowledge evaluation, blank answer sheets and answer key
- *Fundamentals of Instruction* eBook

**Recommended Teaching Aids**

- Red Cross First Aid App
- Slide presentations
- Computer
- Projector
- Flip Chart or Dry Erase Board & Markers
- Floor Mats
- Office Supplies (markers, pencils, scissors, tape, coloured paper, sticky notes, etc.)
- Name Tags

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• <i>Instructor Guide – First Aid &amp; CPR</i></li> <li>• <i>First Aid &amp; CPR learner guide</i></li> <li>• <i>Comprehensive Guide for First Aid &amp; CPR eBook</i></li> <li>• Equipment cleaning supplies</li> </ul> | <ul style="list-style-type: none"> <li>• Simulation kit</li> </ul> |
|--|--|

### Required Teaching Aids

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• Adult ventilating manikins with full torso or a manikin that can demonstrate proper AED pad placement</li> <li>• Pocket masks with one-way valve</li> <li>• Latex-free gloves</li> <li>• AED trainers</li> <li>• Epinephrine auto-injector trainers</li> <li>• Metered Dose Inhaler Trainers and spacers</li> </ul> | <ul style="list-style-type: none"> <li>• Commercial tourniquet</li> <li>• Blankets</li> <li>• Splinting materials, including commercial splints</li> <li>• Triangular bandages</li> <li>• Wound care supplies (bandages and dressings)</li> <li>• Training first aid kits</li> <li>• Marine First Aid Kit 1 per class</li> </ul> |
|--|--|

### Equipment ratios

### Recertification

Recertification of Marine First Aid is not permitted under federal regulations.

Information on the Transport Canada legislation can be found here:

[www.redcross.ca/firstaidlegislation](http://www.redcross.ca/firstaidlegislation)

## Marine Advanced First Aid

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**Course Instructor:** First Responder Instructor, Emergency Medical Responder Instructor, Wilderness First Responder Instructor, First Responder Instructor Trainer, Emergency Medical Responder Instructor Trainer

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**Pre-course Requirements:** Learners must be 18 years of age or older

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**Course Length (Minimum Teaching Hours):**

**Classroom**

31 hours

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**Maximum Instructor to Learner Ratio:** 1:12

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**Completion Criteria:**

- Ability to comprehend and successfully demonstrate the course skills competencies
- Ability to independently complete a written, closed book, independently completed knowledge evaluation with a minimum mark of 75%
- Successfully complete two scenarios (1 trauma and 1 medical)
- Learners must attend and participate in 100% of the course
- Instructors can facilitate the knowledge evaluation in accordance with TP 13008

Instructors and Evaluators may conduct a one-on-one verbal or written knowledge evaluation if the learner has a disability that affects their ability to complete written evaluations.

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**Required Learner Materials:**

- Canadian Red Cross *Emergency Care for Professional Responders* Reference Text (print version)
  - Canadian Red Cross *Advanced First Aid Workbook* (optional)
-

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### Required Instructor Tools

Whenever possible, the course should use local equipment, so learners become familiar with equipment from their area or region.

- Course and lesson plans on *Boulevard*
- Skill Sheets
- Scenarios
- Knowledge evaluations, blank answer sheets and answer keys
- *Instructor Guide – Professional Responder Programs*
- *Emergency Care for Professional Responders* Reference Text
- Equipment cleaning supplies

### Recommended Teaching Aids

- Slide presentations
- Computer
- Projector
- Flip Chart or Dry Erase Board & Markers
- Floor Mats
- Office Supplies (markers, pencils, scissors, tape, coloured paper, sticky notes, etc.)
- Name Tags
- Simulation kit

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### Required Teaching Aids

- [General Equipment – Marine Advanced First Aid](#)
- [Professional Responder Kit](#)
- [Oxygen Kit](#)
- [Hard Collar Kit](#)
- First Aid kit (for in-class emergencies)

### Recertification

Recertification of Marine First Aid is not permitted by Transport Canada TP 13008E.

Information on the Transport Canada legislation can be found here:

[www.redcross.ca/firstaidlegislation](http://www.redcross.ca/firstaidlegislation)

**Note:** Training Partners and Instructors should reference the latest copy of the *Marine First Aid Quality Management Manual* for additional information.

# Professional Responder Program

<b>Overview</b>	Canadian Red Cross Professional Responder courses offer training to first responders and those providing care in a pre-hospital setting. Team approach to professional life-support skills are offered in courses that meet the needs of emergency medical services (EMS) personnel. Non-certification workshop courses offer training for those with a specific topic of interest.
<b>Courses</b>	<ul style="list-style-type: none"><li>• Oxygen Therapy</li><li>• Airway Management</li><li>• Basic Life Support</li><li>• Advanced First Aid</li><li>• First Responder</li><li>• Emergency Medical Responder</li></ul>
<b>Legislation</b>	<ul style="list-style-type: none"><li>• Please be aware of provincial/territorial/federal regulations that may dictate different maintenance and recertification requirements.</li><li>• <a href="http://www.redcross.ca/firstaidlegislation">www.redcross.ca/firstaidlegislation</a></li></ul>

# Oxygen Therapy

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**Course Instructor:** First Responder Instructor, Emergency Medical Responder Instructor, BLS Instructor, Wilderness First Responder Instructor, First Responder Instructor Trainer, Emergency Medical Responder Instructor Trainer

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**Pre-course Requirements:** None

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**Course Length (Minimum Teaching Hours):**

<b>Oxygen Therapy (stand-alone)</b>	1–2 hours
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<b>Oxygen Therapy Option with BLS</b>	1 hour
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**Maximum Instructor to Learner Ratio:** 1:12

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**Completion Criteria:**

- Ability to comprehend and successfully demonstrate all the course skill competencies
- Ability to complete a written, closed-book, independently completed knowledge evaluation with a minimum mark of 75%
- Must meet additional legislative requirements, if applicable
- Learners must attend and participate in 100% of the course

**Note:** Instructors and Evaluators may conduct a one-on-one verbal or written knowledge evaluation if the learner has a disability that affects their ability to complete written evaluations.

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**Required Learner Materials:**

- Canadian Red Cross *Basic Life Support Field Guide* (print or digital version)

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### Required Instructor Tools

Whenever possible, the course should use local equipment, so learners become familiar with equipment from their area or region.

- Course and lesson plans on Boulevard
- Skill Sheets
- Knowledge evaluation, blank answer sheets and answer key
- *Instructor Guide – Basic Life Support*
- *Basic Life Support Field Guide*
- Equipment cleaning supplies
- Computer
- Projector
- Flip Chart or Dry Erase Board & Markers
- Office Supplies (markers, pencils, scissors, tape, coloured paper, sticky notes, etc.)
- Name Tags

### Recommended Teaching Aids

- Floor Mats (optional)
- Scenarios (optional)

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### Required Teaching Aids

- [Oxygen Therapy Training Equipment](#)
- First aid kit (for in-class emergencies)

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### Recertification

No recertification available. Learner to retake complete module as needed.

## Airway Management

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**Course Instructor:** First Responder Instructor, Emergency Medical Responder Instructor, BLS Instructor, Wilderness First Responder Instructor, First Responder Instructor Trainer, Emergency Medical Responder Instructor Trainer

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**Pre-course Requirements:** None

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**Course Length (Minimum Teaching Hours):**

<b>Airway Management (stand-alone)</b>	1–2 hours
<b>Airway Management Option with BLS</b>	1 hour

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**Maximum Instructor to Learner Ratio:** 1:12

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**Completion Criteria:**

- Ability to comprehend and successfully demonstrate all the course skill competencies
- Ability to independently complete a written, closed-book, independently completed knowledge evaluation with a minimum mark of 75%
- Must meet additional legislative requirements, if applicable
- Learners must attend and participate in 100% of the course

**Note:** Instructors and Evaluators may conduct a one-on-one verbal or written knowledge evaluation if the learner has a disability that affects their ability to complete written evaluations.

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**Required Learner Materials:**

- Canadian Red Cross *Basic Life Support Field Guide* (print or digital version)

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### Required Instructor Tools

Whenever possible, the course should use local equipment, so learners become familiar with equipment from their area or region.

- Course and lesson plans on Boulevard
- Skill Sheets
- Knowledge evaluation, blank answer sheets and answer key
- *Instructor Guide – Basic Life Support*
- *Basic Life Support Field Guide*
- Equipment cleaning supplies
- Computer
- Projector
- Flip Chart or Dry Erase Board & Markers
- Office Supplies (markers, pencils, scissors, tape, coloured paper, sticky notes, etc.)
- Name Tags

### Recommended Teaching Aids

- Floor Mats (optional)
- Scenarios (optional)

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### Required Teaching Aids

- Airway Training Head (must be able to accommodate airway adjuncts)
- [Airway Management Training Equipment List with Ratios](#)
- First aid kit (for in-class emergencies)

### Recertification

No recertification available for this module.

## Basic Life Support

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**Course Instructor:** Basic Life Support Instructor, First Responder Instructor, Advanced First Aid Instructor, Emergency Medical Responder Instructor, Wilderness First Responder Instructor, First Responder Instructor Trainer, Emergency Medical Responder Instructor Trainer

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**Pre-course Requirements:** None

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### Course Length (Minimum Teaching Hours):

<b>BLS stand-alone (full-length) course</b>	4 hours
<b>BLS Recertification</b>	2 hours
<b>Airway Management Option with BLS</b>	Add 1 hour
<b>Oxygen Therapy Option with BLS</b>	Add 1 hour

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**Maximum Instructor to Learner Ratio:** 1:12

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### Completion Criteria:

- Ability to comprehend and successfully demonstrate all the course skill competencies
- Ability to complete a written, closed-book, independently completed knowledge evaluation with a minimum mark of 75%
- Must meet additional legislative requirements, if applicable
- Learners must attend and participate in 100% of the course

**Note:** Instructors and Evaluators may conduct a one-on-one verbal or written knowledge evaluation if the learner has a disability that affects their ability to complete written evaluations.

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**Required Learner Materials:**

- Canadian Red Cross *Basic Life Support Field Guide* (print or digital version)

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### Required Instructor Tools

Whenever possible, the course should use local equipment, so learners become familiar with equipment from their area or region

- Course and lesson plans on Boulevard
- Skill Sheets
- Knowledge evaluation, blank answer sheets and answer key
- *Instructor Guide – Basic Life Support*
- *Basic Life Support Field Guide*
- Equipment cleaning supplies
- Computer
- Projector
- Flip Chart or Dry Erase Board & Markers
- Office Supplies (markers, pencils, scissors, tape, coloured paper, sticky notes, etc.)
- Name Tags

### Recommended Teaching Aids

- Floor Mats (optional)
- Scenarios (optional)

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### Required Teaching Aids

- [BLS Training Equipment](#)
- [Equipment for Airway Management Option](#)
- [Equipment for Oxygen Therapy Option](#)
- First aid kit (for in-class emergencies)

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### Certification

1-year certification in Basic Life Support

### Recertification

For recertification, standards remain the same with the following variations:

- 2 hours of teaching required
- Proof of current certification by a CRC-recognized national training agency required
- Learners are required to have a current *Basic Life Support Field Guide*

## Advanced First Aid (BLS)

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**Course Instructor:** Emergency Medical Responder Instructor, Advanced First Aid Instructor, Wilderness First Responder Instructor or Emergency Medical Responder Instructor Trainer

**Note:** In some jurisdictions, the Instructor must be a licensed practitioner to conduct courses.

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**Pre-course Requirements:** None

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**Course Length (Minimum Teaching Hours):**

**Classroom**

80–120 Hours (based on jurisdiction)

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**Maximum Instructor to Learner Ratio:** 1:12

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**Completion Criteria:**

- Ability to comprehend and successfully demonstrate all the course skills competencies
- Ability to independently complete a written, closed-book, independently completed knowledge evaluation with a minimum mark of 75 %
- Successfully complete two evaluated scenarios (one each, medical and trauma)
- Must meet additional legislative requirements, if applicable
- Learners must attend and participate in 100% of the course

**Note:** Instructors and Evaluators may conduct a one-on-one verbal or written knowledge evaluation if the learner has a disability that affects their ability to complete written evaluations.

**Note:** Additional completion criteria may be required in specific jurisdictions by regulators, licensing bodies or registration bodies. Please check to ensure additional requirements, where applicable, are met.

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**Required Learner Materials:**

- Canadian Red Cross *Emergency Care for Professional Responders* Reference Text (print version)
  - Canadian Red Cross *Advanced First Aid Workbook* (optional)
-

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## Required Instructor Tools

Whenever possible, the course should use local equipment, so learners become familiar with equipment from their area

- *Instructor Guide – Professional Responder Programs*
- *Emergency Care for Professional Responders Reference Text*
- Course and lesson plans on Boulevard
- Skill Sheets
- Scenarios
- Teaching stethoscope (1 per class)
- Simulation kit
- Knowledge evaluation, blank answer sheets and answer key
- Computer
- Projector
- Flip Chart or Dry Erase Board & Markers
- Office Supplies (markers, pencils, scissors, tape, coloured paper, sticky notes, etc.)
- Name Tags
- Equipment cleaning supplies

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## Required Teaching Aids

- [General Equipment – First Responder](#)
- [Professional Responder Kit](#)
- [Oxygen Kit](#)
- [Hard Collar Kit](#)
- First aid kit (for in-class emergencies)

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## Recertification

For recertification, standards remain the same with the following variation:

- 40 hours of teaching required
- Proof of current Advanced First Aid certification with BLS (or in accordance with local legislation) required
- Learners are required to have a current version of the *Emergency Care for Professional Responders Reference Text*

Information on the legislation can be found here: [www.redcross.ca/firstaidlegislation](http://www.redcross.ca/firstaidlegislation)

# First Responder

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**Course Instructor:** First Responder Instructor, Emergency Medical Responder Instructor, Wilderness First Responder Instructor, First Responder Instructor Trainer, or Emergency Medical Responder Instructor Trainer

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**Pre-course Requirements:** None

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**Course Length (Minimum Teaching Hours):**

**Classroom**

40 hours

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**Maximum Instructor to Learner Ratio:** 1:12

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**Completion Criteria:**

- Ability to comprehend and successfully demonstrate the skills
- Ability to complete a written, closed book, independently completed knowledge evaluation with a minimum mark of 75%
- Successfully complete two evaluated scenarios (one medical and one trauma)
- Must meet additional legislative requirements, if applicable
- Learners must attend and participate in 100% of the course

**Note:** Instructors and Evaluators may conduct a one-on-one verbal or written knowledge evaluation if the learner has a disability that affects their ability to complete written evaluations.

**Note:** Additional completion criteria may be required in specific jurisdictions by regulators, licensing bodies or registration bodies. Please check to ensure additional requirements, where applicable, are met.

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**Required Learner Materials:**

- Canadian Red Cross *Emergency Care for Professional Responders* Reference Text (print version)
  - Canadian Red Cross *First Responder Workbook* (optional)
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**Required Instructor Tools**

Whenever possible, the course should use local equipment, so learners become familiar with equipment from their area

- Course and lesson plans on Boulevard
- Skill Sheets
- Scenarios
- Knowledge evaluation, blank answer sheets and answer key

- Computer
- Projector
- Flip Chart or Dry Erase Board & Markers
- Floor Mats (optional)
- Office Supplies (markers, pencils, scissors, tape, coloured paper, sticky notes, etc.)
- Name Tags
- Simulation kit

- *Instructor Guide – Professional Responder Programs*
  - *Emergency Care for Professional Responders Reference Text*
  - Equipment cleaning supplies
- Teaching stethoscopes

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### Required Teaching Aids

- [General Equipment – First Responder](#)
- [Professional Responder Kit](#)
- [Oxygen Kit](#)
- [Hard Collar Kit](#)
- [Pediatric Kit](#)
- First aid kit (for in-class emergencies)

### Certification

BLS certification is valid for one year, First Responder is valid for three years

### Recertification

For recertification, standards remain the same with the following variations:

- 20 hours of teaching required
- Proof of current certification by a CRC-recognized national training agency required
- Learners are required to have a current *Emergency Care for Professional Responders Reference Text*

Professional response departments may apply for approval for an alternate delivery process for recertification. For more information and to apply please contact [FAEducation@redcross.ca](mailto:FAEducation@redcross.ca).

**Note:** Please be aware of local/provincial regulations that may dictate different maintenance, recertification and age requirements. Refer to [www.redcross.ca/firstaidlegislation](http://www.redcross.ca/firstaidlegislation) and visit [My Red Cross](#) > Tools > First Aid Programs > Provincial Tools for resources applicable to each province/territory where you deliver courses.

# Emergency Medical Responder

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**Course Instructor:** Emergency Medical Responder Instructor or Emergency Medical Responder Instructor Trainer

**Note:** In some jurisdictions, the Instructor must be a licensed practitioner in order to conduct courses.

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**Pre-course Requirements:**

- Learner must be certified in Standard First Aid with CPR level C.
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**Course Length (Minimum Teaching Hours):**

<b>Classroom</b>	80–120 hours (based on jurisdiction)
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**Maximum Instructor to Learner Ratio:** 1:12

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**Completion Criteria:**

- Ability to comprehend and successfully demonstrate all the skills
- Ability to complete a written, closed book, independently completed knowledge evaluation with a minimum mark of 75%
- Successfully complete two evaluated scenarios (one medical and one trauma)
- Learners must see and interact with an emergency response vehicle (ambulance) in order to successfully complete the course requirements
- Must meet additional legislative requirements, if applicable
- Learners must attend and participate in 100% of the course

**Note:** Instructors and Evaluators may conduct a one-on-one verbal or written knowledge evaluation if the learner has a disability that affects their ability to complete written evaluations.

**Note:** Additional completion criteria may be required in specific jurisdictions by regulators, licensing bodies or registration bodies. Please check to ensure additional requirements, where applicable, are met.

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**Required Learner Materials:**

- Canadian Red Cross *Emergency Care for Professional Responders* Reference Text (print version)
  - Canadian Red Cross *Emergency Medical Responder Workbook* (optional)
-

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## Required Instructor Tools

Whenever possible, the course should use local equipment, so learners become familiar with equipment from their area or region

- Course and lesson plans on *Boulevard*
- Skill Sheets
- Scenarios
- Knowledge evaluation, blank answer sheets and answer key
- *Fundamentals of Instruction* eBook
- *Instructor Guide – Professional Responder Programs*
- Canadian Red Cross *Emergency Care for Professional Responders* Reference Text

- Equipment cleaning supplies
- Computer
- Projector
- Flip Chart or Dry Erase Board & Markers
- Floor Mats
- Office Supplies (markers, pencils, scissors, tape, coloured paper, sticky notes, etc.)
- Name Tags
- Simulation kit
- Teaching stethoscope

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## Required Teaching Aids

- [General Equipment – Emergency Medical Responder](#)
- [Professional Responder Kit](#)
- [Oxygen Kit](#)
- [Hard Collar Kit](#)
- [Pediatric Kit](#)
- First aid kit (for in-class emergencies)

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## Certification

BLS certification is valid for one year, Emergency Medical Responder is valid for three years

## Recertification

For recertification, standards remain the same with the following variation:

- 40 hours of teaching required
- Proof of current certification by a CRC-recognized national training agency required
- Learners are required to have a current version of the *Emergency Care for Professional Responders* Reference Text.

**Note:** Please be aware of local/provincial regulations that may dictate different maintenance recertification and/or age requirements. [www.redcross.ca/firstaidlegislation](http://www.redcross.ca/firstaidlegislation)

## Bridging Courses

<b>Overview</b>	In specific cases, it is possible to move from one level of certification to another within Canadian Red Cross programs. The type of course taken to achieve this is a bridging course. These courses have been developed to recognize the overlap in training between some Red Cross First Aid courses. The courses detailed in this section are the <b>only</b> bridging courses approved by the Red Cross.
<b>Bridging Courses</b>	<ul style="list-style-type: none"><li>• First Responder to Advanced First Aid Bridge</li><li>• Remote First Aid to Wilderness First Aid Bridge</li><li>• Marine Advanced First Aid to First Responder Bridge</li><li>• First Responder to Emergency Medical Responder Bridge</li><li>• Advanced First Aid to Emergency Medical Responder Bridge</li><li>• Emergency Medical Responder to Advanced First Aid Bridge</li></ul>
<b>Notes</b>	<p>With bridging courses, the three-year certification window begins at the time of bridge course completion.</p> <p>There is no recertification for bridge courses. Candidates will enrol in the recertification course of the level they are recertifying. Refer to course pages of the applicable course level for recertification requirements.</p>
<b>Legislation</b>	<p>Please be aware of provincial/territorial/federal regulations that may dictate different maintenance and recertification requirements.</p> <p><a href="http://www.redcross.ca/firstaidlegislation">www.redcross.ca/firstaidlegislation</a></p>

# First Responder to Advanced First Aid Bridge

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**Course Instructor:** Emergency Medical Responder Instructor or Emergency Medical Responder Instructor Trainer

**Note:** In some jurisdictions, the instructor must be a licensed practitioner to conduct courses.

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**Pre-course Requirements:**

- Current Red Cross First Responder certification or equivalent
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**Course Length (Minimum Teaching Hours):**

<b>Classroom</b>	40–60 hours
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**Maximum Instructor to Learner Ratio:** 1:12

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**Completion Criteria:**

- Ability to comprehend and successfully demonstrate all course skills competencies
- Ability to complete a written, closed book, independently completed knowledge evaluation with a minimum mark of 75%
- Ability to successfully complete two evaluated scenarios (one medical, one trauma)
- Learners must attend and participate in 100% of the course
- Must meet additional legislative requirements, if applicable

**Note:** Instructors and Evaluators may conduct a one-on-one verbal or written knowledge evaluation if the learner has a disability that affects their ability to complete written evaluations.

**Note:** Additional completion criteria may be required in specific jurisdictions by regulators, licensing bodies or registration bodies. Please check to ensure additional requirements, where applicable, are met.

---

**Required Learner Materials:**

- Canadian Red Cross *Emergency Care for Professional Responders* Reference Text (print version)
  - Canadian Red Cross *Advanced First Aid Workbook* (optional)
-

---

## Required Instructor Tools

Whenever possible, the course should use local equipment, so learners become familiar with equipment from their area

- Course and lesson plans on Boulevard
- Skill Sheets
- Scenarios
- Knowledge evaluation, blank answer sheets and answer key
- *Instructor Guide - Professional Responder Programs*
- *Emergency Care for Professional Responders Reference Text*

- Equipment cleaning supplies
- Computer
- Projector
- Flip Chart or Dry Erase Board & Markers
- Floor Mats (optional)
- Office Supplies (markers, pencils, scissors, tape, coloured paper, sticky notes, etc.)
- Name Tags
- Simulation kit
- Teaching Stethoscope

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## Required Teaching Aids

- [General Equipment – Emergency Medical Responder](#)
  - [Professional Responder Kit](#)
  - [Oxygen Kit](#)
  - [Hard Collar Kit](#)
  - [Pediatric Kit](#)
  - First aid kit (for in-class emergencies)
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# Remote First Aid to Wilderness First Aid Bridging Course

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**Course Instructor:** Wilderness First Aid Instructor, Wilderness First Responder Instructor (including WRFAIT)

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**Pre-course Requirements:**

- Proof of current Red Cross Remote First Aid certification
  - Completed Remote First Aid skills checklist
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**Course Length (Minimum Teaching Hours):**

<b>Classroom</b>	20 hours
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**Note:** More than 50% of the course must be taught in a non-urban setting.

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**Maximum Instructor to Learner Ratio:** 1:12

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**Completion Criteria:**

- Ability to comprehend and successfully demonstrate the skills
- Ability to complete a written, closed book, independently completed knowledge evaluation with a minimum mark of 75%
- Learners must attend and participate in 100% of the course

**Note:** Instructors and Evaluators may conduct a one-on-one verbal or written knowledge evaluation if the learner has a disability that affects their ability to complete written evaluations.

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**Required Learner Materials:**

- Canadian Red Cross *Wilderness & Remote First Aid Field Guide* (print version)
  - Completed Trip Plan
- 

**Required Instructor Tools**

- Instructors must have a trip plan prepared and filed with a responsible individual not involved in the course. A sample can be found on [myrc.redcross.ca](http://myrc.redcross.ca)
- Knowledge evaluation and answer sheet

**Required Teaching Aids**

- Metered-dose inhalers and spacers (2)
  - Simulation kit
  - Flip chart or dry-erase board
  - Mats
  - Office supplies
  - Name tags
  - computer
  - Presentation device
  - Red Cross course media presentation
  - Ropes, tarps, and mylar blankets
  - Communication devices
  - First aid kit (for in-class emergencies)
-

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### Required Teaching Aids

- Course Guide
  - Lesson plans
  - Adult and baby ventilating manikins with full torso or a manikin that can demonstrate proper AED pad placement\*
  - AED trainers
  - Equipment cleaning supplies
  - Triangular bandages
  - Bandages
  - Pocket masks with one-way valve
  - Latex-free gloves
  - Blankets
  - Hypo-Wrap
  - Simulation Kit
- Epinephrine auto-injector trainers (2–3)
  - Commercial tourniquet
  - Improvised equipment for:
    - Wound care
    - Spinal motion restriction
    - Splinting
    - Hypothermia care
    - Moving people

### Equipment ratios

# Marine Advanced First Aid to First Responder Bridge

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**Course Instructor:** First Responder Instructor, First Responder Instructor Trainer, Emergency Medical Responder Instructor, Wilderness First Responder Instructor, Emergency Medical Responder Instructor Trainer

**Note:** In some jurisdictions, the Instructor must be a licensed practitioner to conduct courses.

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**Pre-course Requirements:**

- Current Red Cross Marine Advanced First Aid certification
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**Course Length (Minimum Teaching Hours):**

**Classroom**

16 hours

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**Maximum Instructor to Learner Ratio:** 1:12

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**Completion Criteria:**

- Ability to comprehend and successfully demonstrate all the course skills competencies
- Ability to independently complete a written, closed book knowledge evaluation with a minimum mark of 75%
- Successfully complete one evaluated scenario (one trauma or one medical)
- Must meet additional legislative requirements, if applicable
- Learners must attend and participate in 100% of the course

**Note:** Instructors and Evaluators may conduct a one-on-one verbal or written knowledge evaluation if the learner has a disability that affects their ability to complete written evaluations.

**Note:** Additional completion criteria may be required in specific jurisdictions by regulators, licensing bodies or registration bodies. Please check to ensure additional requirements, where applicable, are met.

---

**Required Learner Materials:**

- Canadian Red Cross *Emergency Care for Professional Responders* Reference Text (print version)
  - Canadian Red Cross *First Responder Workbook* (optional)
-

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### Required Instructor Tools

Whenever possible, the course should use local equipment, so learners become familiar with equipment from their area

- Course and lesson plans on *Boulevard*
- Skill Sheets
- Scenarios
- Knowledge evaluation, blank answer sheets and answer key
- *Instructor Guide – Professional Responder*
- *Emergency Care for Professional Responders* Reference Text

- Equipment cleaning supplies
- Computer
- Projector
- Flip Chart or Dry Erase Board & Markers
- Floor Mats (optional)
- Office Supplies (markers, pencils, scissors, tape, coloured paper, sticky notes, etc.)
- Name Tags
- Simulation kit
- Teaching Stethoscope

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### Required Teaching Aids

- [General Equipment – First Responder](#)
  - Birthing Mannikin (1)
  - [Professional Responder Kit](#)
  - [Oxygen Kit](#)
  - [Hard Collar Kit](#)
  - [Pediatric Kit](#)
-

# First Responder to Emergency Medical Responder Bridge

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**Course Instructor:** Emergency Medical Responder Instructor or Emergency Medical Responder Instructor Trainer

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**Pre-course Requirements:**

- Proof of current Red Cross First Responder certification or equivalent
- 

**Course Length (Minimum Teaching Hours):**

<b>Classroom</b>	40–60 hours
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**Maximum Instructor to Learner Ratio:** 1:12

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**Completion Criteria:**

- Ability to comprehend and successfully demonstrate all course skills competencies
- Ability to independently complete a written, closed book knowledge evaluation with a minimum mark of 75%
- Successfully complete two evaluated scenarios (one medical and one trauma)
- Learners must see and interact with an emergency response vehicle (ambulance) in order to successfully complete the course requirements
- Learners must attend and participate in 100% of the course
- Must meet additional legislative requirements, if applicable

**Note:** Instructors and Evaluators may conduct a one-on-one verbal or written knowledge evaluation if the learner has a disability that affects their ability to complete written evaluations.

**Note:** Additional completion criteria may be required in specific jurisdictions by regulators, licensing bodies or registration bodies. Please check to ensure additional requirements, where applicable, are met.

---

**Required Learner Materials:**

- Canadian Red Cross *Emergency Care for Professional Responders* Reference Text (print version)
  - Canadian Red Cross *Emergency Medical Responder Workbook* (optional)
-

---

### Required Instructor Tools

Whenever possible, the course should use local equipment, so learners become familiar with equipment from their area

- Course and lesson plans on *Boulevard*
- Skill Sheets
- Scenarios
- Knowledge evaluation, answer sheet and answer key
- *Fundamentals of Instruction* eBook
- *Instructor Guide – Professional Responder Programs*
- *Emergency Care for Professional Responders* Reference Text

- Equipment cleaning supplies
- Computer
- Projector
- Flip Chart or Dry Erase Board & Markers
- Floor Mats (optional)
- Office Supplies (markers, pencils, scissors, tape, coloured paper, sticky notes, etc.)
- Name Tags
- Simulation kit
- Teaching Stethoscope

---

### Required Teaching Aids

- [General Equipment – Emergency Medical Responder](#)
  - [Professional Responder Kit](#)
  - [Oxygen Kit](#)
  - [Hard Collar Kit](#)
  - [Pediatric Kit](#)
  - First aid kit (for in-class emergencies)
-

## Advanced First Aid to Emergency Medical Responder Bridge

---

**Course Instructor:** Emergency Medical Responder Instructor or Emergency Medical Responder Instructor Trainer

---

**Pre-course Requirements:**

- Proof of current Red Cross certification in Advanced First Aid
- 

**Course Length (Minimum Teaching Hours):**

**Classroom**

16 hours

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**Maximum Instructor to Learner Ratio:** 1:12

---

**Completion Criteria:**

- Ability to comprehend and successfully demonstrate all course skills competencies
- Ability to independently complete a written, closed book, independently completed knowledge evaluation with a minimum mark of 75%
- Successfully complete two evaluated scenarios (one medical and one trauma)
- Must meet additional legislative requirements, if applicable
- Learners must attend and participate in 100% of the course

**Note:** Instructors and Evaluators may conduct a one-on-one verbal or written knowledge evaluation if the learner has a disability that affects their ability to complete written evaluations.

**Note:** Additional completion criteria may be required in specific jurisdictions by regulators, licensing bodies or registration bodies. Please check to ensure additional requirements, where applicable, are met.

---

**Required Learner Materials:**

- Canadian Red Cross *Emergency Care for Professional Responders* Reference Text (print version)
  - Canadian Red Cross *Emergency Medical Responder Workbook* (optional)
-

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### Required Instructor Tools

Whenever possible, the course should use local equipment, so learners become familiar with equipment from their area

- Course and lesson plans on Boulevard
- Skill Sheets
- Scenarios
- Knowledge evaluation, answer sheet and answer key
- *Fundamentals of Instruction* eBook
- *Instructor Guide – Professional Responder Programs*
- *Emergency Care for Professional Responders* Reference Text
- Equipment cleaning supplies

### Recommended Teaching Aids

- Computer
- Projector
- Flip Chart or Dry Erase Board & Markers
- Floor Mats (optional)
- Office Supplies (markers, pencils, scissors, tape, coloured paper, sticky notes, etc.)
- Name Tags
- Simulation kit
- Teaching stethoscope

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### Required Teaching Aids

- [General Equipment – Emergency Medical Responder](#)
  - [Professional Responder Kit](#)
  - [Oxygen Kit](#)
  - [Hard Collar Kit](#)
  - [Pediatric Kit](#)
  - First aid kit (for in-class emergencies)
-

# Emergency Medical Responder to Advanced First Aid Bridge

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**Course Instructor:** Emergency Medical Responder Instructor or Emergency Medical Responder Instructor Trainer

**Note:** In some jurisdictions, the instructor must be a licensed practitioner to conduct courses.

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## Pre-course Requirements:

- Proof of current Red Cross Emergency Medical Responder certification
- 

## Course Length (Minimum Teaching Hours):

<b>Classroom</b>	8 hours
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**Maximum Instructor to Learner Ratio:** 1:12

---

## Completion Criteria:

- Must meet additional legislative requirements, if applicable
- Learners must attend and participate in 100% of the course

**Note:** Additional completion criteria may be required in specific jurisdictions by regulations, Licensing Bodies or registration bodies. Please ensure you check to ensure additional requirements, where applicable, are met.

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**Required Learner Materials:**

- Canadian Red Cross *Emergency Care for Professional Responders* Reference Text (print version)

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## Required Instructor Tools

- |   |  |
|---|--|
| <ul style="list-style-type: none"><li>• Course and lesson plans on Boulevard</li><li>• <i>Instructor Guide – Professional Responder Programs</i></li><li>• Canadian Red Cross <i>Emergency Care for Professional Responders</i> Reference Text</li><li>• Knowledge evaluation, blank answer sheets and answer key</li></ul> | <ul style="list-style-type: none"><li>• Computer</li><li>• Projector</li><li>• Flip Chart or Dry Erase Board &amp; Markers</li><li>• Floor Mats</li><li>• Office Supplies (markers, pencils, scissors, tape, coloured paper, sticky notes, etc.)</li><li>• Name Tags</li></ul> |
|---|--|
- 

## Required Teaching Aids

- First aid kit (for in-class emergencies)

## Bridge Courses Permitted Course Combinations

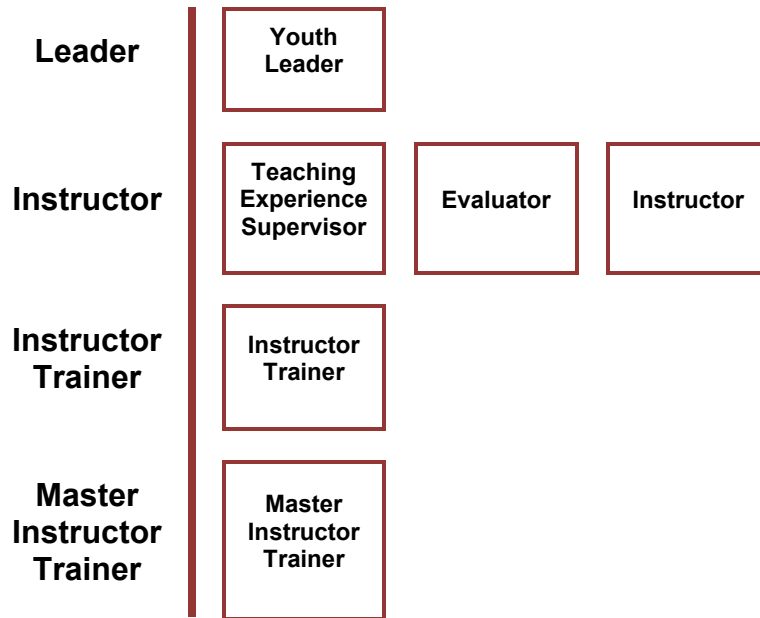
These combinations are not permitted on recertification or blended course options. Bridging courses may only be offered in combination with initial, in-person training courses.

**Important Note:** If combining a bridging course with an initial course, the bridging course content must be isolated to ensure the appropriate learning objectives are met.

The table below outlines which initial courses may be combined with a bridge course:

Bridging Course	Initial Course Combination Permitted?			
	Wilderness First Aid	First Responder	Emergency Medical Responder	Advanced First Aid
FR to AFA	No	No	No	Yes
RFA To Wilderness FA	Yes	No	No	No
Marine Advanced FA to FR	No	Yes	No	No
FR to EMR	No	No	Yes	No
AFA to EMR	No	No	Yes	No
EMR to AFA	No	No	No	No

# Instructor Development Program: Roles



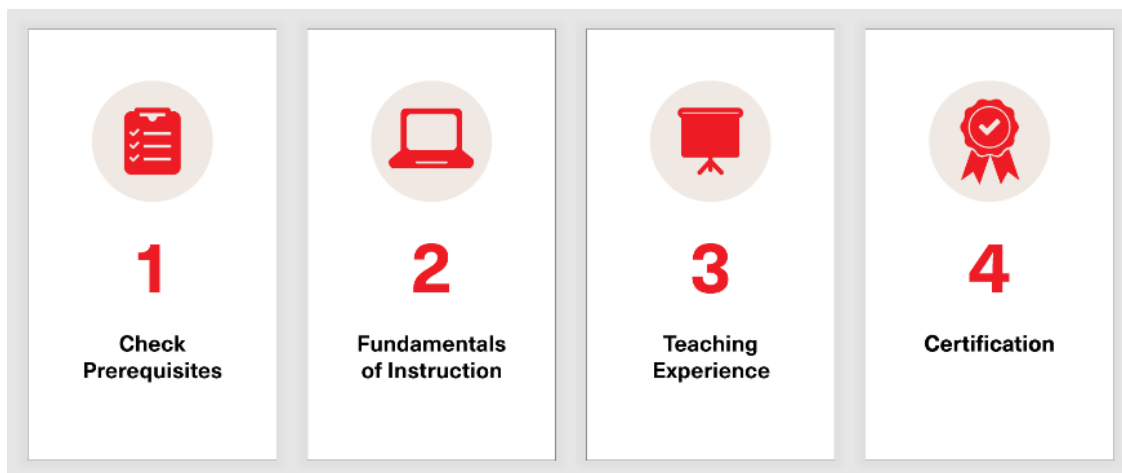
## Roles

	Is a CRC certification?	Role	Minimum Age
<b>Youth Leader</b>	Yes	The person prepared to facilitate adolescent (9 to 15 years old) prevention and safety training activities which do not result in first aid certification.	18 years old or 16–17 years old with on-site adult support
<b>Instructor</b>	Yes	The person prepared to lead learner level first aid training (full length courses and recertification courses).	18 years old
<b>Evaluator</b>	No	The person prepared to evaluate the clinical skills of First Responder candidates seeking licensure. This person is either an existing First Responder Instructor or Emergency Medical Responder Instructor. They are not involved with the remaining aspects of the First Responder course and are acting as an independent skills assessor.	18 years old
<b>Teaching Experience Supervisor</b>	Yes	The person prepared to supervise the Teaching Experience of an Instructor candidate. This person is an experienced instructor who has completed additional CRC development work in order to fulfill this role. This lasts as long as their instructor certification is valid (does not extend their instructor certification).	18 years old
<b>Instructor Trainer</b>	Yes	The person prepared to develop Instructor candidates (full length courses and recertification courses).	18 years old
<b>Master Instructor Trainer</b>	Yes	The person prepared to develop Instructor Trainer candidates (full length courses and recertification courses).	18 years old

# Instructor Development Program

<b>Overview</b>	<p>The Canadian Red Cross First Aid Instructor Development Program trains and certifies Instructors to organize and deliver First Aid &amp; CPR courses.</p> <p>The Instructor Development Program trains Instructors to apply an individualized approach focusing on injury prevention, learning styles and a variety of instructional techniques that consider the abilities, ages and needs of each learner. Our First Aid &amp; CPR Instructors are trained to encourage each learner's personal rate of achievement, recognizing this will vary from one person to the next.</p>
<b>Courses</b>	<ul style="list-style-type: none"><li>• Youth Leader</li><li>• Instructor Development</li><li>• Teaching Experience Supervisor</li><li>• Instructor Trainer</li><li>• Master Instructor Trainer</li></ul>
<b>Legislation</b>	<p><b>Note:</b> Please be aware of provincial/territorial/federal regulations that may dictate different maintenance and recertification requirements. Refer to <a href="http://www.redcross.ca/firstaidlegislation">www.redcross.ca/firstaidlegislation</a> and visit <a href="#">My Red Cross</a> &gt; Tools &gt; First Aid Programs &gt; Provincial Tools for resources applicable to each province/territory where you deliver courses.</p>

## Youth Leader



### Step 1: Check prerequisites

#### Pre-requisite(s):

- Minimum age of 18 y/o (or 16–17 y/o with adult support)
- Red Cross Standard First Aid & CPR/AED Level C certification or equivalent

### Step 2: Fundamentals of Instruction for Youth Leaders

**Course Instructor:** Under direction of Teaching Experience Supervisor

**Pre-requisite(s):** Step 1

#### Course Length (Minimum Teaching Hours):

<b>Online</b>	Approximately 8 hours
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**Minimum Instructor Trainer to Candidate Ratio:** N/A

**Maximum Instructor Trainer to Candidate Ratio:** N/A

#### Completion Criteria:

- Completion of the online component (Fundamentals of Instruction for Youth Leaders)

#### Required Candidate Materials:

- Fundamentals of Instruction for Youth Leaders online component
- Access to *Fundamentals of Instruction for Youth Leaders* eBook
- *Youth Leader Guide*
- *Stay Safe! Workbook*
- *Babysitter's Manual*

### Step 3: Teaching Experience

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**Course Instructor:** Teaching Experience Supervisor

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**Pre-requisite(s):** Step 2

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**Course Length (Minimum Teaching Hours):**

**Classroom**

Can vary – up to 3 attempts allowed

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**Minimum Instructor to Candidate ratio:** N/A

**Maximum Instructor to Candidate ratio:** N/A

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#### **Completion Criteria:**

- Completion of a Teaching Experience (unless meet exceptions listed below)
  - Successfully complete the classroom Teaching Experience within one year of completing Step 2 Fundamentals of Instruction
  - Adhere to the Canadian Red Cross *Standards of Behaviour*
  - Youth Leader candidates must complete a teaching experience with a Teaching Experience Supervisor; the following exceptions apply:
    - Red Cross (FA or WS) Instructors or Instructor Trainers are required to own the current learner materials (detailed below) and complete the 'Fundamentals of Instruction for Youth Leaders' online component.
    - Educators (elementary or secondary level) are required to own the current learner materials (detailed below) and complete the 'Fundamentals of Instruction for Youth Leaders' online component.
- 

#### **Required Teaching Aids**

- Course and lesson plans on Boulevard
  - Teaching Experience Form
  - First aid kit (for in-class emergencies)
- 

### Step 4: Certification

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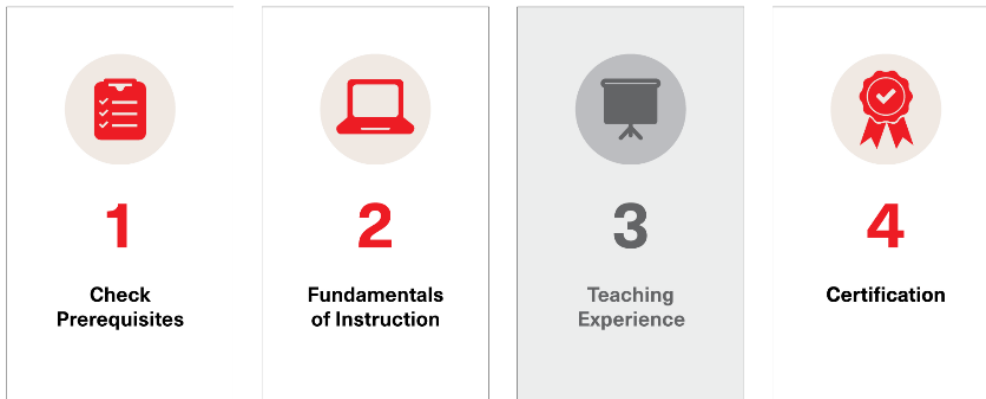
- Valid for three years
  - Youth Leaders are required to maintain current Standard First Aid with CPR C certification.
  - Candidates are not required to purchase materials from original certification course unless the program has been revised.
-

## Youth Leader Development (Transfer Pathway)

This transfer pathway is for Instructor candidates who wish to transfer instructional ability and skills from another program/agency to deliver the Canadian Red Cross Youth First Aid Program. All requirements of the IDP remain the same with the following exceptions outlined below.

### Transfer Option for Youth Leader Candidates

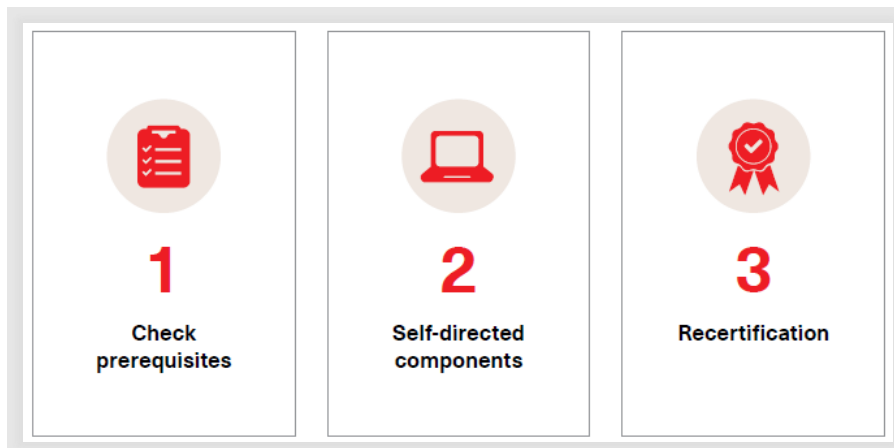
#### Candidates with previous experience as an Educator or Recreation Leadership



Instructor candidates who qualify for this transfer pathway are entering into the Instructor Development Program as an educator (elementary or secondary level), or hold one of the following current certifications: Lifesaving Society Lifesaving Instructor, HIGH FIVE Trainer, National Coaching Certification Program (NCCP) Level 2 or above (any sport); Canadian Aquafitness Leaders Alliance (CALA) Instructors, Water Art Instructor or Canadian Fitness Professionals (CANFit PRO). They will follow the Instructor Development Program; however, they will not be required to complete Step 3: Teaching Experience.

For current CRC Instructors wishing to add an additional instructional certification, please see pathway(s) outlined under [Expanding Instructor Certification](#).

## Youth Leader (Recertification)



### Step 1: Check Prerequisites

#### Prerequisites:

- Red Cross Standard First Aid & CPR/AED Level C certification or equivalent
- Current Youth Leader certification

### Step 2: Self-Directed Components

**Instructor:** N/A

**Prerequisites:** Step 1

**Course Length:**

**Online + e-book**

Learning time for the self-directed components is approximately 2 hours.

#### Completion Criteria:

- Renewal of Canadian Red Cross Standards of Behavior
- Confirmation of access to Boulevard
- Completion of the *Youth Leader Recertification Self-Directed Learning Resource* (online component and e-book)

#### Required Youth Leader Materials:

- Youth Leader Recertification Self-Directed Learning Resource (online component and e-book)

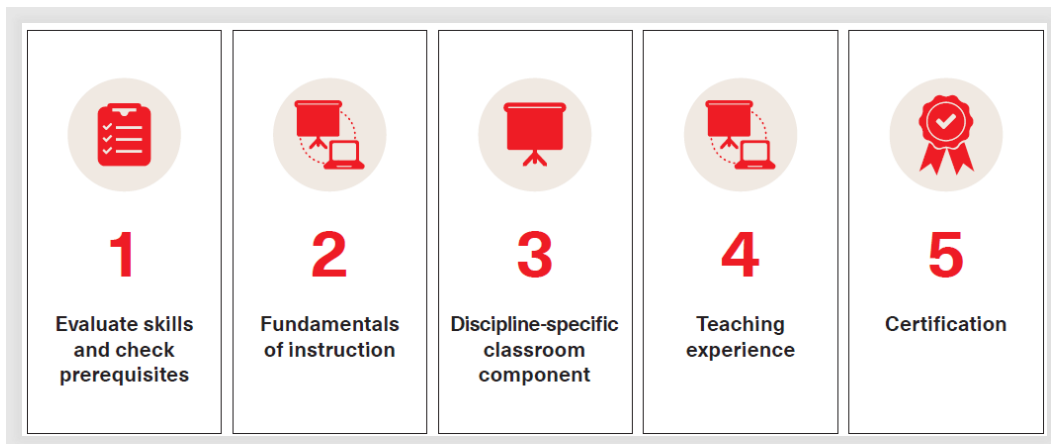
### Step 3: Certification

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- Valid for three years.
  - Youth Leaders are required to maintain current Standard First Aid & CPR/AED C certification (if not a Canadian Red Cross First Aid Instructor).
  - Candidates are not required to purchase materials from original certification course unless the program has been revised.
- 

**Note:** For Red Cross First Aid Instructors or Instructor Trainers, certification for Youth Leader will remain current as long as their other CRC Instructor certifications are current (additional recertification for Youth Leader is not required). It is highly recommended that Instructors still review the *Youth Leader Recertification Self-Directed Learning Resource* to support their ongoing professional development and to stay current on best practices.

# Instructor Development



## Step 1: Evaluate skills & check prerequisites

**Course Instructor:** Teaching Experience Supervisor OR Instructor Trainer (discipline specific)

**Pre-requisite(s):** 18 years old, proof of current learner level certification (discipline specific) from a CRC-recognized national training agency. CPRI candidates require a CPR C certification; FAI candidates require a SFA C certification; BLSI candidates require a BLS, AM and OT certification; FRI candidates require a FR certification, EMRI candidates require an EMR certification; PFAI require a PFA certification; RFAI candidates require a RFA certification; WFAI candidates require a WFA certification, WFRI candidates require a WFR certification.

Skills evaluation is not required for PFAI candidates.

**Minimum TES/IT to Candidate Ratio:** N/A

**Maximum TES/IT to Candidate Ratio:** 1:18 (First Aid & CPR), 1:12 (Professional Responder or Wilderness & Remote First Aid)

### Completion Criteria:

- Candidates have 60 days once their skills evaluation is complete to begin the classroom component of Step 2.

### Required Teaching Aids

- Discipline specific skill sheets
- Skill Evaluation Form

## Step 2: Fundamentals of Instruction

**Course Instructor:** Any CRC Instructor Trainer

**Pre-requisite(s):** Step 1

### Course Length (Minimum Teaching Hours):

Online	Approximately 8 hours
Classroom	14 hours 30 minutes

**Minimum Instructor Trainer to Candidate Ratio:** 1:4

**Maximum Instructor Trainer to Candidate Ratio:** 1:8

### Completion Criteria:

- Successfully complete the Fundamentals of Instruction – First Aid Programs online component
- Candidates have 30 days to progress from completing the Fundamentals of Instruction Online to begin the classroom component of Step 2
- Successfully complete the in-class microteaching segments
- Adhere to the Canadian Red Cross Standards of Behaviour and the Group Charter
- Attend and participate in 100% of the course—this includes active, directed contributions at all scheduled sessions

### Required Candidate Materials:

- Fundamentals of Instruction – First Aid Programs (online component)
- *Fundamentals of Instruction – First Aid Programs* (eBook)
- *Fundamentals of Instruction – First Aid Programs Workbook*

### Required Teaching Aids

- Course Kit (detailed in *Instructor Trainer Guide – First Aid Programs*)
- Course and lesson plans on Boulevard
- First aid kit (for in-class emergencies)

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### Step 3: Discipline specific classroom component

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**Course Instructor:** This classroom segment must be facilitated by:

- First Aid & CPR program (CPRIT, FAIT)
- Wilderness & Remote First Aid program (WRFAIT)

\*If there are WFRI candidates in the course the IT needs to be either 1) EMRIT with current AWRFA or WFR certification or 2) WRFAIT with current EMR certification

- Professional Responder program (FRIT, EMRIT)
- Psychological First Aid program (PFAIT)

**Candidates:** The following identifies which discipline specific classroom component candidates will participate in:

- First Aid & CPR program (CPRI, FAI)
- Wilderness & Remote First Aid program (RFAI, WFAI, WRFRI)
- Professional Responder program (FRI, EMRI, BLSI)
- Psychological First Aid program (PFAI)

If the classroom will include a mixed audience of Wilderness & Remote and Professional Responder Instructor candidates, the Instructor Trainer must be certified as a WRFAIT and FRIT or EMRIT. FAI and CPRI candidates are not to be combined with WFAI and PRI candidates. Instructor Trainer certification is required to match the level of Instructor certification sought by candidates.

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**Prerequisite(s):** Step 2, Candidate must hold learner level certification of the program the wish to deliver. For example, a candidate must hold a current First Responder certificate in order to be certified as a First Responder Instructor and a candidate must hold a current SFA CPR C certificate in order to be certified as a First Aid Instructor.

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#### Course Length (Minimum Teaching Hours):

Classroom	14 hours 30 minutes
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**Minimum Instructor Trainer to Candidate Ratio:** 1:4

**Maximum Instructor Trainer to Candidate Ratio:** 1:8

---

#### Completion Criteria:

- Candidates have 6 months to progress from completing Step 2 to begin Step 3
  - Successfully complete the in-class microteaching segments
  - Adhere to the Canadian Red Cross Standards of Behaviour and the Group Charter
  - Attend and participate in 100% of the course—this includes active, directed contributions at all scheduled sessions
-

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**Required Candidate Materials:**

- *Fundamentals of Instruction – First Aid Programs Workbook*
  - *Instructor Guide* (discipline specific)
  - Learner level products
  - Boulevard
- 

**Required Teaching Aids**

- Course Kit (detailed in *Instructor Trainer Guide – First Aid Programs*)
- *Psychological First Aid Discipline Specific Instructor Trainer Supplement*
- Course and lesson plans on Boulevard
- First aid kit (for in-class emergencies)

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**Step 4: Teaching Experience**

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**Course Instructor:** Teaching Experience Supervisor or Instructor Trainer

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**Pre-requisite(s):** Step 3

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**Course Length (Minimum Teaching Hours):****Online**

Approximately 30–45 minutes

**Classroom**

Can vary – up to 3 attempts allowed

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**Minimum Instructor to Candidate Ratio:** N/A**Maximum Instructor to Candidate Ratio:** N/A

---

**Completion Criteria:**

- Successfully complete The Teaching Experience – First Aid Programs (online component)
  - Successfully complete the classroom Teaching Experience within one year of completing classroom session
  - Adhere to the Canadian Red Cross *Standards of Behaviour*
- 

**Required Candidate Materials:**

- The Teaching Experience – First Aid Programs (online component)
- 

**Required Teaching Aids**

- Teaching Experience Form
- First aid kit (for in-class emergencies)

**Post-Course Requirements (for PFAI candidates only)****Recommendations**

- Team teaching during a Teaching Experience is encouraged.

## **Post-Course Requirements (for FAI candidates completing Teaching Experience on a Blended Standard First Aid course)**

### **Requirements**

- Submit a lesson plan for a full, classroom Standard First Aid Course
- Submit a lesson plan for a Blended Standard First Aid Course

### **Recommendations**

Observe a full, classroom Standard First Aid Course prior to instructing this course to gain a complete understanding of the course skills and knowledge.

### **Step 5: Certification**

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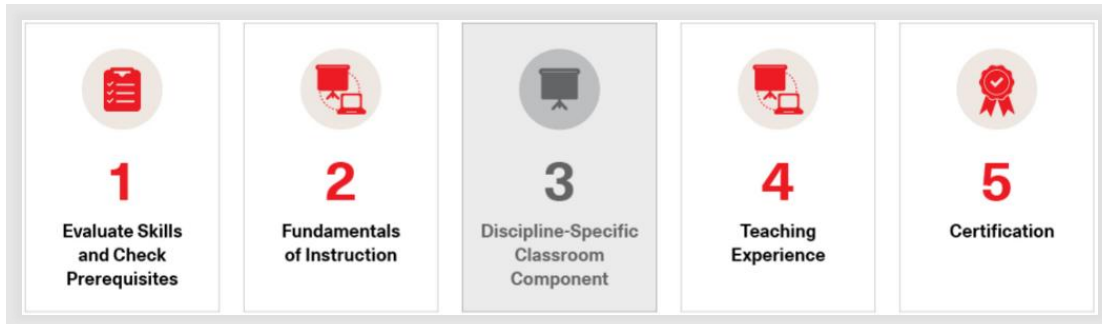
- Valid for three years from discipline specific course date
  - Candidates are not required to purchase course materials from original certification course unless the program has been revised.
-

## Instructor Development (Transfer Pathway)

There are two options for instructor candidates who wish to transfer instructional ability and skills from another program/agency to Canadian Red Cross First Aid Programs. This is an application process through Instructor Development Centres. All requirements of the IDP remain the same with the following exceptions outlined below.

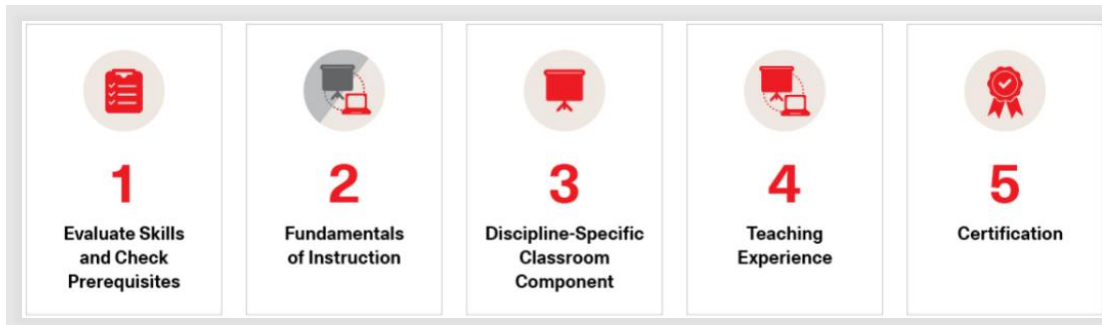
### Transfer Options for First Aid Instructor Candidates

#### Option 1: Instructor Candidates with Previous First Aid Instruction Experience



Instructor candidates who qualify for this transfer pathway are entering into the Instructor Development Program with current instructor level certification through a CRC-recognized national first aid training agency. They will follow the Instructor Development Program however they will not be required to complete Step 3: Discipline Specific Classroom Component.

#### Option 2: Instructor Candidates with previous experience as an Educator

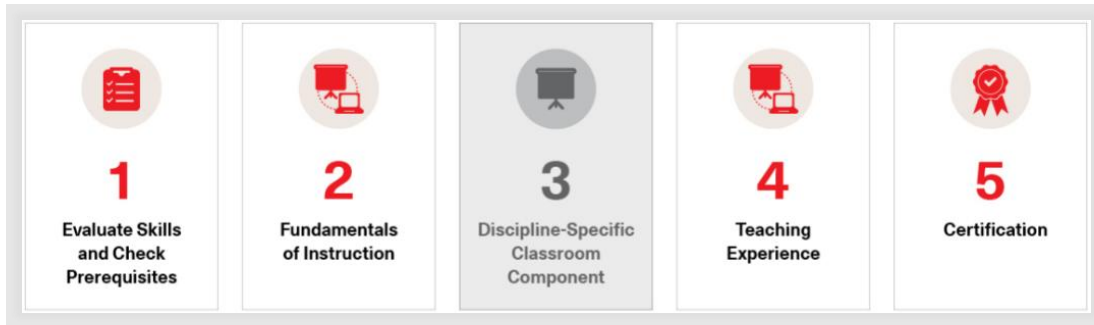


Instructor candidates who qualify for this transfer pathway are entering into the Instructor Development Program with previous experience as an educator (elementary or secondary level). They will follow the Instructor Development Program however they will not be required to complete Step 2: Fundamentals of Instruction - Classroom Component. Candidates holding a current Lifesaving Society Lifesaving Instructor or a HIGH FIVE Trainer certifications qualify for this pathway.

For current CRC Instructors wishing to add an additional instructional certification, please see pathway(s) outlined under [Expanding Instructor Certification](#).

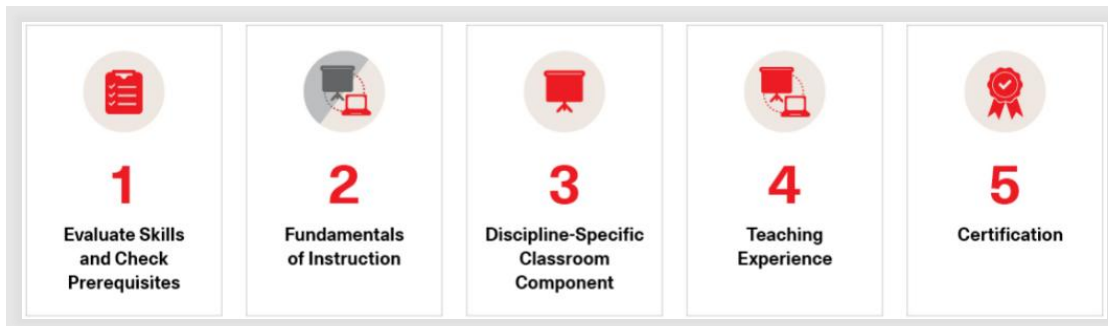
## Transfer Options for Psychological First Aid Instructor Candidates

### Option 1: Instructor Candidates with Previous Psychological First Aid Instruction Experience



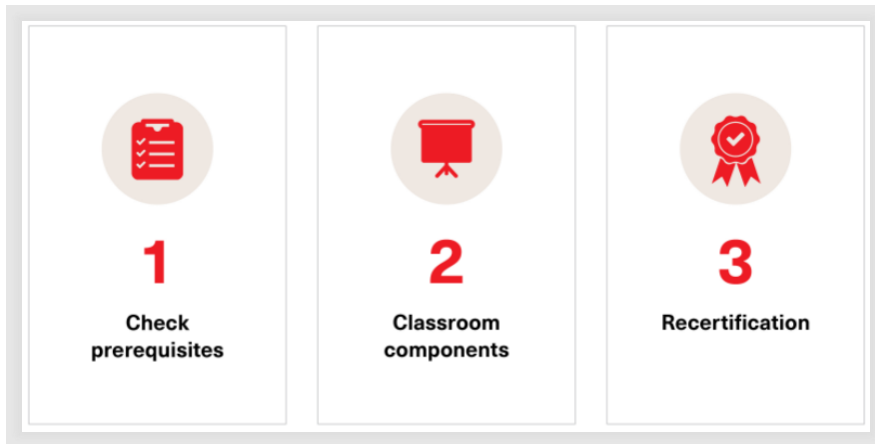
Instructor candidates who qualify for this transfer pathway are entering into the Instructor Development Program with current Psychological First Aid Instructor level certification from an agency recognized by the Canadian Red Cross. They will follow the Instructor Development Program however they will not be required to complete Step 3: Discipline Specific Classroom Component.

### Option 2: Instructor Candidates with Previous Experience as an Educator or Red Cross Instructor/Facilitator/Trainer



Instructor candidates who qualify for this transfer pathway are entering into the Instructor Development Program with current certification as a Canadian Red Cross or are an educator (elementary or secondary level). They will follow the Instructor Development Program however they will not be required to complete Step 2: Fundamentals of Instruction - Classroom Component.

## Instructor Development (Recertification)



**Note:** As of January 1, 2024, the 2023–2026 FAI Recertification model is now in effect for all disciplines, with the course delivery standards as outlined below. Instructors are required to attend a separate recertification course for each discipline that they wish to instruct.

### Step 1: Check prerequisites

#### Prerequisite(s):

- A current CRC First Aid Instructor certification
- First Aid Instructors have taught a minimum of three Canadian Red Cross First Aid Program courses during the three-year certification period. Psychological First Aid Instructors have taught a minimum of one Canadian Red Cross Psychological First Aid during the three-year certification period.
- One course must have been taught in each discipline the Instructor is seeking recertification (course taught must be at the highest level of certification within each discipline; recertification and blended courses also qualify).

**Note:** There may be additional requirements set by local legislators. Please check legislation in your area for additional requirements.

**Note:** Courses which were taught in combination (e.g. Standard First Aid and Emergency First Aid) do not count as separate courses for the purpose of recertification prerequisites.

### Step 2: Classroom Component

**Course Instructor:** Instructor Trainer certified to the level of Instructor recertification sought:

- First Aid & CPR program (CPRIT, FAIT)
- Psychological First Aid program (PFAIT)
- Wilderness & Remote First Aid program (WRFAIT)
- Professional Responder program (FRIT, EMRIT)

**Pre-requisite(s):** Step 1

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**Course Length (Minimum Teaching Hours):**

- First Aid & CPR Instructor recert: 6 hours
- Psychological Instructor recert: 4 hours
- Wilderness & Remote Instructor recert: 6 hours
- Professional Responder recert: 6 hours

**Note:** If the classroom includes a mixed audience of Wilderness & Remote and Professional Responder Instructor candidates, the Instructor Trainer must be certified as a WRFAIT and FRIT or EMRIT. FAI, CPRI and PFAI candidates are not to be combined with WRFAl and PRI candidates. Instructor Trainer certification is required to match the level of Instructor certification sought by candidates.

**Note:** All courses are to be offered in-person in the classroom. Psychological First Aid Instructor recertification courses are permitted to be offered virtually.

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**Minimum Instructor Trainer to Candidate Ratio:** 1:4

**Maximum Instructor Trainer to Candidate Ratio:** 1:12

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**Completion Criteria:**

- Successfully demonstrate selected discipline specific clinical and instructional skills
  - Adhere to the Canadian Red Cross Standards of Behaviour and the Group Charter (created in class)
  - Attend and participate in 100% of the course—this includes active, directed contributions at all scheduled sessions
- 

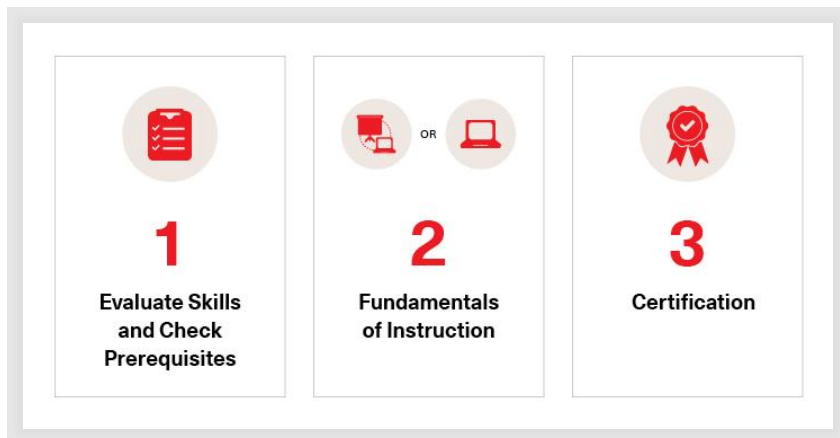
**Required Teaching Aids**

- *Instructor Trainer Recertification Guide – First Aid Programs*
  - Course Kit (as outlined in the *Instructor Trainer Guide – First Aid Programs*)
  - Course and lesson plans on Boulevard
  - First aid kit (for in-class emergencies)
- 

**Step 3: Certification**

- Valid for three years from Discipline Specific course date
  - Candidates are not required to purchase materials from original certification course unless the program has been revised.
-

## Teaching Experience Supervisor



### Step 1: Evaluate skills & check prerequisites

**Course Instructor:** Teaching Experience Supervisor OR Instructor Trainer (discipline specific)

#### Pre-requisite(s):

- 18 years old
- Proof of current CRC Instructor level certification (discipline specific), or anyone 18 years and older (or 16-17 years old with on-site adult support) who holds a Youth Leader certification.
- A completed skills evaluation form is required for all candidates, except Youth Leaders and PFAs.
- Youth Leaders must hold current SFA CPR C certification and do not require a skills evaluation.

**Minimum TES/IT to Candidate Ratio:** N/A

**Maximum TES/IT to Candidate Ratio:** 1:18 (First Aid & CPR), 1:12 (Professional Responder or Wilderness & Remote First Aid)

#### Completion Criteria:

- Candidates have 60 days once their skills evaluation is complete to begin the classroom component of Step 2.

#### Required Teaching Aids

- Discipline specific skill sheets
- Skill Evaluation Form

## Step 2: Fundamentals of Instruction

**Course Instructor:** Any CRC Instructor Trainer

**Pre-requisite(s):** Step 1

### Course Length (Minimum Teaching Hours):

**Online**

Approximately 2–4 hours

**Blended**

Approximately 2–4 hours online, and 7 hours in-class

**Minimum Instructor Trainer to Candidate Ratio:** 1:4

**Maximum Instructor Trainer to Candidate Ratio:** 1:12

### Completion Criteria:

#### Online Format

- Successfully complete the Fundamentals of Instruction – Teaching Experience Supervisor online component.

#### Blended Format

- Successfully complete the Fundamentals of Instruction – Teaching Experience Supervisor online component.
- Candidates have 30 days after completing the Fundamentals of Instruction – Online to start the classroom component.
- Adhere to the Canadian Red Cross *Standards of Behaviour* and the Group Charter.
- Attend and participate in 100% of the course—this includes active, directed contributions at all scheduled sessions.

#### Required Candidate Materials:

- Fundamentals of Instruction – Teaching Experience Supervisor (online component)
- *Fundamentals of Instruction – Teaching Experience Supervisor* (eBook)
- *Fundamentals of Instruction – Teaching Experience Supervisor Workbook*

#### Required Teaching Aids

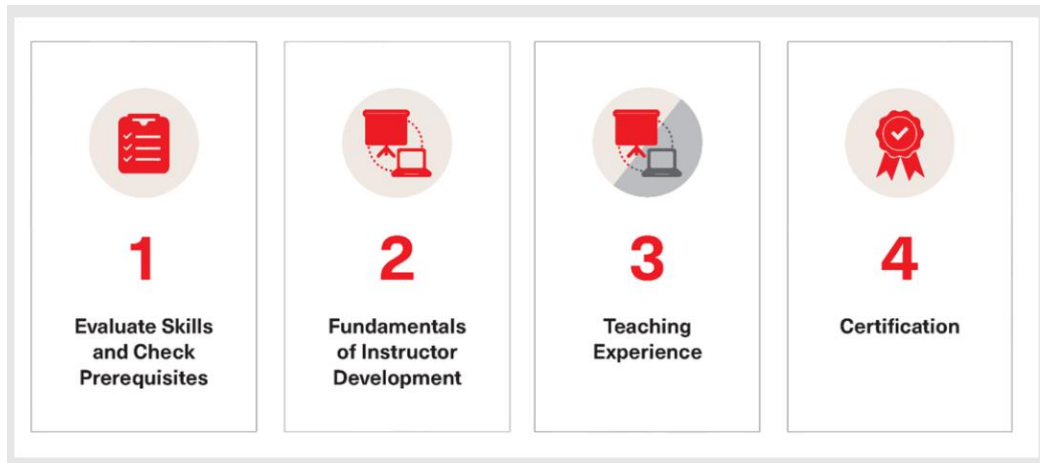
- Course Kit (detailed in *Instructor Trainer Guide – First Aid Programs*)
- Course and lesson plans on Boulevard
- First aid kit (for in-class emergencies)

### **Step 3: Certification**

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- Valid as long as a CRC Instructor certification is current.
  - Candidates are not required to purchase materials from original certification course unless the program has been revised.
-

## Instructor Trainer



### Step 1: Evaluate skills & check prerequisites

**Course Instructor:** Teaching Experience Supervisor OR Instructor Trainer (discipline specific)

**Pre-requisite(s):** 18 years old, current CRC Instructor certification, taught 5 courses within their most recent certification period (3yrs) – 2 courses need to be in the specified discipline.

**Minimum TES/IT to Candidate Ratio:** N/A

**Maximum TES/IT to Candidate Ratio:** 1:18 (First Aid & CPR), 1:12 (Professional Responder or Wilderness & Remote First Aid)

### Completion Criteria:

- Candidates have 60 days once their skills evaluation is complete to begin the classroom component of Step 2

### Required Teaching Aids

- Discipline specific skill sheets
- Skill Evaluation Form

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## Step 2: Fundamentals of Instructor Development

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**Course Instructor:** CRC Master Instructor Trainer

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**Pre-requisite(s):** Step 1

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**Course Length (Minimum Teaching Hours):**

<b>Online</b>	Approximately 6–8 hours
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<b>Classroom</b>	19 hours
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**Minimum Instructor to Candidate Ratio:** 2:4

**Maximum Instructor to Candidate Ratio:** 2:8

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**Completion Criteria:**

- Successfully complete the Fundamentals of Instructor Development – First Aid Programs (online component)
  - Successfully complete the pre-course assignment
  - Successfully complete the in-class microteaching segments
  - Adhere to the Canadian Red Cross Standards of Behaviour and the Group Charter
  - Attend and participate in 100% of the course—this includes active, directed contributions at all scheduled sessions
- 

**Required Candidate Materials:**

- Fundamentals of Instructor Development – First Aid Programs (online component)
  - *Fundamentals of Instructor Development – First Aid Programs* (eBook)
  - *Fundamentals of Instructor Development – First Aid Programs Workbook*
  - *Instructor Trainer Guide – First Aid Programs*
  - *Instructor Trainer Guide – First Aid Instructor Recertification Program 2020–2023* (eBook)
- 

**Required Teaching Aids**

- Course Kit (detailed in *Master Instructor Trainer Guide – First Aid Programs*)
- Course and lesson plans on Boulevard
- First aid kit (for in-class emergencies)

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### Step 3: Teaching Experience

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**Course Instructor:** Instructor Trainer or Master Instructor Trainer

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**Pre-requisite(s):** Step 2

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**Course Length (Minimum Teaching Hours):**

**Classroom**

Can vary – up to 3 attempts allowed

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**Minimum Instructor Trainer to Candidate Ratio:** 1:1

**Maximum Instructor Trainer to Candidate Ratio:** 1:1

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**Completion Criteria:**

- Successfully complete the classroom Teaching Experience
  - Adhere to the Canadian Red Cross Standards of Behaviour
  - Must be completed within one year from completion of Step 2
- 

**Required Teaching Aids**

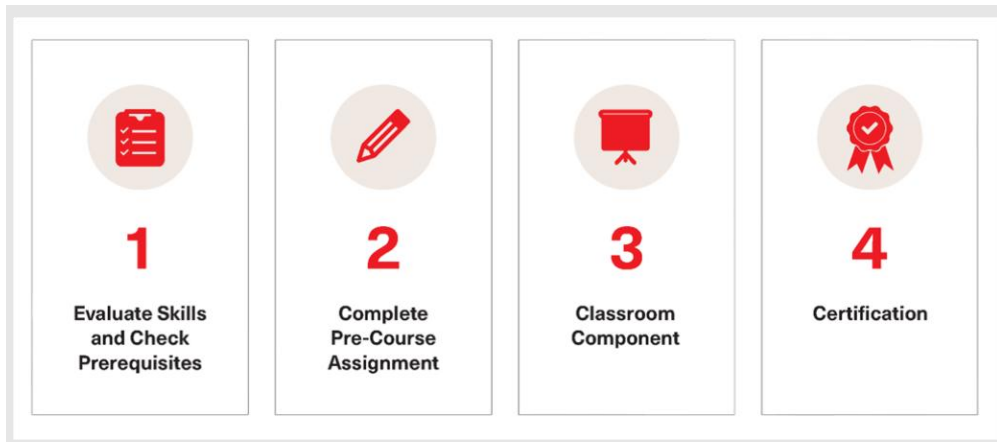
- Instructor Trainer Teaching Experience Form
- 

### Step 4: Certification

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- Valid for up to three years (note: All Instructor Trainers join the recertification cycle as it comes due regardless of their certification date – the next cycle will take place in 2026).
-

## Instructor Trainer (Recertification)



**Note:** Next cycle of First Aid Program Instructor Trainer recertification will take place in 2026.

### Step 1: Evaluate skills & check prerequisites

#### Course Instructor:

- Teaching Experience Supervisor OR Instructor Trainer (discipline specific)

#### Pre-requisite(s):

- Must teach one IDP course per certification period
  - One discipline specific classroom component for each IT certification they are renewing.
- Teaching options are:
  - Fundamentals of Instruction classroom component
  - Discipline Specific classroom component
  - Teaching Experience Supervisor classroom component
  - Instructor Recertification course classroom component
  - Psychological First Aid Instructor Discipline Specific classroom component
- Must have completed the reflection of practise (IT support network)
- Successfully complete a skills evaluation
- Successfully complete Psychological First Aid – Self Care online course
- Successfully complete First Aid for Opioid Poisoning Emergencies online course
- Learner level training not required

**Minimum TES/IT to Instructor Trainer Ratio:** N/A

**Maximum TES/IT to Instructor Trainer Ratio:** 1:18 (First Aid & CPR), 1:12 (Professional Responder or Wilderness & Remote First Aid)

#### Required Teaching Aids

- Discipline specific skill sheets
- Skill Evaluation Form

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## Step 2: Complete Pre-Course Assignment

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A detailed pre-course assignment will be provided to each Instructor via their Master Instructor Trainer.

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**Pre-requisite(s):** Step 1

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## Step 3: Classroom component

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**Course Instructor:** First Aid Program Master Instructor Trainer

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**Pre-requisite(s):** Step 2

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**Course Length (Minimum Teaching Hours):**

<b>Classroom</b>	9 hours
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**Minimum MIT to IT Ratio:** 1:4

**Maximum MIT to IT Ratio:** 2:12

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### Completion Criteria:

- Successfully complete the pre-course assignment
  - Successfully demonstrate selected discipline specific clinical and skills
  - Adhere to the Canadian Red Cross Standards of Behaviour and the Group Charter (created in class)
  - Attend and participate in 100% of the course—this includes active, directed contributions at all scheduled sessions
- 

### Required Teaching Aids

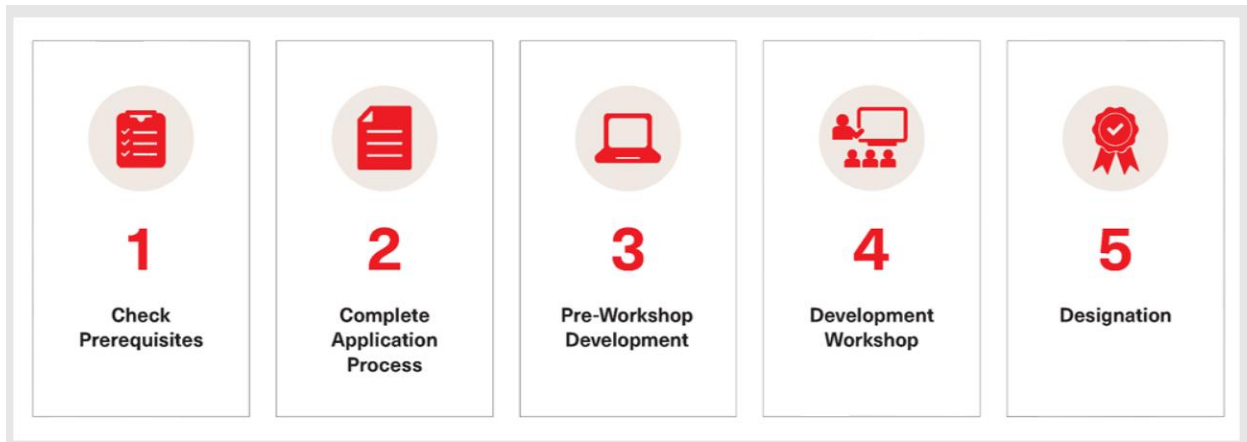
- Course Kit (detailed in Master Instructor Trainer Guide – FAPIT Recertification 2023)
  - First aid kit (for in-class emergencies)
- 

## Step 4: Certification

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- Valid for three years
  - Candidates are not required to purchase materials from original certification course unless the program has been revised.
-

# Master Instructor Trainer



## Step 1: Check prerequisites

**Pre-requisite(s):** 18 years old, prospective MITs must have taught each of the IDP courses:

- Fundamentals of Instruction classroom component
- Discipline Specific classroom component
- Instructor Recertification course classroom component

## Step 2: Complete Application Process

Application details are provided in the recruitment notice.

## Step 3: Pre-Workshop Development

**Pre-requisite(s):** Step 2

**Course Length (Minimum Teaching Hours):**

Online	12 hours
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## Step 4: Development Workshop

**Course Instructor:** Canadian Red Cross

**Pre-requisite(s):** Step 3

**Course Length (Minimum Teaching Hours):**

Classroom	15 hours 30 min
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**Completion Criteria:**

- Successfully complete the pre-workshop online component
- Adhere to the Canadian Red Cross Standards of Behaviour and the Group Charter
- Attend and participate in 100% of the development workshop—this includes active, directed contributions at all scheduled sessions

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**Step 5: Designation**

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Designation results from a recruitment and selection process. The term lasts for 3 years and is renewable for a second term at the discretion of the CRC and the MIT.

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# Legislation

Refer to [www.redcross.ca/firstaidlegislation](http://www.redcross.ca/firstaidlegislation) for information on legislation in your area. Visit [My Red Cross](#) > Tools > First Aid Programs > Provincial Tools for resources applicable to each province/territory where you deliver courses.

## Marine First Aid Quality Management Manual

Canadian Red Cross Marine First Aid programs are designed and facilitated to meet training standards set by Transport Canada and referenced in TP 13008 E.

In addition, all Training Partners and Red Cross Instructors are required to deliver programs according to the Red Cross First Aid Program Standards, which outlines the specifics for training aids, equipment, and instructor/student ratios.

Both sets of training standards must be upheld by all agencies offering Red Cross Marine First Aid training within Canada.

The recognition of our program by Transport Canada is dependent on Red Cross' compliance with these standards, which includes our Training Partners. Training Partners will indicate compliance with these requirements in the Marine First Aid Training Partner contract addendum.

The Canadian Red Cross is not eligible to issue a marine certificate independent of Transport Canada regulations. Learners must follow all training standards required in order to receive a Transport Canada certificate.

## Portability of Instruction Development Program Certifications

Regulators do not approve our instructors, just our programs. Any instructor qualifications required are submitted based on our national Instructor Development Program so we would be recognized in each Province/Territory based on program approval.

# Best Practices

## Supporting Small Class Sizes

Instructors are required to comply with the teaching hours associated with each course.

Teaching hours are allotted to each course based on the maximum enrolment with the appropriate ratio of instructors according to legislation. There are times when below maximum enrolment occurs which may impact (possibly reduce) the actual teaching times of the specific lessons within a course. Smaller class sizes do not justify a reduction in overall course times, rather they allow an opportunity for the instructor to provide the learner additional scenario-based learning while maintaining the teaching hours. Instructors should confirm the class size when preparing their course and lesson plans. Pre-course preparation should include additional classroom activities to be used in the event that the required content is finished prior to the required teaching time.

## Class Size

### Learner Level First Aid Courses

The Canadian Red Cross strongly recommends that learner level courses have a minimum class size of four persons. Courses need to have sufficient learners to facilitate demonstration of skills and scenarios – especially those which require an ill/injured person and two first aiders/responders to complete the skill. Virtual classrooms will have class sizes defined in the program standards.

## Physical activity

Upon registering for a CPR and/or First Aid course (or Instructor or Instructor Trainer course), learners should be advised that physical activity is required when demonstrating skills. Learners must be able to demonstrate all the skills in the course to receive certification.

If registrants have any concerns about the level of activity involved in the course, they should be directed to consult with their physician prior to attending the course. A sample text for a letter is below. Learners and Instructor/Instructor Trainer candidates must also be made aware of the following at the start of every Canadian Red Cross course:

For most people, the physical activity involved in a First Aid and/or CPR course should not pose a threat to their health. There are a small number of people who may find the physical activities in a course strenuous.

If learners are unsure if they should participate in any aspect of the course involving physical activity, they should see the course conductor before the course begins. Should learners wish to remain in the course but are unable to perform all of the required skills, they cannot successfully complete the course and receive certification. A participation letter is available and can be issued by the instructor in lieu of certification.

Suggested text for Training Partners to send to learners regarding physical activity:

**Subject: Physical Activity Notice for Upcoming CPR and/or First Aid Course**

Thank you for registering for the upcoming INSERT COURSE TITLE course. Our goal is to help you feel more knowledgeable about first aid practices and better equipped to deal with a situation where first aid is required.

First Aid courses do require a certain degree of physical activity. For most people, the physical activity involved in a First Aid and/or CPR course should not pose a threat to their health. There are a small number of people who may find the physical activities in a course strenuous.

If you have any concerns about the level of activity involved in the course, please consult with your physician prior to attending the course. If you are unsure if you should participate in any aspect of the course involving physical activity, please see the course conductor before the course begins.

# Requirements

## Teaching Hours

Instructors are required to comply with the teaching hours associated with each course. Please see the Supporting Small Class Size section in [Best Practices](#).

## Minimum Class Size

### **First Aid Instructor and First Aid Instructor Recertification Classes**

First Aid Instructor and Instructor Recertification classes must have a minimum of four learners.

## Skills Evaluations

Skills evaluations are valid for one year after they are completed.

## Knowledge Evaluations

Written knowledge evaluations are required for each Canadian Red Cross course that results in certification. Knowledge evaluations must be completed individually – learners are not permitted to complete in pairs or as a group. Written knowledge evaluations are closed book evaluations.

### **First Aid & CPR, Caregiver First Aid, and Remote and Wilderness First Aid:**

If a learner does not successfully complete the knowledge evaluation, they are permitted to remediate incorrect responses with the instructor. They are not required to observe a waiting period prior to remediation. Learners who indicate a disability with reading or writing may complete their knowledge evaluation verbally with the instructor, provided that it is administered individually. Instructors should note this accommodation on their answer sheet.

### **Emergency Medical Responder, First Responder, Advanced First Aid, Marine Advanced First Aid and Wilderness First Responder Course:**

If a learner does not successfully complete the knowledge evaluation, they are required to observe a 24-hour waiting period prior to a second attempt. Their second attempt must be of an alternate version. If the second attempt is unsuccessful, inform the learner that he or she must complete a recertification for that course.

# Combining Courses

Training Partners will often wish to combine (or “stack”) multiple first aid programs within the same classroom. Under this operational method, more than one program type is being run congruently with another in the same learning environment (example – Emergency First Aid as well as Standard First Aid) with learners earning different certifications.

When combining courses, several factors must be taken into consideration:

- Instructor qualifications
- Instructor experience (able to manage the increased complexity of balancing more than one set of program outcomes)
- Regulatory requirements
- Course length
- Learner ratios
- Equipment ratios
- Needs of the learner (first time learners versus recertification candidates)
- All appropriate topics must be covered for each course

Challenges when combining courses may include:

- Instructors who are not experienced enough to balance the needs of all learners
- Not all learners will be able to self-guide while the instructor is working with other program outcomes

Learners may not all be using the same learner products (instructor must be able to reference more than one)

Slide presentations and videos are designed to be used with single programs (instructors may struggle to toggle between content to appeal to more than one program)

The following combinations are permitted when combining initial courses with initial courses or recertification courses with recertification courses. Recertification courses cannot be combined with initial training courses. Instructors are permitted to combine courses following the below chart of acceptable combinations:

## Permitted Course Combinations

	CPR A	CPR C	EFA	SFA	ECCF A	SCCF A	AFA	MBFA	MAFA	RFA	WFA	WFR	BLS	FR	EMR
CPR A															
CPR C	Y														
EFA	Y	Y													
SFA	Y	Y	Y												
ECCF A	N	N	N	N											
SCCF A	N	N	N	N	Y										
AFA	N	N	N	N	N	N									
MBFA	Y	Y	Y	Y	N	N	N								
MAFA	N	N	N	N	N	N	N	N							
RFA	N	N	N	N	N	N	N	N	N						
WFA	N	N	N	N	N	N	N	N	N	N					
WFR	N	N	N	N	N	N	N	N	N	N	N				
BLS	N	N	N	N	N	N	N	N	N	N	N	N			
FR	N	N	N	N	N	N	N	N	N	N	N	N	N		
EMR	N	N	N	N	N	N	N	N	N	N	N	N	N	Y	

Tile Type	Meaning
Y	Courses may be run in combination
N	Courses are not permitted to run in combination
	Same course, no combination required

Oxygen Therapy and Airway Management are stand alone courses that can be added on to any of our courses providing the program standards are met.

CPR BLS courses cannot be combined with other CPR courses. Basic Life Support can be taught *in place* of CPR A or C with Standard First Aid or Emergency First Aid. EFA & BLS and SFA & BLS are stand alone courses that cannot be combined with other EFA and SFA courses, which may include candidates who are completing level A or level C CPR EFA & BLS and SFA & BLS courses can be combined.

- [EFA & BLS](#)
- [SFA & BLS](#)

Marine courses are not permitted to be combined other than as indicated above. MBFA and MAFA cannot be combined.

## Mixing delivery methods

The in-person component of a classroom delivery first aid course is very different than that of a blended delivery first aid course.

In a classroom delivery course, learners experience all of their learning in the classroom. This includes:

- Gaining knowledge
- Reflecting on the knowledge
- Conceptualizing why the knowledge makes sense
- Applying the knowledge

In a blended delivery course, learners progress through the first three stages online using self-guided study and then apply their knowledge once they enter the classroom. Because of this, learners have different learning needs when working with their instructor – the mixing of delivery methods is not permitted in order to protect the learning experience of the learner.

In a recertification course, the learner is to demonstrate their ability to apply the knowledge they previously gained. As learners in a recertification course and blended learning course have the same learning need – application of knowledge, blended learning courses may be combined with a recertification course as outlined below:

- Blended CPR with CPR Recertification
- Blended EFA with EFA Recertification
- Blended SFA with SFA Recertification

Blended Learning courses are not to be combined with traditional delivery courses.

## Preventing Disease Transmission

Prevention of Disease Transmission (PDT) and handwashing components must be included in every Canadian Red Cross First Aid course. Good hygiene is important in first aid because unhygienic practices can pass on many infections. Individuals who are infected with a contagious disease should use their own manikin and all precautions should be taken to reduce exposure to other learners.

## Blended Learning Requirements

**Important Note:** All blended learning learners must complete the self-paced online component before proceeding to the in-classroom component. Failure to complete the online component prior to attending the in-class component will result in the learner's certification being void.

## Design and Length

Each blended learning course is divided into two mandatory components. To achieve certification, the learner will be required to complete the online component, present the on-line completion certificate to the Instructor, then complete the classroom component. Learners are required to complete the classroom component within six weeks of completing the online component. If a learner does not attend a classroom session within this timeframe, they are required to retake the online component before being admitted into the classroom.

## Knowledge Checks in Blended Courses

Knowledge check questions are a series of questions at the end of each online module of a blended online course. These questions ensure that the learner understands the concepts and is actively engaged in the course.

Learners in blended courses are still required to complete the Knowledge Evaluation at the end of the classroom portion of the course. Knowledge evaluations are mandatory at the end of each course if outlined under the *Course Completion Criteria* of the course in the Program Standards, regardless of the delivery method.

**Due to provincial regulatory requirements, when facilitating a blended learning program, you may be required to utilize documents and/or tools that have been modified from our national program. Please visit the Training Partner website > First Aid > Teaching Resources and Forms to access these items. If you require further information, please speak with your Account Manager.**

## Preparing Learners

Blended Learning Training Partners are responsible to prepare learners to be successful in receiving first aid certification. Learner materials (i.e., learner products and access to the online component) are recommended to be distributed to learners two to four weeks prior to the classroom session. This gives learners an opportunity to complete the online component and familiarize themselves with the contents and materials for the course. Learners must be provided with a set of the course products prior to beginning the online component.

Course learners should also receive either a letter or an email containing information about health and safety requirements before participating in the classroom component. See sample text for letter below.

Dear Blended Learning Course Learner,

Thank you for enrolling in the Canadian Red Cross blended learning course. The time and place of the classroom component is listed below.

Course Name: [specify]

Date and Time: [specific times]

Location: [include directions]

In this course, you will learn how to recognize an emergency and follow the emergency action steps: Prepare-Check-Call-Care. Depending on your course selection, you will

also learn a number of CPR and first aid skills, such as how to perform CPR, how to control bleeding, and how to immobilize an injured body part.

To receive certification, you must successfully complete both the online component (including passing the online knowledge evaluation) and the classroom component. Please bring verification of online component completion (proof of completion can be printed upon successful completion of all content) to the classroom.

Once you have registered for a Blended Learning Course, you will receive an email from Canadian Red Cross/Croix-Rouge canadienne outlining how to access the online component for the course. Once you complete these instructions, you will be able to access your course by going to [myrc.redcross.ca](http://myrc.redcross.ca) > My Profile > My Online Courses.

You will be participating in strenuous activities, such as performing cardiopulmonary resuscitation (CPR) on the floor. If you have a medical condition or disability that may prevent you from taking part in a skills session, or if you have any questions about your ability to participate fully in this course, discuss them with me, your Training Partner/Instructor, before you start the course. Wear comfortable clothing for the classroom component.

Upon successful completion of the required online knowledge evaluation and the classroom training, you will receive a certificate. The certificate is valid for three years.

Some things to keep in mind:

- The online learning is where you will focus on the theory of first aid. Your in-class session will be mainly skills focused where you can apply the theory you learned online.
- The amount of time you can expect to spend in training is very similar to taking the two-day traditional delivery course except that half will be self-paced online and half will be in the classroom with a Red Cross First Aid Instructor.
- If you have any content related questions while working through the online component, please contact your Training Partner/Instructor. Questions about system or technical issues can be directed to the “live chat” feature on the site.
- Be aware of your own time management strategies. The online component is not intended to be completed in one session and should not be attempted the evening before a classroom session.
- You can exit the program at the end of each module without losing your placement. When you return you will continue with the next module.

I look forward to having you in my class.

## Use of Skill Sheets

The skill sheets, which can be found on *Boulevard*, are used to evaluate learners at any point in the course. This checklist outlines the components of a required skill the learners must demonstrate in order to complete their course. **If a learner did not successfully demonstrate a skill, the Instructor is required to complete a skill sheet to justify why the learner was unsuccessful.** The skill sheet also serves as documentation as some agencies need paperwork to confirm the participation of the person in the course.

A Skill Progress Log can be used in concert with the skill sheets to track the individual learner or the entire class. Once all the skills have been successfully completed, the Instructor will then have the learner initial beside their name to confirm. By initialing, this indicates the learner has received feedback and has been shown their skill status. This will also assist should an issue arise post-course, providing supporting documentation for both the Instructor and the learner. Skill Progress Logs are available on *Boulevard*.

## Standards Versus Practice

When practicing and evaluating learners' skills, Instructors must be mindful of standards versus practice. Standards are documented in the skill sheets and are evidence-based, required procedures. Practices are adaptations of standards that users have adopted for a variety of reasons (they see someone else doing it, its perceived as being easier or faster than the standard, they think it is more effective, etc.). Instructors need to be able to distinguish between evidence-supported clinical treatments (standards) and practices employed by learners. Certification requires that learners perform all skills according to the standards outlined in our programs and according to the course skill sheets.

## Accommodations Versus Modification

There are times when the courses we offer will need to be adapted in order to meet the learning needs of our learners. There are two different types of changes:

- Accommodations: change **how** a learner learns the material. Accommodations do not influence the performance criteria.
- Modifications: change **what** a learner is expected to learn or demonstrate.  
**Modifications are not permitted** due to legislative approval and copyright regulations.

Our goal is to make the learning experience as suitable to each learner as possible though the use of accommodations.

Accommodation Examples:

- Completing a knowledge evaluation verbally for learners who have a reading difficulty is an accommodation from the typical format of written completion.
- Allowing a learner to perform CPR on a hard, flat surface such as a tabletop.

Modification Examples:

- Not requiring the learner to complete the knowledge evaluation or completing as a group would be a modification.

- Marking a learner as successful when they cannot compress the chest deeply enough as per the criteria on the CPR Skill Sheet.

The skill sheets for each demonstrated skill indicate which steps in the skill are **critical** and therefore are required to be demonstrated by the learner to meet the certification standard.

**Modifications that change what a learner is expected to learn or demonstrate are not permitted.**

**Letter of Participation:** Learners who are unable to demonstrate the required skills contained within the course (according to the course's skills sheet) can be issued a letter of participation. This letter outlines that they have participated in a course and have gained valuable knowledge; however, they were unsuccessful in obtaining certification.

[myrc.redcross.ca](http://myrc.redcross.ca) > Resources > Additional Resources

## IDP Certificate Maintenance

### Maintaining Certification

Once instructors have established themselves as a CRC First Aid Programs Instructor, they will be required to recertify every three years. Following recertification, the Instructor will continue this three-year practice until the discontinuation of their certification.

Attendance at a recertification course does not guarantee recertification. If an Instructor is unable to successfully complete the recertification course, the Instructor may be assigned to complete another recertification course. The Teaching Experience is not to be used as a remedial tool.

### Recertification in Remote Communities

The purpose of the remote clause is to ensure Instructor development meets the training needs of the community and provides an alternate method of recertification for Instructors living in remote or isolated communities. **This clause is to be used only in exceptional cases and is not to be considered a standard practice. Pre-approval is required by the Canadian Red Cross.**

In order to qualify to recertify under the remote clause, Instructors/Instructor Trainers must live in a remote or isolated community. This is defined as a community that:

- Is not within two hours of an urban centre (population greater than 1,000), and is only accessible by car using winter roads and/or by boat in summer;
- Has no current Instructor / Instructor Trainer(s) living within the vicinity; and,
- Does not have regularly scheduled recertification workshops (once every three years) in the vicinity.

## Expired Certifications

Once your Instructor certification has expired, you are no longer permitted to deliver Canadian Red Cross first aid programs. Expiry of Instructor certification also renders any corresponding learner-level certifications as expired.

**IMPORTANT:** you are responsible for maintaining all learner-level certifications required for employment purposes.

### Grace Period for Instructors Whose Certification has Expired

The following recertification pathways apply based on the length of time since certification expiry:

- **Instructors whose certification has been expired for less than 6 months** may register for the appropriate discipline-specific Instructor recertification course. They will follow the [Instructor Development Recertification Program](#). Recertification prerequisites outlined in Step 1 must be verified.

**Note:** Individuals with expired learner-level certification (discipline-specific) must complete a skills evaluation.

- **Instructors whose certification has been expired more than 6 months but less than 1 year** may apply to be granted permission to attend a recertification course after your expiry date by contacting our National Contact Center. Our team of experts will assess your application to determine an appropriate pathway for maintaining your certification. Requests can be emailed to [MyRCsupport@redcross.ca](mailto:MyRCsupport@redcross.ca).
- **Instructors whose certification has been expired more than 1 year** may register for the [Instructor Transfer Option 2](#) course.
- **Instructors whose certification has been expired more than 3 years** must follow the [Instructor Development Program](#).

## Record Keeping by Training Partners

In addition to providing course rosters to the Canadian Red Cross, Training Partners should use the following timelines for record-keeping documents (digital or print).

### Course Management Documents

- **Rosters:**
  - Learner level – 1 year past certification expiry date.
  - Leadership – 1 year past certification expiry date
- **FAI Course evaluations** - 1 year past certification expiry date
  - WEFA instructor – 3 years
- Knowledge Evaluations – 1 year past certification expiry date
- WEFA-specific documentation – based on WorkSafeBC's requirements – 3 years
- Marine-specific documentation – based on Transport Canada's requirements – 7 years
- EMR-specific documentation – based on Provincial legislation requirements – 5 years

## Supervision of Youth

Youth First Aid courses, which comprise learners up to 16 years of age, must be supervised at all times by a Community and/or Youth Leader. Learners are not to be left unattended. For courses that will be facilitated by a single Community or Youth Leader, a secondary adult must be accessible to assist in situations where your focus would be split (example: medical emergency). This could include a facility staff person.

# The Teaching Experience

## Goal of the Teaching Experience

A teaching experience provides the opportunity for an Instructor/Instructor Trainer candidate to demonstrate their competence within their selected discipline and refine their professional identity. Based on the concept of service learning, the teaching experience focuses comprehensively on the role of an Instructor/Instructor Trainer — including requirements when preparing for a course (pre- course), while facilitating a course (during the course) and following a course (post course). There are several distinct benefits to including a teaching experience within a development program:

- It reduces the theory practice gap for pre-service Instructors/Instructor Trainers
- It allows newly certified Instructors/Instructor Trainers to connect with their peers
- It encourages reflection of practice
- It prepares Instructor/Instructor Trainer candidates in a way that is more relevant to modern day classrooms (it's the real deal)
- It allows an Instructor/Instructor Trainer candidate to develop a professional identity by engaging in authentic practice. As with other professions, this would include exposure to how both they and their peers talk, listen, write, read, act, interact, etc...

The Teaching Experience is a compulsory component of the First Aid Program Instructor Development Program (applies to Instructors and Instructor Trainers) and must be completed within one year of finishing the instructor-led development components. No extension will be granted after one year without written permission from the Canadian Red Cross. (Extensions will only be considered for exceptional circumstances.)

The Teaching Experience for First Aid Instructor candidates is permitted on a full, classroom Standard First Aid Course or a Blended Standard First Aid Course. Recertification courses and Blended Emergency First Aid courses are not permitted for the Teaching Experience. If the Teaching Experience is conducted on a Blended Standard First Aid Course, the candidate is required to lesson plan for a full, classroom Standard First Aid Course in addition to the Blended Standard First Aid lesson plan. It is recommended that the candidate observe a full, classroom Standard First Aid Course.

## Components of the Teaching Experience (Instructor Level)

1. **Online preparation module:** Candidates will begin by completing an online preparation module that guides them through the Teaching Experience process. Content includes:
  - Benefits of a Teaching Experience
  - Connecting with the Teaching Experience Supervisor
  - Establishing a Facilitation Charter
  - Organizing course details
  - Planning and organization
  - Working together and providing/receiving feedback
  - Teaching Experience evaluation criteria

Following this they will begin working with their assigned Teaching Experience Supervisor to prepare for the course.

2. **Observation:** Candidates have the option to observe a learner level first aid course (lead by a certified CRC Instructor). This is an opportunity for the candidate to organize their learnings, observe how a certified Instructor works with learners and consider their own upcoming application. This is not a remedial development component and is at the discretion of the candidate to support their needs as a learner.
3. **In-Class Component:** Each candidate will be provided with up to three attempts to meet the completion criteria. Following each attempt, they will speak with their Discipline-Specific Instructor Trainer in order to determine how they can incorporate their learnings to improve.

Instructor Trainers are permitted to assign one Teaching Experience at a time to Instructor candidates. Following the first attempt, the focus of additional Teaching Experiences will be to complete the Instructional Tasks remaining for certification. If the candidate is not successful following the third attempt, the candidate is required to retake the entire Instructor Development Program.

## **Initial Certification & Additional Certification (Instructor)**

Candidates seeking their initial Instructor certification within the First Aid Programs of the Canadian Red Cross are required to demonstrate each of the Instructional tasks listed below. Candidates seeking additional Instructor certification as they expand their teaching experience will only be required to demonstrate tasks marked with an asterisk. At all times candidates are expected to teach according to the Fundamental Principles and follow the Canadian Red Cross Standards of Behaviour. Remaining segments of the course are expected to be led by the Teaching Experience Supervisor/Instructor Trainer, so the candidate is also able to learn from their approach to instruction.

	Instructional Task	Criteria
<b>Pre-Course</b>	<b>Plan by course and by lesson</b>	<p><b>Plan for an entire course including assigned micro-teach lessons.</b></p> <ul style="list-style-type: none"> <li>• Identify where to locate resources connected to program content.</li> <li>• Recognize and comply with relevant provincial and federal legislation.</li> <li>• Use plans for each lesson that demonstrates time management skills.</li> <li>• Identify the different learner audiences you may encounter in your classroom and adapt instruction to meet their learning needs.</li> <li>• Reinforce key points clearly and concisely so learners are able to understand them.</li> </ul>
	<b>Prepare teaching aids and course content</b>	<ul style="list-style-type: none"> <li>• Utilize equipment appropriate to the program being taught, based on the Canadian Red Cross National First Aid Program Standards.</li> <li>• Incorporate a variety of teaching aids.</li> <li>• Demonstrate a commitment to a safe learning environment by using equipment that has been appropriately maintained (cleaned) and stored.</li> </ul>
	<b>Create a safe learning environment</b>	<ul style="list-style-type: none"> <li>• Identify the appropriate emergency procedures that your learners must be aware of within the learning environment.</li> <li>• Prepare for how you will intervene immediately in situations that jeopardize the physical or emotional safety of your learners.</li> <li>• Prepare your learning environment in a manner which protects the physical safety of your learners.</li> </ul>
	<b>Review all lesson content and activities</b>	<ul style="list-style-type: none"> <li>• Review all lesson content and activities prior to starting the course.</li> <li>• Adapt to evolving circumstances (such as program content updates) and learner needs prior to starting the course. Incorporate this into your course and lesson plans.</li> </ul>
<b>During Course</b>	<b>Start a course</b>	<ul style="list-style-type: none"> <li>• Communicate learning expectations and course completion criteria.</li> <li>• Be attentive to signals that learners are sending about their readiness, understanding and involvement in the learning process (consider how this will impact your lesson plans).</li> <li>• Act with integrity and demonstrate accountability to learner success.</li> </ul>

	<p><b>Maintain a safe learning environment</b></p>	<ul style="list-style-type: none"> <li>• Value injury prevention and safety in the learning environment and with the learners.</li> <li>• Identify the appropriate emergency procedures that learners must be aware of at the start of each program.</li> <li>• Intervene immediately in situations that jeopardize the physical or emotional safety of the learners.</li> <li>• Recognize that the values, biases, perspectives or behaviours of learners may have an impact on the quality of the learning experience of others. Be able to intervene and remediate when necessary.</li> <li>• Use language appropriate for all learners.</li> </ul>
	<p><b>Teach Lessons</b></p>	<p><b>Includes two skill-based lessons and two knowledge-based lessons (using instructional techniques other than lecture)</b></p> <ul style="list-style-type: none"> <li>• Share the intent of each lesson with the learner.</li> <li>• Employ a variety of activities that promote active participation.</li> <li>• Utilize and maintain teaching aids and equipment appropriately to supplement learning.</li> <li>• Use appropriate lessons which will allow learners to explore skill application and decision making.</li> <li>• Demonstrate expected skill performance accurately according to the Canadian Red Cross standard.</li> <li>• Appropriate courses to support the teaching experience include: EFA or SFA which allows the candidate to instruct two skill-based lessons and two knowledge-based lessons. A maximum of one candidate may participate in a teaching experience during an EFA course and a maximum of two candidates may participate in a teaching experience during an SFA course.</li> <li>• A teaching experience may not be conducted on a Blended Emergency First Aid course.</li> <li>• A teaching experience may not be conducted on a recertification course.</li> <li>• A teaching experience may be conducted on a Blended Standard First Aid course. If this course type is selected, a candidate must lesson plan for a full, classroom Standard First Aid Course in addition to the Blended Standard First Aid lesson plan.</li> <li>• Use lesson plans for each lesson taught that demonstrate time management.</li> <li>• Reinforce key points clearly and concisely so learners can understand them.</li> <li>• Address and ask questions appropriately.</li> <li>• Act with integrity and demonstrate accountability to learner success.</li> </ul>

	<b>Assess learners; provide additional instruction when needed</b>	<p><b>This Instructional Task is linked to the lessons taught.</b></p> <ul style="list-style-type: none"> <li>• Be attentive to signals that learners are sending about their readiness, understanding and involvement in the learning process.</li> <li>• Use perception checks to ensure learners understand the message(s) being communicated.</li> <li>• Assess learners using the program tools/strategies available to you.</li> </ul>
	<b>Adapt instructional approach to meet learning needs</b>	<ul style="list-style-type: none"> <li>• Guide learners in how to improvise and adapt to changing situations as their knowledge and skill base increase during the lesson and the course.</li> </ul>
	<b>Resolve conflict (if applicable)</b>	<ul style="list-style-type: none"> <li>• Utilize conflict resolution strategies when needed to protect the learning experience and environment.</li> </ul>
	<b>Evaluate learners</b>	<p><b>Candidate aids in this effort; the certified Instructor authorizes learner level certification</b></p> <ul style="list-style-type: none"> <li>• Evaluate each learner's completion/non completion of the course.</li> <li>• Communicate each learner's completion/non completion of the course.</li> </ul>
	<b>Close a course</b>	<ul style="list-style-type: none"> <li>• Reinforce key points clearly and concisely so learners are able to understand them.</li> <li>• Promote the programs and services of the Canadian Red Cross in the local community.</li> </ul>
<b>Post Course</b>	<b>Decontaminate teaching aids</b>	<ul style="list-style-type: none"> <li>• Maintain equipment appropriately to optimize learning.</li> <li>• Model and uphold the Canadian Red Cross First Aid Program Standards.</li> </ul>
	<b>Complete post-course paperwork</b>	<ul style="list-style-type: none"> <li>• Recognize and comply with relevant provincial and federal legislation.</li> <li>• Participate in the completion of all post-program activities.</li> </ul>
	<b>Reflect on the experience</b>	<ul style="list-style-type: none"> <li>• Complete reflection of practice in <i>Fundamentals of Instruction – First Aid Programs Workbook</i>.</li> <li>• Discuss the outcome of the course with the Teaching Experience Supervisor/Instructor Trainer.</li> <li>• Prepare a personal learning plan.</li> </ul>

## **Certification – Instructor Trainer Level**

Candidates seeking Instructor Trainer certification within the First Aid Programs of the Canadian Red Cross are required to demonstrate each of the Instructional tasks outlined above, in addition to the following:

- Initiate a professional relationship with candidates (pre-course)
- Facilitate learner-led activities (during the course)
- Maintain relationship with candidate throughout the development program (during the course)
- Maintain relationship with candidates throughout their professional practice (post-course)

At all times, candidates are expected to teach according to the Fundamental Principles and follow the Canadian Red Cross Standards of Behaviour. Remaining segments of the course are to be led by the Supervising Instructor Trainer, so the candidate is also able to learn from their approach to instruction.

## **Components of the Teaching Experience (Instructor Trainer Level)**

Instructor Trainer candidates are familiar with the purpose and process of a Teaching Experience, as well as the preparation considerations. Because of this they will proceed directly to an optional observation and begin preparing for their classroom component with a certified Instructor Trainer (an online component is not required). Following this they will begin the in-class component. Each candidate will be provided with up to three attempts to meet the completion criteria. Following each attempt, they will speak with their Master Instructor Trainer in order to consider how they can incorporate their suggestions for improvement. Master Instructor Trainers are permitted to assign one Teaching Experience at a time to Instructor Trainer Candidates. Following the first attempt, the focus of additional Teaching Experiences will be to complete the Instructional Tasks remaining for certification. If the candidate is not successful following the third attempt, the candidate is required to retake the entire Instructor Trainer Development Program.

## **Consideration for Wilderness Instructor Candidates**

Instructing in a wilderness or remote location involves unique safety and instructional considerations to ensure a safe learning environment and successful learning experience for learners. To ensure Instructor Candidates are prepared to support these considerations once certified, at minimum one skill-based lesson and one knowledge-based lesson of the Teaching Experience must be successfully demonstrated in a wilderness or remote location (alternative classroom). Additionally, if candidates are seeking certification as a Wilderness Instructor through additional certification (are already certified as another CRC First Aid Program Instructor and are able to condense the Teaching Experience requirements) they will be required to engage in the pre-course activity of “Creating a Safe Learning Environment” where these actions differ from a traditional classroom setting.

## Roles and Responsibilities during a Teaching Experience

### The Red Cross:

- Issue certification to successful candidates within four weeks of receiving all completed documentation

### Instructor Development Centre:

- Assist the candidate with locating an appropriate course to conduct their teaching experience.
- Connect the candidate with the Teaching Experience Supervisor that will be evaluating their teaching experience.
- Enable communication between the candidate and their Instructor Trainer.
- Collect completed teaching experience form from the candidate.
- Upon successful completion of the candidate's teaching experience, download the completed teaching experience form to [My Red Cross](#) website and enter the candidate as complete.

### Instructor Development Program Course Facilitator (Instructor Trainer/Master Instructor Trainer):

- Review the Teaching Experience process with the candidate before the end of the course
- Ensure candidates understand the Teaching Experience requirements they must fulfill to become certified
- Inform the IDC of candidates who have not successfully completed their post-course requirements
- Provide the IDC with comprehensive documentation on any candidates who do not successfully complete the Instructor Development Program within one week of attempted completion

### Teaching Experience Supervisor/Instructor Trainer:

- Be a role model, guide, and coach to the candidate
- Ensure the candidate is informed ahead of time about the Teaching Experience
- Ensure the roles of the Teaching Experience Supervisor/Instructor Trainer and candidate are clearly identified
- Plan the course with the candidate; assist with any difficulties encountered
- Ensure the candidate is prepared with lesson plans; review the lesson plans prior to the course
- Be present throughout the **entire** course
- Ensure full course content is presented accurately
- Provide feedback verbally and in writing to the candidate throughout the course; inform him/her of any areas requiring improvement and provide an opportunity for the candidate to correct these

- Allow the candidate to assist with the evaluation and feedback of the course learners/candidates (the Teaching Experience Supervisor/Instructor Trainer authorizes learner/instructor certification)
- Discuss the final result of the Teaching Experience with the candidate on the last day of the course; write any applicable comments on the Teaching Experience form

### **Candidate**

- Present their Teaching Experience form to the Teaching Experience Supervisor/Instructor Trainer
- Complete the online Teaching Experience preparation component (Instructor level only)
- Demonstrate the required Instructional Tasks
- Work co-operatively with the Teaching Experience Supervisor/Instructor Trainer
- Be punctual, prepared and organized
- Accept feedback from the Teaching Experience Supervisor/Instructor Trainer with a positive attitude and a willingness to work on areas needing improvement
- Send the completed and signed Teaching Experience form to the IDC as soon as the Teaching Experience is complete

# Roles and Responsibilities of Instructional Personnel

## Who Can Teach It

Canadian Red Cross First Aid programs must be facilitated by a certified Leader/Instructor/Instructor Trainer/Master Instructor Trainer. **Any rosters submitted with an expired or unauthorized facilitator will not be accepted for certification.**

### Instructor for Learner Courses

	Youth Leader	CPRI	FAI	PFAI	RFAI	WFAI	WFRI	BLSI	FRI	EMRI	AFAI
Stay Safe!	•										
Babysitters	•										
CPR A & C		•	•								
EFA			•								
SFA			•								
EFA & BLS			*					*	*	*	*
SFA & BLS			*					*	*	*	*
First Aid Workshop			•								
PDT		•	•		•	•	•	•	•	•	•
Self-Care & Wellness				•							
PFA				•							
ECCFA			•								
SCCFA			•								

	Youth Leader	CPRI	FAI	PFAI	RFAI	WFAI	WFR1	BLSI	FRI	EMRI	AFAI
Remote FA					•	•	•				
Wilderness FA						•	•				
Wilderness FR							•				
Marine Basic FA			•								
Marine Advanced FA							•		•	•	
Oxygen Therapy							•	•	•	•	
Airway Management							•	•	•	•	
Basic Life Support							•	•	•	•	•
Advanced First Aid							•			•	•
First Responder							•		•	•	
Emergency Medical Responder										•	
FR to AFA Bridge										•	
RFA to WFA Bridge						•	•				
MAFA to FR Bridge							•		•	•	
FR to EMR Bridge										•	
AFA to EMR Bridge										•	
EMR to AFA Bridge										•	

Instructional personnel are able to expand their discipline through additional certification. For details, please see the Instructor Development Program [Expanding Instructor Certification section](#).

**\*Note:** To instruct an EFA & BLS course and/or a SFA & BLS course, the Instructor must hold current and valid FAI and an Instructor certificate for the Professional Responder discipline (BLSI, FRI, EMRI or AFAI).

## Expanding Instructor Certification

Once certified, Instructors are able to earn additional certifications through an abridged development process. Below is a legend to reference when reviewing the Expanding Instructor Certification chart on the next page.

	<b>Courses Included</b>
<b>Core/First Aid &amp; CPR Program</b>	CPR A, CPR C, EFA, SFA, MBFA, ECCFA, SCCFA
<b>Wilderness &amp; Remote First Aid Program</b>	RFA, WFA, WFR
<b>Professional Responder Program</b>	FR, EMR, AFA, BLS, MAFA
<b>Psychological First Aid Program</b>	SC&W, PFA
<b>Youth First Aid</b>	SS, BBS

	<b>Step 1: Pre-Req Check</b>	<b>Step 2: Fundamentals of Instruction</b>		<b>Step 3: Discipline Specific</b>	<b>Step 4: Teaching Experience</b>		<b>Step 5: Certifica- tion</b>
	Must be 18 years old  <b>Learner Level Certification &amp; Skill Evaluation</b>	Online component	Classroom component	Classroom component	Online component	Classroom component	3 yrs.
Core to Other Core	•	Not required – already completed	Not required – already completed	Not required – already completed	Not required – already completed	Not required	•
Core to Psychological First Aid (PFA)	•	Not required – already completed	Not required – already completed	•	Not required – already completed	PFA Classroom Component	•
Core or PFA to Wilderness	•	Not required – already completed	Not required – already completed	•	Not required – already completed	•	•
Core or PFA to Professional	•	Not required – already completed	Not required – already completed	•	Not required – already completed	•	•
Wilderness to Core	•	Not required – already completed	Not required – already completed	•	Not required – already completed	•	•
Wilderness to Other Wilderness	•	Not required – already completed	Not required – already completed	Not required – already completed	Not required – already completed	Not required – except for RFAI or WFAI to WFRI	•
Wilderness To Professional	•	Not required – already completed	Not required – already completed	•	Not required – already completed	•	•

	<b>Step 1: Pre-Req Check</b>	<b>Step 2: Fundamentals of Instruction</b>		<b>Step 3: Discipline Specific</b>	<b>Step 4: Teaching Experience</b>		<b>Step 5: Certifica- tion</b>
	Must be 18 years old <b>Learner Level Certification &amp; Skill Evaluation</b>	Online component	Classroom component	Classroom component	Online component	Classroom component	3 yrs.
Wilderness to PFA	•	Not required – already completed	Not required – already completed	•	Not required – already completed	PFA Classroom Component	•
Professional to PFA	•	Not required – already completed	Not required – already completed	•	Not required – already completed	PFA Classroom Component	•
Professional To Core	•	Not required – already completed	Not required – already completed	•	Not required – already completed	•	•
Professional To Wilderness	•	Not required – already completed	Not required – already completed	•	Not required – already completed	•	•
Professional To Other Professional	•	Not required – already completed	Not required – already completed	Not required – with exception noted below	Not required – already completed	Not required – with exceptions noted below	•
CRC Instructor (Any Discipline) To Youth Leader	SFA & CPR C certification	Not required – already completed	Not required – already completed	Youth Leader Online Course	Not required	Not required	•

## Notes

### The following exceptions apply to the pathway for expanding Instructor certification:

- BLSIs who took the Professional Responder Discipline Specific course when they certified are required to complete step 1 and step 4 (classroom component of Teaching Experience only) for FRI or EMRI certification.
- Remote First Aid Instructors (RFAs) and Wilderness First Aid Instructors (WFAs) who would like to pursue Wilderness First Responder Instructor (WFRI) certification are required to complete steps 1 and 4 (classroom component only).
- The Youth Leader online course is available for CRC Instructors to complete independently by going on [My Red Cross](#) > My Profile > My Updates.

## Additional Instructor Trainer Certification

Once certified, Instructor Trainers are able to earn additional certifications through an abridged development process:

1. They must be certified as an Instructor within the new discipline and complete a skills evaluation.
2. They will proceed directly to a Teaching Experience which must be supervised by a certified TES. Completion and submission of the Teaching Experience Form – Additional Certification – Instructor Trainer level. A copy of this form can be found at [myrc.redcross.ca >Tools > First Aid Instructor Trainer](#)
3. Following successful completion of the Teaching Experience and submission of documentation to [myrcsupport@redcross.ca](mailto:myrcsupport@redcross.ca), the Instructor Trainer will be certified within this additional discipline

**Note:** Instructor Trainers seeking IT certification in the same discipline do not need to complete a Teaching Experience. They must be certified as an Instructor for the discipline they are seeking and complete a skills evaluation for the course level they wish to obtain certification. For example, an individual holding a FRIT certification who wishes to gain their EMRIT certification must be an EMRI and complete a skills evaluation. A copy of the skills evaluation and record of IT certification should be submitted to [myrcsupport@redcross.ca](mailto:myrcsupport@redcross.ca).

## Exceptions to Program Standards

The Canadian Red Cross Program Standards must be upheld in all cases. If a situation arises where an Instructor or Training Partner feels that an exception to the Program Standards needs to be made, approval must be requested from the Red Cross. Approvals must be received in advance of any exceptions being made by Instructors or Training Partners. To request an exception please send an email request to [myrcsupport@redcross.ca](mailto:myrcsupport@redcross.ca).

## Professional Responder Recertification Alternate Delivery Approval

The Alternative Recertification Process for First Responder and Emergency Medical Responder is intended for those professionals who are currently certified, train regularly and have maintained certification while active within a professional first response department. This process maintains consistency of skills and knowledge while providing training flexibility to accommodate the operational needs of an emergency response department. Requests are reviewed and assessed on a case-by-case basis.

For more information and to apply please contact [FAEducation@redcross.ca](mailto:FAEducation@redcross.ca).

**Note:** General public recertification courses do not qualify for the above option noted for Professional Response Departments or Organizations.

## Instructor Development Program Certification and Teaching Experience Extension Process

### Instructor Development Program Certification Extensions

In cases where extenuating circumstances prevent an Instructor or Instructor Trainer from attending a recertification course before their certification expiry date, the instructor can request an extension to their certification. All requests for Instructor/Instructor Trainer certification extensions should be sent to [myrcsupport@redcross.ca](mailto:myrcsupport@redcross.ca).

### IDP Teaching Experience Extensions

In cases where extenuating circumstances prevent an Instructor or Instructor Trainer candidate from completing their Teaching Experience within one year of finishing their classroom-based course component, the Instructor/Instructor Trainer can request an extension to their teaching experience deadline. All requests for Instructor/Instructor Trainer Teaching Experience deadline extensions should be sent to [myrcsupport@redcross.ca](mailto:myrcsupport@redcross.ca).

## Alternate Manual Format

As we often receive requests for PDF or Word versions of our program manuals for use by course learners who have conditions such as dyslexia or vision impairment, a request form has been created to expedite the process for accessing these documents through our publisher. This form is available to Training Partners through:

[My Red Cross](#) > Resources > Additional Resources

# Role: Participation in the Instructor Trainer Support Network

The CRC IT Support Network is made up of a number of components designed to support the growth and development of Instructor Trainers throughout their certifications with the Red Cross.

Each Instructor Trainer will be required to engage and participate in this support network as a prerequisite for Instructor Trainer recertification. Each IT will be assigned to a specific MIT who will connect with the IT throughout their certification period to facilitate professional growth and development (peer support).

## Responsibility: How to create safe environments

Safe learning environments comprise two parts:

- The physical environment
- The psychological environment

### What is a safe physical environment?

- Free of hazards and dangers (e.g., no fire, live wires, broken glass)
- Well lit and ventilated
- At a comfortable temperature
- Situated near washrooms and exits
- Appropriate and comfortable for practising skill

### What is a safe psychological environment?

- A safe psychological environment is free of violence, abuse, bullying, exploitation, harassment and discrimination.

Details for establishing and maintaining safe learning environments are included within the Instructor Development Program and involve work both prior to the course beginning and while it is taking place. Instructional Personnel have a responsibility to intervene in situations where the physical or psychological environment has been (or may be) jeopardized.

## Psychological First Aid Course Delivery

### Before

- Set up the room so there are tables for group work plus a space where all learners can come together as a big group either to de-brief an exercise or participate in a big-group activity. For big group discussions use a circle as it gives equal voice and shares power amongst learners.
- Ensure training room/space is private.
- Natural lighting preferred.
- Define a dedicated separate space to allow for private reflection (if needed).

- Encourage soft music selected by learners to be played while they arrive and during breaks.
- Be mindful of allergies and scents.
- Have tissue available for learners.

### During

- Icebreakers, games, and community traditions are an important component, and should be used throughout classroom time as both an opportunity for learners to learn more about each other as well as to transition between conversations and topics.
- The Group Charter is a critical component of the course. Allowing time for a robust discussion on the safety of the learning environment that all learners agree to is fundamental.
- All persons in the classroom are to be considered as learners that have been a part of the charter conversation and respect that conversations are to be kept confidential; no observers.
- Check in with learners regularly to ensure safe discussions.

### Post Course

- Training Partners will follow up with Instructional personnel after course to check on the success and/or challenges in the classroom.
- Instructors should revisit their own self-care plan regularly.

<p><b>Note:</b> PFA Instructor/Instructor Trainers in this role are educators NOT counsellors.</p>
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### **Situations that jeopardize the physical or psychological safety of learners require instructional personnel to intervene *immediately*.**

A threat to the physical learning environment can include a violent action, misuse of equipment, an unintentional injury, or inappropriate contact/touching. The threat may come from a learner in the classroom or from someone outside. The threat could also include extreme weather (resulting in flooding or a power outage) or contamination due to chemicals or bodily fluids. These threats are typically obvious and objective. If you experience a threat to the physical environment, action is required to ensure the safety of yourself and learners.

If the threat occurs **within** the classroom, we recommend you follow these steps:

1. If necessary, remove either the offending learner or the class. Be aware of your safety and that of your learners. Use your best judgment based on the situation.
2. If needed, seek on-site support to assist you in supervising the class.
3. Provide care to any ill or injured persons. If medical support is needed, call 911 or your local emergency number.
4. Notify your Training Partner, and, if the incident involves violence, law enforcement.
5. Determine if the course can resume. This may require use of a secondary classroom space.

6. Document the incident and actions taken. Give this to your Training Partner for follow-up.

If the threat occurs **outside** the classroom, it may be safer to remain sheltered within the room. Use your best judgment based on the situation. If necessary, call 911 or your local emergency number.

Threats to the psychological environment include racism, harassment (including sexual harassment), bullying, and inappropriate humour. These are sometimes more subjective and may be less evident than physical threats. If you experience a threat to the psychological environment, we recommend you follow these steps:

1. Recognize the situation and the impact on the learner.
2. Discreetly check in with the learner being harassed and intervene immediately. Harassment and bullying should not be tolerated.
3. Speak with the offending learner—make it clear the behaviour must stop.
4. If the offending learner persists, remove him or her from the course. If needed, seek on-site support to assist you in supervising the class.
5. Document the incident and actions taken. Give this to your Training Partner for follow-up.

## **Responsibility: Account for Legislation in Teaching**

Certification-based first aid courses are subject to provincial and territorial legislation. In the case of Marine First Aid, programming is governed by Transport Canada. In the case of our Professional Responder programs, programming is often governed by licensing boards.

Legislation can influence program content, course length and certification duration. Instructional personnel need to know and apply any local requirements in their teaching. This could include use of specific:

- Tools
- Teaching methods
- Knowledge evaluations
- Evaluation methods

Details on applicable program legislation can be found at [www.redcross.ca/firstaidlegislation](http://www.redcross.ca/firstaidlegislation).

Visit [My Red Cross](#) > Tools > First Aid Programs > Provincial Tools for resources applicable to each province/territory where you deliver courses.

## **Responsibility: Maintain certification**

Instructional personnel are required to maintain their certification according to Canadian Red Cross requirements. This includes recertification every three years.

## **Responsibility: Legal, Instructor Development Program**

As a Canadian Red Cross Instructor, you could be found liable for the actions of a learner who performs a first aid or CPR/AED skill you have taught that is outside of (or non-compliant with)

the Canadian Red Cross course curriculums. To minimize risk of liability for negligence, Instructors are encouraged to adhere to the following recommendations:

- Provide training that is consistent with the latest scientific evidence found in our curriculum.
- As an Instructor, you are charged with the responsibility of instructing your learners within the limits of the course content and the learner materials.
- If you are asked questions about matters outside the scope of a particular course, either state that the matter is not part of the course or qualify the answer with a disclaimer that the Canadian Red Cross does not include this material in its course and, therefore, does not intend the information or answers concerning it to be used as authority in a situation in which individuals require first aid.
- As a member of the Canadian Red Cross Instructional Personnel, you are responsible for ensuring your first aid knowledge and skills are current. As a result of research, first aid treatments change over time. These changes will be discussed in current Canadian Red Cross Instructor tools and learner products. It is your responsibility as an Instructor to remain aware of current Canadian Red Cross practices and to provide appropriate instruction from the date of your original certification through the periods between recertification as advised by the Canadian Red Cross. It is your responsibility to ensure Red Cross has your current contact (email) information so you will receive notifications of updates.
- The course you teach should focus on injury prevention and administration of first aid and should not focus on the cause of the injury or have first aiders diagnosing injuries.

### **Responsibility: Teaching attire**

Instructor Trainers are required to wear a CRC branded shirt or vest when teaching a CRC Instructor course or Instructor Recertification course.

# Standards of Behaviour

Instructional personnel will review and sign the Standards of Behaviour as part of taking their initial course, recertification or updates.

The Standards of Behaviour can be accessed on [myrc.redcross.ca](http://myrc.redcross.ca) > Standards > Red Cross First Aid Standards of Behaviour.

# Quality Assurance

The Canadian Red Cross wants to ensure that all First Aid programs, courses and workshops are of the highest quality, provide safe learning environments, and meet all the standards established by the Society. Quality assurance is a step in an ongoing process to ensure delivery of the best and safest programs in Canada. **Canadian Red Cross expects all Instructional Personnel to teach courses according to the Canadian Red Cross First Aid Program Standards, delivery guides, Standards of Behaviour, and the Training Agreement as supported by their Training Partner.**

For the purposes of this process – **Instructional Personnel** will refer to an individual with the any of the following designations/certifications: Leader, Instructor, Instructor Trainer, or Master Instructor Trainer.

If there is indication that any of the aforementioned expectations have not been met or maintained, it may result in a quality assurance case, which may result in a requirement for remedial action, or the suspension or revocation of the Instructional Personnel's certification(s).

## Quality Assurance Issues

There are numerous situations that may trigger a Quality Assurance case and investigation.

Any incident of an Instructional Personnel and/or Training Partner initiating or perpetuating in conduct that does not align with the following:

- Program Standards & Delivery Guides
- Program Content
- Code of Conduct
- Standards of Behaviour
- Fundamental Principles
- Brand Guidelines
- Red Cross Policies & Procedures
- Legislative Requirements
- Training Partner Agreement

The following situations may trigger the creation of a Quality Assurance case as well:

- Canadian Red Cross is notified of criminal charges or other serious allegations of misconduct by Instructional Personnel or Training Partner personnel
- Misrepresentation of partnership with the Canadian Red Cross
- Misuse of the Canadian Red Cross emblem
- Invalid certifications
- Identification of quality issues by the Canadian Red Cross through a Quality Assurance Review.
- Instructional Personnel and/or Training Partners have failed to comply with required remedial action set out by the Canadian Red Cross.

## Quality Assurance Reviews

The Canadian Red Cross may choose to assess the quality of a course, an Instructional Personnel's instructional ability and adherence to the Red Cross standards in any of the following ways without notice to the Instructional Personnel and/or Training Partner:

- Canadian Red Cross may have a representative drop in or observe a course at any time.
- Canadian Red Cross may have a representative monitor and/or audit a course in person or virtually at any time.
- Canadian Red Cross may follow up with the learners listed on a roster and ask them questions with regards to the course content and how it was conducted.
- Learners of the course may be invited to contact the Canadian Red Cross directly to provide feedback.
- Canadian Red Cross may review the course evaluation forms the learners complete.
- A Canadian Red Cross representative could request skills testing of the Instructional Personnel.

## Quality Assurance Process

Any situations that have constituted a Quality Assurance case will be processed in the manner described below. The severity of the matter will determine the level of investigation required and every attempt will be made to resolve the matter as quickly as possible. Not all situations will require every step of the Quality Assurance Process be followed. Thorough consideration will be given to every Quality Assurance case.

1. A concern or complaint is shared with the Canadian Red Cross. In accordance with the Red Cross Privacy Policy and Confidentiality Policy, the identity of a complainant will be kept confidential. This assurance will be shared at the time that the concern or complaint is shared.
2. A notification of the matter will be shared with the Instructional Personnel and/or the Training Partner. This notice will include a reasonable timeframe to respond (ten business days). Additional Red Cross representatives will be included in this notice for communication purposes.
3. An investigation will be conducted to ensure a clear understanding of the matter.
4. An appropriate course of action to resolve the matter will be determined by the Quality Management Officer and the Prevention & Safety Program Development Team. At this time, the Instructional Personnel and/or Training Partner will be notified of the conclusion of the matter.
5. Records of all Quality Assurance cases will be kept via digital file linked to the Instructional Personnel and/or Training Partner record for the duration of the Customer Relationship Management system. Instructional Personnel or Training Partner can request to see this file; however, the confidentiality of any names of other individuals, including a complainant, will be maintained unless express written permission to disclose this information has been received in advance and permission is granted.

# The Professional Standards & Quality Assurance Team

The Professional Standards and Quality Assurance team, at the direction of the Quality Management Officer, aims to ensure and advance quality of Canadian Red Cross First Aid and Prevention and Safety Programs within the Canadian Red Cross.

This hybrid team of staff and volunteers strives to design and implement a quality assurance framework. Through education and mentoring, they aim to instigate a proactive approach to quality assurance across all Canadian Red Cross Prevention & Safety Programs. Members of the PSQA team work to support all Training Partners and learners by delivering highly effective oversight and monitoring of the program standards. In doing so, the team supports continuance of established relationships with regulators, organizations and internal and external stakeholders.

## Quality Assurance Investigation Tools

### Audits

An audit is a systematic and objective examination of an organization, specific program or course to determine:

- Whether activities comply with published standards and guidelines.
- Whether mandated learning tools, equipment, and course content are available and being used effectively.
- Whether the organization and its staff are adequately equipped, qualified, and capable to present the necessary content.

### Interviews

Any individual affiliated with a CRCS training course may be contacted with questions regarding the course. This contact may be completed in person or virtually. Methods of interviewing include but are not limited to emails, phone calls, or surveys. Interview questions aim to determine:

- Adherence to published standards and guidelines.
- Accurate course content deliverance.
- Availability and effective use of mandated learning tools, equipment and resources.
- Participation experiences in the learning environment.

## Quality Assurance Issues: Resolution

The goal of Quality Assurance is to ensure consistent training quality and maintain the integrity and reputation of the Canadian Red Cross Society (CRCS) and its programs. At all times Canadian Red Cross will attempt to resolve the matter to the satisfaction of all parties involved. If the issue(s) cannot be resolved or a consensus met, a remediation plan may be created.

Dependant on the situation, the resolution of a Quality Assurance investigation may result in the revocation or suspension of instructional certification(s) and/or termination of a Training Partner

agreement. Suspension or revocation of certification of an Instructor/Instructor Trainer under the Quality Assurance Process may also result in suspension or revocation of the individual's Training Partner status, if held by the individual.

## Criminal Matters

Whether or not a complaint has been made, the Instructional Personnel certification will be suspended immediately where the Instructional Personnel has been accused of a crime involving sexual contact of any kind, assault, fraud, theft, embezzlement or any other offence that, in the opinion of the Program Director or designate, could place at risk personal safety, property interests or the integrity and reputation of the Program and/or the Canadian Red Cross. The suspension will remain in place until the criminal matter has been resolved or the CRCS QA resolution process is completed.

The Instructional Personnel certification will be revoked if the Instructional Personnel is convicted of an offence listed above. The revocation will be rescinded if the conviction is overturned on appeal. The individual may reapply for certification upon serving sentence for the offence. Consideration will be given to such application in light of all the circumstances of the offence, and special conditions may be imposed by the Program Director or designate.

## Documentation Required During the Quality Assurance Investigation Process

Records of all Quality Assurance cases will be kept via digital file linked to the Instructional Personnel and/or Training Partner record for as long as reasonably necessary for the management of the relationship, as required by law or the duration of the Customer Relationship Management system. If a pattern has developed or a matter remains ongoing, CRCS may retain records longer.

All Quality Assurance case records will include at minimum the following documentation:

- A description of the concern
- A copy of the Notification of Concern letter which clearly outlines the date shared
- A copy of the Conclusion letter which clearly outlines the date shared
- A copy of the signed Acknowledgement of Conclusion if required
- A copy of any data tracked regarding to the case.
- A copy of any audit conducted in relation to the concern

Instructional Personnel or Training Partners may request any of the aforementioned documents; however, the confidentiality of any names of the individuals, including a complainant, will be maintained in accordance to the Canadian Red Cross confidentiality and privacy policies.

# Social Media Guidelines

While the Canadian Red Cross encourages use of social media and recognizes that these can be a valuable resource, please remember that you cannot use the Red Cross emblem or logo in your social media, unless you “share” or “retweet” an official Red Cross social media channel, or have permission from the Red Cross to do so. More information on social media guidelines can be accessed here:

[My Red Cross](#) > Standards > Red Cross Policies

# Emblem Guidelines

## Red Cross Emblem

The red cross — five, red, equal-sized squares forming a cross, resting on a white background, is one of the most recognized emblems in the world. It is also, however, one of the most poorly understood. What does it really mean?

### Origin of the emblem

The International Red Cross and Red Crescent Movement was born on a battlefield in 1859, in Solferino, Italy. Henry Dunant, a Swiss businessman, witnessed the aftermath of a grim battle that left 40,000 dead and wounded with few military or local medical services to help them. Horrified by what he saw, Dunant organized local villagers to care for the casualties. He ensured that victims from both sides of the conflict received water, food, and rudimentary medical attention. The impact of this experience changed Dunant's life.

Several years later, in 1863, Dunant and four other Swiss citizens organized an international conference which included delegates from fourteen countries. In addition to adopting resolutions providing for the establishment of relief societies for wounded soldiers — the future National Red Cross and later, Red Crescent Societies — the Conference delegates also adopted the red cross on a white background as a distinct symbol to identify medical personnel and their facilities.



### Purpose

Today, the red cross emblem continues to be an internationally recognized symbol of protection and neutrality; used to identify military medical services as well as the people, programs and objects connected with the humanitarian activities of the International Red Cross and Red Crescent Movement.

### Other emblems

The red crescent and the red crystal are equivalent symbols to the red cross. The three emblems have the same status under international law and following the laws of their country, a National Society is able to use one of the three emblems to indicate their work. So, you will see members of the International Red Cross and Red Crescent Movement in other countries using the red cross, red crescent or red crystal.



## Restricted use of the emblem

No organization — except the Canadian Red Cross and the medical services of the armed forces has the right to use the red cross emblem in Canada. The red cross emblem must be readily recognized and respected around the world as a trusted symbol of protection and humanitarian aid. Its use is legislated by the *Geneva Conventions Act*, the *Trade Marks Act* and the *Canadian Red Cross Society Act*.

## Implication of emblem abuse

Link to Emblem misuse information <http://www.redcross.ca/about-us/about-the-canadian-red-cross/red-cross-emblem/emblem-misuse-form>

## The Universal Sign of First Aid

The universal sign of first aid is a **white cross on a green background** and should be used to designate a first aid station, first aid kit, or other first aid-related item.



## TP Graphic Standards Brand Guidelines

Guidelines on the use of the Training Partner logo can be accessed here:

[My Red Cross](#) > Standards > Training Partner Graphic Standards

# Canadian Red Cross Contact Details

National Office

400 Cooper Street, Suite 8000

Ottawa, Ontario

K2P 2H8

t 877-356-3226

f 800-811- 8877

[myrcsupport@redcross.ca](mailto:myrcsupport@redcross.ca)

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<http://www.redcross.ca/blog/home>

# Glossary

<b>A</b>	<b>Adult</b>	Onset of puberty (adolescence) and older
	<b>AED Trainer</b>	The Automated External Defibrillator Trainer includes the essential features necessary for learning appropriate AED use and techniques; must have self-adhesive pads and voice prompts with several scenarios
<b>B</b>	<b>Baby</b>	Newborn to 1 year of age
	<b>Barrier device</b>	A protective item that limits the exposure to a person's body fluids. A barrier device, such as a plastic face shield with filter or a resuscitation mask with one-way valve and filter, is used when performing rescue breathes or CPR. This device aids in minimizing the possibility of acquiring infections related to bodily fluids for both the first aider as well as the ill or injured person.
<b>C</b>	<b>Certification Course</b>	Provides the learner with a certification or other written recognition that has an expiry date on it.
	<b>Certification Extension</b>	An approved allowance to time for when an Instructor is past his or her certification expiry date. He/she may request of the CRC to extend their certification so they may continue to instruct until there is an available recertification course.
	<b>Child</b>	1 year old to onset of puberty (adolescence)
	<b>Commercial Tourniquet</b>	A commercial tourniquet is a preassembled device used to stem the flow of traumatic bleeding. Commercial tourniquets include the following: windlass, a sturdy strap approximately 1 1/2–2 inches in width and a locking point.
	<b>Course Participation Letter</b>	First Aid Program Standards, as well as provincial regulations, require all skills be successfully demonstrated in order to obtain certification. This letter acknowledges and congratulates learners who have a disability that affects their ability to demonstrate/attain the required skills, for their attendance and participation in the Canadian Red Cross certification courses. Learner must have attended 100% of course.
	<b>CPR level A</b>	Cardiopulmonary Resuscitation / Automated External Defibrillation training course; includes adult CPR

	<b>CPR level B</b>	Cardiopulmonary Resuscitation / Automated External Defibrillation training course includes, child and baby CPR, child and baby choking, barrier devices and pocket mask (only in Emergency and Standard Child Care First Aid).
	<b>CPR level C</b>	Cardiopulmonary Resuscitation / Automated External Defibrillation training course includes adult, child and baby CPR.
	<b>CRC-Recognized National Training Agencies</b>	The national training agencies worked together to align Canadian first aid and resuscitation guidelines based on the latest scientific evidence. The CRC-recognized national training agencies include the Canadian Red Cross, St. John Ambulance, Heart and Stroke Foundation of Canada (CPR only), Lifesaving Society, and the Canadian Ski Patrol.
	<b>Current</b>	A certified First Aid instructional personnel or learner that is within the certification time period. The certification must not be expired or in a grace period.
<b>E</b>	<b>Emergency Medical Responder</b>	A responder who has successfully completed a recognized training program in the care and transportation of an ill or injured person.
<b>F</b>	<b>First Responder</b>	A person trained in emergency care who may be called on to provide care as a routine part of his or her job; often the first trained professional to respond to emergencies.
<b>G</b>	<b>Good Standing</b>	An Instructor in <i>good standing</i> has no active quality assurance files in the previous three years.
<b>H</b>	<b>Healthcare Provider</b>	Physicians, nurses, paramedics and Allied Healthcare Providers (e.g., Registered Therapist, Occupational Therapist, Physiotherapist).
<b>I</b>	<b>IFRC FAEBN</b>	International Federation of Red Cross and Red Crescent Societies First Aid Evidence-Based Network
	<b>ILCOR</b>	International Liaison Committee on Resuscitation; coordinates the presentation of scientific worksheets on resuscitation.
	<b>Instructional Personnel</b>	Canadian Red Cross certification/designations including: Leader, Instructor, Instructor Trainer, Master Instructor Trainer
<b>L</b>	<b>Learner</b>	A person who partakes in any CRCS learning.
<b>P</b>	<b>Participation letter</b>	Proof of attendance at a course but where learners are not tested or certified on their knowledge and skills.

	<b>PIN</b>	Personal identification number -- an electronic access code for Red Cross on redcrosselearning.ca.
	<b>Pocket Resuscitation Mask</b>	A pocket resuscitation mask is a transparent, flexible device that creates a tight seal over the person's nose and mouth. The opening contains a filter or a valve that protects you from coming into contact with the person's bodily fluids and exhaled air.
	<b>Post-Course Requirements</b>	The final steps required once the core of the course has been completed.
<b>R</b>	<b>Recertification</b>	A requirement to remain certified; to confirm and maintain skills and knowledge on a regular cycle.
	<b>Recognised First Aid Provider</b>	A national training agency
	<b>Recommended</b>	Materials, equipment, and standards that will increase program quality and enhance the program for learners. These materials, equipment, and standards should be made available to learners whenever possible.
	<b>Remote Area</b>	An area not within two hours of an urban centre (population greater than 1,000), and is only accessible by car using winter roads and/or by boat in summer; has no current Instructor Trainer(s) living within the vicinity; and does not have regularly scheduled recertification workshops (once every three years) in the vicinity.
	<b>Required</b>	Materials, equipment, or standards that Instructors must have in order to maintain program standards and provide essential materials for learners.
<b>T</b>	<b>Teaching Experience</b>	An opportunity to apply the skills/knowledge gained throughout the Leader/Instructor/Instructor Trainer development process in an authentic classroom setting with learners while under the guidance of a Teaching Experience Supervisor.
<b>U</b>	<b>Update</b>	To refresh the knowledge and skills to the current standards within the same certification.
	<b>Upgrade</b>	To upgrade skills and knowledge from one Canadian Red Cross course to another. When the term "upgrade" is used it should always reference what is being upgraded.
<b>V</b>	<b>Ventilating Manikin</b>	A manikin used for training purposes which has inflatable, disposable lungs to show a rising and falling chest when ventilated and a full torso to enable demonstration of AED placement.

# Acronyms

<b>Learner Certifications</b>	AFA	Advanced First Aid
	AM	Airway Management
	AWRFA	Advanced Wilderness & Remote First Aid
	BS	Babysitting
	BLS	Basic Life Support
	ECCFA	Emergency Child Care First Aid
	SCCFA	Standard Child Care First Aid
	CPR	Cardiopulmonary Resuscitation
	ECCFA	Emergency Child Care First Aid
	EFA	Emergency First Aid
	EMR	Emergency Medical Responder
	FA	First Aid
	FR	First Responder
	MAFA	Marine Advanced First Aid
	MBFA	Marine Basic First Aid
	OT	Oxygen Therapy
	RFA	Remote First Aid
	SS!	Stay Safe
	SC&W	Self-Care & Wellness
	WFA	Wilderness First Aid
WFR	Wilderness First Responder	
<b>Instructor Certifications</b>	AWRFAI	Advanced Wilderness & Remote First Aid Instructor
	BLSI	Basic Life Support Instructor
	CPRI	CPR Instructor
	FAI	First Aid Instructor
	FRI	First Responder Instructor
	EMRI	Emergency Medical Responder Instructor
	RFAI	Remote First Aid Instructor
	TES	Teaching Experience Supervisor
	WFAI	Wilderness First Aid Instructor
	WFRI	Wilderness First Responder Instructor

	YL	Youth Leader
<b>Instructor Trainer Certifications</b>	CPRIT	CPR Instructor Trainer
	EMRIT	Emergency Medical Responder Instructor Trainer
	FAIT	First Aid Instructor Trainer
	FRIT	First Responder Instructor Trainer
	WRFAIT	Wilderness & Remote First Aid Instructor Trainer
<b>Master Instructor Trainer</b>	MIT	Master Instructor Trainer

# References

The Canadian Red Cross Society. (2020). First Aid, Resuscitation, and Education Guidelines: 2020 Clinical and Education Updates for Canada.

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