



First Aid

Program Standards

July 2017





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Welcome

Welcome to the fully revised First Aid Program Standards 2017.

This document was revised in 2017 during the updates to the First Aid Programs. The Canadian Red Cross has committed to reviewing these annually to support quality delivery in the field.

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 participant-level First Aid and CPR/AED courses; the second section contains the requirements for the Instructor development programs that support the participant-level courses.

The standards included in this document are those accepted by the Canadian Red Cross based on International Federation of Red Cross and Red Crescent Societies (IFRC) GFARC (Global First Aid Reference Centre) guidelines. 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. Any changes to this document will be distributed in writing by the Canadian Red Cross.

Some procedures, such as AED, differ in certain provinces/territories or jurisdictions due to legislation requirements. These geographic legislation requirements are indicated on redcross.ca/myrc. 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 20th 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-centered approach to training.

Our approach to help our students learn how to approach ill or injured people is to simplify assessment 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 practice. The International Federation of Red Cross and Red Crescent Societies (IFRC) supports National Societies and participates in the development of harmonized first aid techniques in accordance with: scientific research; international standards; best practice guidelines; and measures of quality service;. IFRC links all of this with a good implementation policy developed through an intergovernmental and inter-associative consultation process at regional and national levels.

To do this, the IFRC sets up alliances with scientific bodies, public health experts and education specialists. The resulting information includes trend and situation analysis and the latest evidence-based developments in the field of first aid education.

A copy of the 2016 International first aid and resuscitation guidelines can be found [here](#).

Process to Develop the Guidelines

Since the beginning of 2013, the IFRC participated in a strategic collaboration within the International Liaison Committee on Resuscitation including the “First Aid Task Force,” in addition to several other task forces, such as “Basic Life Support.” The IFRC Global First Aid Reference Centre and the Belgian Red Cross Centre for Evidence-Based Practice (CEBaP) have collaborated with Red Cross, Red Crescent experts from the American Red Cross, Austrian Red Cross, Canadian Red Cross, French Red Cross and Hungarian Red Cross in this task force.

This guideline has 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 victims to receive first aid) is integrated when formulating recommendations.

The First Aid Task Force worked on 22 research questions in the field of first aid, which were integrated in this guideline.

In addition to this source of evidence, evidence summaries from the Belgian Red Cross Centre for Evidence-Based Practice (CEBaP), the North American Red Cross Scientific Advisory Council (SAC) and the IFRC “First Aid Evidence-Based Group” (EBG) were included as a basis for the recommendations in this guideline. Under the direction of the Global First Aid Reference Center Representatives of the following National Societies participated as members of the EBG: American Red Cross, Austrian Red Cross, British Red Cross, Canadian Red Cross, Finnish Red Cross, French Red Cross, Hungarian Red Cross and Swiss Red Cross. In this way, an expert panel was composed of participants with extensive practical experience in the field of first aid and evidence review methodological expertise.

Delivery Methods

Classroom

The traditional delivery method is characterized by in-class, face-to-face instruction.

Blended

Blended delivery relies on a combination of in-class, face-to-face instruction with online instruction. Theory and information is conveyed to participants outside of the classroom through an online component, which allows for the in-class component to concentrate on skill development and application of theory.



Online

This delivery is completed entirely online. The participant experience is automated and the participant is required to complete a variety of activities through a learning management system.

Canadian Red Cross First Aid App

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 participants on elements of the training post-course and the quizzes can be used for self-reflection or comprehension.

Independent Learning

Independent learning includes activities which take place outside of a classroom based environment – they are designed to complement the learning which is guided by an Instructor/Instructor Trainer/Master Instructor Trainer. Examples can include (but are not limited to): participant workbooks, reviewing of participant materials, pre-course assignments, etc... This is different from online learning which is self-guided, and is completed outside of teaching time.

Certification vs Non-Certification 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 participant 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 participant'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.

Program Delivery Standards

Time

Overall length for participant 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 participant breaks (e.g.: washroom, lunch, refreshment).

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

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 participants. 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 are able to 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 participants.

Core 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 (initial courses):

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

Note: Professional Responder departments/organizations may contact PLAR@redcross.ca for options to accommodate internal training delivery should the standard format hinder program delivery internally.

Teaching Hours (refers to Instructor/participant face-to-face time)

Teaching hours refers to time spent on learning activities applicable to the course content (e.g., content discussion, scenarios, demonstrations, completing written knowledge evaluations, etc.); **Teaching Hours** does not include time spent on: course administration, breaks, 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 participants are meeting the standards.

Course participants 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

Ratios

Instructor to Participant Ratios

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

Teaching Aids to Participant Ratios

First Aid & CPR Courses	<i>(Up to 18 participants per Instructor)</i>
Adult Mannequins	1:2
Baby Mannequins	1:2
AED Trainers	1:2
Blankets	1:3
Triangular Bandages	5:2
Commercial Tourniquets	1:4
Pocket Mask, One Way Valve and Latex-free Gloves	1:1

Professional Responder Courses	<i>(Up to 12 participants per instructor)</i>
Adult Mannequins	1:2
Baby Mannequins	1:2
AED Trainers	1:2
Blankets	1:3
Triangular Bandages	5:2
Pocket Mask and One Way Valve	1:1
Professional Responder Response Kits. *See contents list below.	1:3
Full-Body Motion Restriction Device (e.g.: spine board)	1:3

Oxygen Unit (incl. regulator, carry device, O2 bottle (full), wrench, oxygen delivery devices specific to level of course.)	1:3
Latex-Free Exam Gloves (S,M,L,XL)	Min 2 full boxes per size per class session
Glucometer, Additional Test Strips and Sharps Container	1:3 (If required)
Traction Splint	1:6 (If required)
Airway Training Manikin (must be able to accommodate airway adjuncts)	1:12
Transport Vehicle and Stretcher	1 per class session - applicable to training component (If required)
Upper Body Motion Restriction Device	1:6 (if required)
Epinephrine Auto-Injector TRAINER	1:3
Metered Dose Inhalers – Trainers with Spacers	1:3
Pulse Oximeter	1:3 (If required)
Intravenous Administration Drip Sets and Assorted Solution	1:3 (if required)
Educational Childbirth Manikin – must have birthing options	1 per class (if required)
Entonox with Demand Valve and mask/bite stick	1:12 (if required)
Tympanic Thermometer –with disposable ear cups	1:3
Splint – rigid, moldable	1:3
Cervical Collars – adjustable, multi-sized applicable to jurisdiction	2:3
Commercial Head Immobilization Device	1:3
Obstetrics Kit	1:4
Commercial Tourniquets	1:3
Assorted Helmets – full face motorcycle, hockey, bicycle, hard hat, football or baseball	1 helmet of each type per class of 12

*** NOTE: “If required” refers to a piece of equipment which may be required for a specific jurisdiction**

Youth Courses

Stay Safe! Course	(Up to 30 participants 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
Babysitting Course	(Up to 30 participants per Youth Leader)
Adult or Child Mannequins– do not need to be ventilating	1:3
Baby Mannequins– 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

Professional Responder Kit(s)

Each shall include:

1- Blood Pressure Cuff	1 – 4in SS Forceps
1- Stethoscope and Teaching Stethoscope	1 – Penlight
1- Set of Nasopharyngeal Airways (NPA)	1 – 500ml Saline – irrigation
1- Set of Oropharyngeal Airways	20 – Assorted Wound Closures/Adhesive Dressings
1- Bag-Valve-Masks (BVMs) -- suitable for adult, child, and baby	12 – Antiseptic Towlettes
1- Suction Device (and tips for suction device)	2 – 4x6 Pressure Bandage/Field Dressings with Elastic Ties
2 – Tubing for BVMs	2 – Safety Eye Protection
6 - Assorted 3” Roller Bandages	6 – Surgical/N95-type Face Mask
50 - Non-Sterile Dressings or Gauze Pads	4 – 6” Wide Elastic “quick/zap straps” (Sager-type strap)
12 – Sterile 4x4 Gauze Pads	6 – 8x10” Abdominal Dressing
5 - Triangular Bandages	12 – 3x5” Non-Stick Gauze Dressings
2 –Blankets	1 – 1” Hypo-Allergenic Tape
1 - Universal Scissors (capable of cutting clothing safely)	1 – 2” White “Hospital” Tape
1 – SS Bandage Scissors (5 ½”)	1- Pen
	6 – Patient Contact Reports – blank
	Optional- Clipboard

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 participants must be kept in a sanitary condition. The Instructor must have an unobstructed view of participants 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 the training is been held. Clear floor space must be available for practical skill practise as detailed below.

Floor space (space: participant)

1.4m² (15 sq. feet):1

First Aid Kit

A first aid kit must be present at all courses. The kit must contain items used to treat the type of injuries that could occur in a classroom setting.



Certification

Certification is:

- Proof of competence through training
- Active for three years

Certification Period

The certification period for all Canadian Red Cross First Aid and CPR courses is three years. Participants 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 three-year 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 CRC.

Participation Letter

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

My Red Cross > Training Partners > First Aid > Program/Administration Tools

Recertification

Recertification is:

- Confirmation that competence is maintained from initial training
- Provides an additional certification of three years
- 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, participants 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.

Pre-course requirements:

For details on recertification regulations in your jurisdiction, please see www.redcross.ca/firstaidlegislation

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 PLAR@redcross.ca

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

Use of Unauthorized Materials

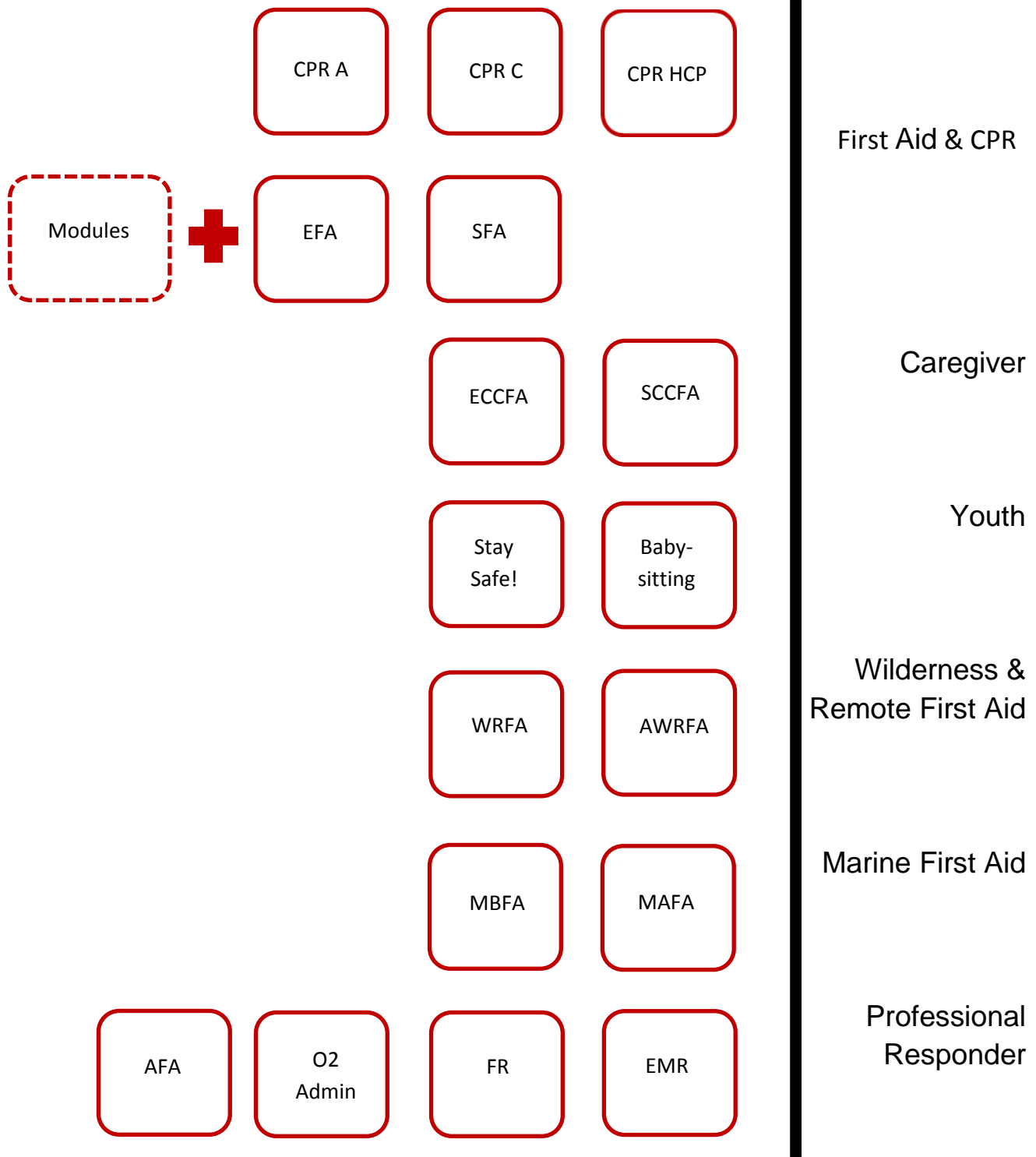
Instructional personnel must use only the participant materials, handouts (including but not limited to knowledge evaluations and skills sheets) and slide presentations developed and produced by the Canadian Red Cross for the Canadian Red Cross First Aid Program. Instructional personnel are permitted 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

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Youth First Aid

Overview	<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>
Courses	<p>Stay Safe!</p> <p>Babysitting</p>



Stay Safe!

Course Instructor: Red Cross Youth Leader

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

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

Maximum Instructor to Participant ratio: 1:30

Completion Criteria:

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

Required Participant Materials:	<ul style="list-style-type: none">• Stay Safe! Workbook• Stay Safe! Completion certificate
--	---

Required Instructor Tools

- Access to *Boulevard*
- Youth leader fundamentals of instruction eBook
- Youth leader guide
- Course plan and Lesson plans
- Skill Sheets
- Participant Sign in Sheet
- Participant 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



Stay Safe!

Required Teaching Aids

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

[Equipment ratios](#)



Babysitting

Course Instructor: Red Cross Youth Leader

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

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

Maximum Instructor to Participant ratio: 1:30

Completion Criteria:

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

Required Participant Materials:	<ul style="list-style-type: none">• Babysitter's Manual• Babysitter's Completion certificate
--	---

Required Instructor Tools

- Access to Boulevard
- Youth leader fundamentals of instruction eBook
- Youth leader guide
- Course plan and Lesson plans
- Skill Sheets
- Participant Sign in Sheet
- Participant 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



Babysitting

Required Teaching Aids

- | | |
|--|--|
| <ul style="list-style-type: none">• Adult or Child Mannequins to Participant – do not need to be ventilating• Baby Mannequins to Participant – do not need to be ventilating• Blankets to Participant• Triangular Bandages to Participant• Wound care supplies for practice• Latex-free Gloves to Participant• Epinephrine Auto-Injector Trainer• Asthma Inhaler Trainer• Asthma Spacer• Sample First Aid Kit (1) | <ul style="list-style-type: none">• 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



First Aid & CPR Program

Overview	Canadian Red Cross core First Aid & CPR courses offer lifesaving first aid skills. All courses cover cardiopulmonary resuscitation (CPR) for adults, children, and babies (according to the level of CPR included). 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.
Courses	<p>CPR A</p> <p>CPR C</p> <p>CPR HCP</p> <p>Emergency First Aid</p> <p>Standard First Aid</p>
Legislation	<p>Note: Please be aware of local/provincial regulations that may dictate different maintenance and recertification requirements.</p> <p>www.redcross.ca/firstaidlegislation</p>



CPR A

Course Instructor:

CPR Instructor or First Aid Instructor

Pre-course Requirements: None

Course Length (Minimum Teaching Hours):

	CPR A.
CPR	4 hours teaching time
Blended CPR	3 hours online learning 2 hours teaching time

Maximum Instructor to Participant ratio: 1 : 18

Completion Criteria:

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

Required Participant Materials:

- CPR (manual from the Canadian Red Cross)
 - *Comprehensive Guide to First Aid & CPR (eBook)*
 - CPR A– Online access via PIN (Blended only)
 - Knowledge evaluation answer sheets
 - CPR A certificate
-

Required Instructor Tools

- Access to *Boulevard*
- Skill Sheets
- Scenarios
- Knowledge evaluation, answer key and answer sheet
- *Fundamentals of instruction* eBook
- *Instructor Guide – First Aid & CPR*
- CPR manual
- *Comprehensive Guide to 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



CPR A

Required Teaching Aids

- | | |
|---|--|
| <ul style="list-style-type: none">• Adult ventilating mannequins with full torso or a mannequin that can demonstrate proper AED pad placement• Pocket masks with one-way valve• Latex-free gloves• Hand soap | <ul style="list-style-type: none">• 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. www.redcross.ca/firstaidlegislation

Course Instructor:

CPR Instructor or First Aid Instructor

Pre-course Requirements: None

Course Length (Minimum Teaching Hours):

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

Maximum Instructor to Participant ratio: 1 : 18

Completion Criteria:

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

Required Participant Materials:

- *CPR* (manual from the Canadian Red Cross)
 - *Comprehensive Guide to First Aid & CPR* (eBook)
 - *CPR C – Online* access via PIN (Blended only)
 - Knowledge evaluation answer sheets
 - CPR C certificate
-

Required Instructor Tools

- Access to Boulevard
- Skill Sheets
- Scenarios
- Knowledge evaluation, answer key and answer sheet
- *Fundamentals of instruction* eBook
- *Instructor Guide – First Aid & CPR*
- *CPR* manual
- *Comprehensive Guide to 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



CPR C

Required Teaching Aids

- | | |
|--|--|
| <ul style="list-style-type: none">▪ Adult ventilating mannequins with full torso or a mannequin that can demonstrate proper AED pad placement▪ Baby ventilating mannequins with full torso or a mannequin that can demonstrate proper AED pad placement▪ Pocket masks with one-way valve▪ Latex-free gloves | <ul style="list-style-type: none">• Hand soap• 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:

	CPR C
CPR	3.5 hours teaching time
Blended CPR	2 hours online learning 2.5 hours teaching time

- Proof of current certification by an approved national provider required
- Must have access to the most current CRC participant materials

Note: Please be aware of local/provincial regulations that may dictate different maintenance and recertification requirements. www.redcross.ca/firstaidlegislation



CPR HCP

Course Instructor:

CPR Instructor or First Aid Instructor

Pre-course Requirements: None

Course Length (Minimum Teaching Hours):

	CPR HCP
CPR	6 hours teaching time
Blended CPR	NA

Maximum Instructor to Participant ratio: 1 : 18

Completion Criteria:

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

Required Participant Materials:

- CPR (manual from the Canadian Red Cross)
 - *Comprehensive Guide to First Aid & CPR (eBook)*
 - HCP Participant Content Download
 - Knowledge evaluation answer sheets
 - CPR HCP certificate
-

Required Instructor Tools

- Skill Sheets
- Scenarios
- Knowledge evaluation, answer key and answer sheet
- *Fundamentals of instruction* eBook
- *Instructor Guide – First Aid & CPR*
- CPR manual
- *Comprehensive Guide to 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



CPR HCP

Required Teaching Aids

- | | |
|---|--|
| <ul style="list-style-type: none">▪ Adult ventilating mannequins with full torso or a mannequin that can demonstrate proper AED pad placement▪ Baby ventilating mannequins with full torso or a mannequin that can demonstrate proper AED pad placement▪ Pocket masks with one-way valve▪ Latex-free gloves▪ BVM's suitable for adult, child and baby | <ul style="list-style-type: none">• Hand soap• 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:

	CPR HCP
CPR	5 hours teaching time
Blended CPR	NA

- Proof of current certification by an approved national provider required
- Must have access to the most current CRC participant materials

Note: Please be aware of local/provincial regulations that may dictate different maintenance and recertification requirements. www.redcross.ca/firstaidlegislation



Emergency First Aid

Course Instructor:

First Aid Instructor

Pre-course Requirements: None

Course Length (Minimum Teaching Hours):

	CPR A	CPR C
Emergency First Aid	6.5 hours teaching time	7.5 hours teaching time
Blended Emergency First Aid	4 hours online learning 3.5 hours teaching time	4 hours online learning 4.5 hours teaching time

Maximum Instructor to Participant ratio: 1 : 18

Completion Criteria:

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

Required Participant Materials:

- *First Aid & CPR* (manual from the Canadian Red Cross)
 - *Comprehensive Guide to First Aid & CPR* (eBook)
 - *Emergency First Aid CPR A/C – Online access* via PIN (Blended only)
 - Knowledge evaluation answer sheets
 - Emergency First Aid certificate
-

Required Instructor Tools

- Access to *Boulevard*
- Skill Sheets
- Scenarios
- Knowledge evaluation, answer key and answer sheet
- Fundamentals of instruction eBook
- Instructor Guide – First Aid & CPR
- First Aid & CPR manual
- Comprehensive Guide to 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



Emergency First Aid

Required Teaching Aids

- Adult ventilating mannequins with full torso or a mannequin that can demonstrate proper AED pad placement
- Baby ventilating mannequins with full torso or a mannequin that can demonstrate proper AED pad placement
- Pocket masks with one-way valve
- Latex-free gloves
- Hand soap
- 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)
- Commercial Tourniquet

Equipment ratio

Recertification

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

	CPR A	CPR C
Emergency First Aid	4 hours teaching time	5 hours teaching time
Blended Emergency First Aid	4 hours online learning 3 hours teaching time	4 hours online learning 4 hours teaching time

- Proof of current certification by an approved national provider required
- Must have access to the most current CRC participant materials

Note: Please be aware of local/provincial regulations that may dictate different maintenance and recertification requirements. www.redcross.ca/firstaidlegislation



Standard First Aid

Course Instructor:

First Aid Instructor

Pre-course Requirements: None

Course Length (Minimum Teaching Hours):

	CPR A	CPR C
Standard First Aid	13 hours teaching time	14 hours teaching time
Blended Standard First Aid	8 hours online learning 5.5 hours teaching time	8 hours online learning 7.5 hours teaching time

Maximum Instructor to Participant ratio: 1 : 18

Completion Criteria:

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

Required Participant Materials:

- *First Aid & CPR* (manual from the Canadian Red Cross)
 - *Comprehensive Guide to First Aid & CPR* (eBook)
 - *Standard First Aid CPR A/C – Online access via PIN* (Blended only)
 - Knowledge evaluation answer sheets
 - Standard First Aid certificate
-

Required Instructor Tools

- Access to *Boulevard*
- Skill Sheets
- Scenarios
- Knowledge evaluation, answer key and answer sheet
- *Fundamentals of instruction* eBook
- *Instructor Guide – First Aid & CPR*
- *First Aid & CPR* manual
- *Comprehensive Guide to 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



Standard First Aid

Required Teaching Aids

- Adult ventilating mannequins with full torso or a mannequin that can demonstrate proper AED pad placement
- Baby ventilating mannequins with full torso or a mannequin that can demonstrate proper AED pad placement
- Pocket masks with one-way valve
- Latex-free gloves
- Hand soap
- 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
Standard First Aid	6.5 hours teaching time	7.5 hours teaching time
Blended Standard First Aid	4 hours online learning 3 hours teaching time	4 hours online learning 4 hours teaching time

- Proof of current certification by an approved national provider required
- Must have access to the most current CRC participant materials

Note: Please be aware of local/provincial regulations that may dictate different maintenance and recertification requirements. www.redcross.ca/firstaidlegislation



Caregiver Program

Overview	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.
Courses	Emergency Child Care First Aid Standard Child Care First Aid
Legislation	Note: Please be aware of local/provincial regulations that may dictate different maintenance and recertification requirements. www.redcross.ca/firstaidlegislation



Emergency Child Care First Aid

Course Instructor:

First Aid Instructor

Pre-course Requirements: None

Course Length (Minimum Teaching Hours):

- 8 hours of teaching time
-

Maximum Instructor to Participant ratio: 1 : 18

Completion Criteria:

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

Required Participant Materials:

- *Child Care First Aid* (manual from the Canadian Red Cross)
 - *Comprehensive Guide to First Aid & CPR* (eBook)
 - Knowledge evaluation answer sheets
 - Emergency Child Care First Aid certificate
-

Required Instructor Tools

- Access to *Boulevard*
- Skill Sheets
- Scenarios
- Knowledge evaluation, answer key and answer sheet
- *Fundamentals of instruction* eBook
- *Instructor Guide – First Aid & CPR*
- *Child Care First Aid* manual
- *Comprehensive Guide to 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



Emergency Child Care First Aid

Required Teaching Aids

- | | |
|---|--|
| <ul style="list-style-type: none">• Child (or adult) ventilating mannequins with full torso or a mannequin that can demonstrate proper AED pad placement• Baby ventilating mannequins with full torso or a mannequin that can demonstrate proper AED pad placement• Pocket masks with one-way valve• Latex-free gloves• Hand soap• AED trainers• Epinephrine auto-injector trainers | <ul style="list-style-type: none">• 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 an approved national provider required
- Must have access to the most current CRC participant materials

Note: Please be aware of local/provincial regulations that may dictate different maintenance and recertification requirements. www.redcross.ca/firstaidlegislation



Standard Child Care First Aid

Course Instructor:

First Aid Instructor

Pre-course Requirements: None

Course Length (Minimum Teaching Hours):

- 16 hours of teaching time
-

Maximum Instructor to Participant ratio: 1 : 18

Completion Criteria:

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

Required Participant Materials:

- *Child Care First Aid* (manual from the Canadian Red Cross)
 - *Comprehensive Guide to First Aid & CPR* (eBook)
 - Knowledge evaluation answer sheets
 - Standard Child Care First Aid certificate
-

Required Instructor Tools

- Access to *Boulevard*
- Skill Sheets
- Scenarios
- Knowledge evaluation, answer key and answer sheet
- *Fundamentals of instruction* eBook
- *Instructor Guide – First Aid & CPR*
- *Child Care First Aid* manual
- *Comprehensive Guide to 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



Standard Child Care First Aid

Required Teaching Aids

- | | |
|---|--|
| <ul style="list-style-type: none">• Child (or adult) ventilating mannequins with full torso or a mannequin that can demonstrate proper AED pad placement• Baby ventilating mannequins with full torso or a mannequin that can demonstrate proper AED pad placement• Pocket masks with one-way valve• Latex-free gloves• Hand soap• AED trainers• Epinephrine auto-injector trainers | <ul style="list-style-type: none">• 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 an approved national provider required
- Must have access to the most current CRC participant materials

Note: Please be aware of local/provincial regulations that may dictate different maintenance and recertification requirements. www.redcross.ca/firstaidlegislation



Wilderness & Remote First Aid Program

Overview	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.
Courses	Wilderness & Remote First Aid Advanced Wilderness & Remote First Aid
Legislation	Note: Please be aware of local/provincial regulations that may dictate different maintenance and recertification requirements. www.redcross.ca/firstaidlegislation



Wilderness First Aid

Course Instructor: Wilderness & Remote First Aid Instructor (including AWRFAI and WRFAIT)

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

Course Length (Minimum Teaching Hours):

Classroom (full length)	20 hours
Other	More than 25% of the course must be taught in a non-urban setting. If possible, more than 50% of the course should be taught in a non-urban setting.

Maximum Instructor to Participant ratio: 1:12

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
 - Participants must attend and participate in 100% of the course
 - Instructors can facilitate the knowledge evaluation as legislation dictates and/or as participants require
-

Required Participant Materials:	<ul style="list-style-type: none">• Canadian Red Cross <i>Wilderness & Remote First Aid Field Guide</i>• Knowledge evaluation and answer sheet• Course feedback form
--	--

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 redcross.ca/myrc.
- 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.

Recommended Teaching Aids

- Simulation kit
- Flip chart or dry-erase board
- Mats
- Office supplies
- Name tags
- LCD projector and computer
- Red Cross Course Media Presentation
- Ropes and tarps
- Communication devices



Wilderness First Aid

Required Teaching Aids

- | | |
|---|---|
| <ul style="list-style-type: none">▪ Adult and baby ventilating mannequins with full torso or a mannequin 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 | <ul style="list-style-type: none">▪ Splinting materials▪ Epinephrine auto-injector trainers▪ Metered-dose inhalers and spacers (2)▪ Improvised equipment for:<ul style="list-style-type: none">▪ 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 Wilderness & Remote First Aid certification (or as legislation dictates) required
- Must have access to the most current CRC participant materials
- Participants are not required to purchase an additional *Wilderness & Remote First Aid Field Guide* unless the participant has not previously attended a CRC course or program has had revision.

Note: Please be aware of local/provincial regulations that may dictate different maintenance and recertification requirements. www.redcross.ca/firstaidlegislation



Advanced Wilderness First Aid

Course Instructor: Advanced Wilderness & Remote First Aid Instructor (including WRFAIT)

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

Course Length (Minimum Teaching Hours):

Classroom (full length)	40 hours
Other	More than 25% of the course must be taught in a non-urban setting. If possible, more than 50% of the course should be taught in a non-urban setting.

Maximum Instructor to Participant ratio: 1:12

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
 - Participants must attend and participate in 100% of the course
 - Instructors can facilitate the knowledge evaluation as legislation dictates and/or as participants require
-

Required Participant Materials:

- Canadian Red Cross *Wilderness & Remote First Aid Field Guide*
 - Knowledge evaluation and answer sheet
 - Course feedback form
 - Waiver of Liability, Assumption of Risks and Release Agreement (the “Agreement”)
-

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 redcross.ca/myrc.
- 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.

Recommended Teaching Aids

- Metered-dose inhalers and spacers (2)
- Simulation kit
- Flip chart or dry-erase board
- Mats
- Office supplies
- Name tags
- LCD projector and computer
- Red Cross Course Media Presentation
- Ropes and tarps
- Communication devices



Advanced Wilderness First Aid

Required Teaching Aids

- Adult and baby ventilating mannequins with full torso or a mannequin 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

Equipment ratio

- Splinting materials
- Epinephrine auto-injector trainers (2-3)
- Full-faced helmet
- 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:

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

Note: Please be aware of local/provincial regulations that may dictate different maintenance and recertification requirements. www.redcross.ca/firstaidlegislation



Marine First Aid Program

Overview	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.
Courses	Marine Basic First Aid Marine Advanced First Aid
Notes	Please refer to the Transport Canada Marine First Aid Quality Assurance Manual for additional information.
Legislation	Note: Marine First Aid Courses are regulated by Transport Canada. Information on the Transport Canada legislation can be found here:. www.redcross.ca/firstaidlegislation



Marine Basic First Aid

Course Instructor: First Aid Instructor

Pre-course Requirements: None

Course Length (Minimum Teaching Hours):

Classroom 16 hours

Maximum Instructor to Participant ratio: 1 : 18

Completion Criteria:

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

Required Participant Materials:

- *First Aid & CPR* (manual from the Canadian Red Cross)
- *Comprehensive Guide to First Aid & CPR* (eBook)
- Knowledge evaluation answer sheets
- Marine Basic First Aid certificate
- Transport Canada certification issued directly by CRC

Required Instructor Tools

- Course and lesson plans on *Boulevard*
- Skill Sheets
- Scenarios
- Knowledge evaluation, answer key and answer sheet
- *Fundamentals of instruction* eBook
- *Instructor Guide – First Aid & CPR*
- *First Aid & CPR* manual
- *Comprehensive Guide to 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



Marine Basic First Aid

Required Teaching Aids

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

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



Marine Advanced First Aid

Course Instructor: Emergency Care Instructor (including AECI and ECIT)

Pre-course Requirements: None

Course Length (Minimum Teaching Hours):

Classroom 31 hours

Maximum Instructor to Participant ratio: 1:12*

Completion Criteria:

- Ability to comprehend and successfully demonstrate the MAFA skills
 - Ability to complete a written, closed book knowledge evaluation with a minimum mark of 80%
 - Must meet additional legislative requirements, if applicable
 - Participants must attend and participate in 100% of the course
 - Instructors can facilitate the knowledge evaluation as legislation dictates and/or as participants require
-

Required Participant Materials:

- *Canadian Red Cross Emergency Care*
 - *Knowledge evaluation and answer sheet*
 - *Course feedback form*
-

Required Instructor Tools

Note: As outlined in the Emergency Care Instructor Manual (pg.17), use of the 'Emergency Care Workbook – Marine Advanced First Aid' is at the discretion of the Instructor. This tool can be used for a:

- Pre-Lesson Assignment
- In-Class Assignment
- Post-Class Assignment

Use of this tool by participants outside of your classroom does not replace in-class learning time. Transport Canada requires that participants receive 31 hours of in-class learning time with a certified Canadian Red Cross Instructor, any work outside of class is permitted however it is in addition to the 31-hour minimum.

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
- Teaching stethoscopes



Marine Advanced First Aid

Required Teaching Aids

- Adult and baby ventilating mannequins with full torso or a mannequin 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
- Splinting materials
- Full-body motion restriction device (e.g., spine board)

Equipment ratio

- Cervical collars
- Commercial head immobilizer
- Upper body motion restriction device
- BVMs suitable for adult and baby Various full-faced helmets
- Response kits*
- Epinephrine auto-injector trainers (2-3)
- Commercial tourniquet
- Metered Dose Inhaler trainers and spacers

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



Professional Responder Program

Overview	Canadian Red Cross Pre-hospital Care 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.
Courses	<ul style="list-style-type: none">Oxygen AdministrationAdvanced First AidFirst ResponderEmergency Medical Responder
Legislation	<p>Note: Please be aware of provincial/territorial/federal regulations that may dictate different maintenance and recertification requirements.</p> <p>www.redcross.ca/firstaidlegislation</p>



Oxygen Administration

Course Instructor: Oxygen Administration Instructor (including FRI (ECI), EMRI(AECI),FRIT and EMR IT (ECIT), FAI or CPRI if Instructor has completed the self-study package and holds Oxygen Administration certification)

Pre-course Requirements: Participants must be certified in CPR level HCP.

Course Length (Minimum Teaching Hours):

Classroom 2-4 hours

Maximum Instructor to Participant ratio: 1:18

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
 - Participants must attend and participate in 100% of the course
 - Instructors can facilitate the knowledge evaluation as legislation dictates and/or as participants require
 - In some jurisdictions, oxygen is considered to be under medical control. It is important that you become familiar with the regulations regarding the use of oxygen in your jurisdiction.
 - If an individual is expected to deliver oxygen, he or she may wish to inquire as to the medical authority given to do so.
-

Required Participant Materials:	<ul style="list-style-type: none">▪ <i>Canadian Red Cross Oxygen Administration Manual</i>▪ Knowledge evaluation and answer sheet▪ Course feedback form
--	---

Required Instructor Tools

Recommended Teaching Aids

- Airway mannequin
- Simulation kit
- Flip chart or dry-erase board
- Mats
- Office supplies
- Name tags.



Oxygen Administration

Required Teaching Aids

- Adult and baby ventilating mannequins
- Equipment cleaning supplies
- Pocket masks with one-way valve
- Latex-free gloves
- Applicable portable oxygen units with assorted delivery devices
- Oropharyngeal airways
- Nasal cannulas

- Pulse oximeter
- Suction devices and tips for suction devices
- Bag-valve-mask(s) suitable for adult, child, and baby
- Non-rebreather masks

Equipment ratios

Recertification

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

- Participants are not required to purchase an additional *Oxygen Administration Manual* unless the participant has not previously attended a CRC course or program has had revision.

Information on the legislation can be found here: www.redcross.ca/firstaidlegislation



Advanced First Aid

Course Instructor: Advanced Emergency Care Instructor/ Emergency Medical Responder Instructor (including AECIT, EMRIT)

Pre-course Requirements:

- Participant must be certified in Standard First Aid with CPR level C.
 - Completion of the Emergency Care Workbook assignment as defined in the Instructor Manual.
-

Course Length (Minimum Teaching Hours):

Classroom 80 hours

Maximum Instructor to Participant ratio: 1:12

Completion Criteria:

- Ability to comprehend and successfully demonstrate the skills
 - Ability to complete a written, closed book knowledge evaluation with a minimum mark of 80 %
 - Ability to successfully complete the skills checklist
 - Ability to successfully complete two evaluated scenarios (one each, medical and trauma)
 - Participant must see and interact with an emergency response vehicle in order to successfully complete the course requirements
 - Must meet additional legislative requirements, if applicable
 - Participants must attend and participate in 100% of the course
 - Instructors can facilitate the knowledge evaluation as legislation dictates and/or as participants require
-

Required Participant Materials:

- *Canadian Red Cross Emergency Care*
 - Knowledge evaluation and answer sheet
 - Course feedback form
 - Pre-course assignment
-

Required Instructor Tools

- Whenever possible, the course should use local equipment so participants become familiar with equipment from their area
- Course and lesson plans on *Boulevard*
- Skill Sheets
- Scenarios
- Knowledge evaluation, answer key and answer sheet
- *Fundamentals of instruction* eBook
- *Instructor Guide – Emergency Care*
- *Emergency Care textbook*
- 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
- Teaching stethoscopes
- Airway training mannequin
- Upper body motion restriction device
- Traction splint
- Commercial head immobilizer
- Transport vehicles and stretcher

Advanced First Aid

Required Teaching Aids

- | | |
|---|--|
| <ul style="list-style-type: none">• Adult and baby ventilating mannequins with full torso or a mannequin that can demonstrate proper pad placement• AED trainers• Equipment cleaning supplies• Triangular bandages• Bandages• Pocket masks with one-way valve• Latex-free gloves• Blankets• Splinting materials• Full-body motion restriction device (e.g., spine board) | <ul style="list-style-type: none">• Cervical collars• Bag-Valve-Mask (w/O2 res) BVMs must be suitable for adult, (child, and baby if req)• Portable oxygen units with applicable delivery devices• Various helmets(Incl. full-faced versions)• Response kits• Epinephrine auto-injector trainers (2-3)• Metered-dose inhalers and spacers (2)• Commercial tourniquet• Pulse Oximeter |
|---|--|

Equipment ratios

Recertification

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

- Only 40 hours of teaching required
- Proof of current Advanced First Aid certification (or as legislation dictates) required
- Participants are required to have a current Emergency Care

Information on the legislation can be found here: www.redcross.ca/firstaidlegislation



First Responder

Course Instructor: Emergency Care Instructor or First Responder Instructor (including AECI, ECIT, FRIT, EMRIT)

Pre-course Requirements: Participants must be certified in CPR level C.

Course Length (Minimum Teaching Hours):

Classroom 40 hours

Maximum Instructor to Participant ratio: 1:12

Completion Criteria:

- Ability to comprehend and successfully demonstrate the skills
 - Ability to complete a written, closed book knowledge evaluation with a minimum mark of 80%
 - Have completed skills checklists, and
 - Successfully complete one evaluated scenario.
 - Must meet additional legislative requirements, if applicable
 - Participants must attend and participate in 100% of the course
 - Instructors can facilitate the knowledge evaluation as legislation dictates and/or as participants require
-

Required Participant Materials:

- *Canadian Red Cross Emergency Care*
 - Knowledge evaluation and answer sheet
 - Course feedback form
 - Pre-course assignment
-

Required Instructor Tools

- Whenever possible, the course should use local equipment so participants become familiar with equipment from their area
- Course and lesson plans on *Boulevard*
- Skill Sheets
- Scenarios
- Knowledge evaluation, answer key and answer sheet
- *Fundamentals of instruction* eBook
- *Instructor Guide – Emergency Care*
- *Emergency Care textbook*
- 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
- Teaching stethoscopes
- Airway training mannequin



First Responder

Required Teaching Aids

- | | |
|--|--|
| <ul style="list-style-type: none">• Adult and baby ventilating mannequins with full torso or a mannequin 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• Splinting materials• Full-body motion restriction device (e.g., spine board)• Cervical collars• Commercial head immobilizer• Obstetrics kit | <ul style="list-style-type: none">• Various full-faced helmets• Bag-Valve-Mask (w/02 res) BVMs must be suitable for adult, child, and baby• Response kits• Epinephrine auto-injector trainers (2-3)• Metered-dose inhalers and spacers (2)• Commercial tourniquet• Applicable Portable oxygen units with assorted delivery devices |
|--|--|

Required for Optional Modules:

- Upper body motion restriction device
- Traction splint
- Glucometer and sharps container
- Pulse Oximeter

Equipment ratios

Recertification

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

- Only 20 hours of teaching required
- Proof of current recognized First Responder certification (or as legislation dictates) required
- Participants are required to have a current Emergency Care

Professional response departments may apply for approval for an alternate delivery process for recertification. For more information and to apply please contact PLAR@redcross.ca

Information on the legislation can be found here: www.redcross.ca/firstaidlegislation



Emergency Medical Responder

Course Instructor: Advanced Emergency Care Instructor/Emergency Medical Responder Instructor (including ECIT, EMRIT); in some jurisdictions, Instructor must be a licensed practitioner in order to conduct course.

Pre-course Requirements:

- Participant must be certified in Standard First Aid with CPR level C.
 - Completion of the pre-course /Pre Lesson assignments as defined in the Emergency Care Instructor Manual.
-

Course Length (Minimum Teaching Hours):

Classroom 80-120 hours (depending the jurisdiction)

Maximum Instructor to Participant ratio: 1:12

Completion Criteria:

- Ability to comprehend and successfully demonstrate the skills
 - Ability to pass a written, closed book knowledge evaluation with a minimum mark of 80%,
 - Have a completed skills checklists, and
 - Successfully complete two evaluated scenarios (One medical and one trauma)
 - Participant must see and interact with an emergency response vehicle in order to successfully complete the course requirements
 - Must meet additional legislative requirements, if applicable
 - Participants must attend and participate in 100% of the course
 - Instructors can facilitate the knowledge evaluation as legislation dictates
-

Required Participant Materials:

- *Canadian Red Cross Emergency Care*
 - *Knowledge evaluation and answer sheet*
 - *Course feedback form*
 - *Pre-course assignment*
-

Required Instructor Tools

- Whenever possible, the course should use local equipment so participants become familiar with equipment from their area
- Course and lesson plans on *Boulevard*
- Skill Sheets
- Scenarios
- Knowledge evaluation, answer key and answer sheet
- *Fundamentals of instruction* eBook
- *Instructor Guide – Emergency Care*
- *Emergency Care textbook*
- 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



Emergency Medical Responder

Required Teaching Aids

- | | |
|---|--|
| <ul style="list-style-type: none">• Adult and baby ventilating mannequins with full torso or a mannequin that can demonstrate proper pad placement• AED trainers• Equipment cleaning supplies• Triangular bandages• Bag-Valve-Mask (w/02 res) BVMs must be suitable for adult, child, and baby• Bandages• Pocket masks with one-way valve• Latex-free gloves• Blankets• Splinting materials• Full-body motion restriction device (e.g., spine board)• Cervical collars• Commercial head immobilizer• Obstetrics kit• Upper body motion restriction device | <ul style="list-style-type: none">• Traction splint• Airway training mannequin Nasopharyngeal airways (NPA)• Transport vehicles and stretcher Glucometer and sharps container• Various full-faced helmets• Response kits• Epinephrine auto-injector trainers (2-3)• Metered-dose inhalers and spacers (2)• Commercial tourniquet• Pulse oximeter• Applicable Portable oxygen units with assorted delivery devices |
|---|--|

Required for Optional Modules:

- Upper body motion restriction device
- Traction splint
- Glucometer and sharps container

Equipment ratios

Recertification

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

- Only 40 hours of teaching required
- Proof of current recognized Emergency Medical Responder certification (or as legislation dictates) required
- Participants are required to have a current Emergency Care

Professional response departments may apply for approval for an alternate delivery process for recertification. For more information and to apply please contact PLAR@redcross.ca

Information on the legislation can be found here: www.redcross.ca/firstaidlegislation



Bridging Courses

Overview	<p>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 only bridging courses approved by the Red Cross based on legislative requirements</p>
Bridging Courses	<p>First Responder to Advanced First Aid Bridge</p> <p>Wilderness & Remote First Aid to Advanced Wilderness & Remote First Aid Bridge</p> <p>First Responder to Emergency Medical Responder Bridge</p>
Legislation	<p>Note: Please be aware of provincial/territorial/federal regulations that may dictate different maintenance and recertification requirements.</p> <p>www.redcross.ca/firstaidlegislation</p>

With bridging courses, the three year certification window begins at the time of bridge course completion.



First Responder to Advanced First Aid Bridge

Course Instructor: Emergency Care Instructor/Emergency Medical Responder Instructor
(including AECL, ECIT, FRIT and EMRIT)

Pre-course Requirements:

- Current Red Cross First Responder certification
 - Completed Red Cross First Responder skills checklist.
-

Course Length (Minimum Teaching Hours):

Classroom 40-60 hours

Maximum Instructor to Participant ratio: 1:12

Completion Criteria:

- Ability to comprehend and successfully demonstrate the skills
 - Ability to complete a written, closed book knowledge evaluation with a minimum mark of 80 %
 - Ability to successfully complete the skills checklist
 - Ability to successfully complete two evaluated scenarios (one each: medical and trauma)
 - Participant must see and interact with an emergency response vehicle in order to successfully complete the course requirements
 - Participants must attend and participate in 100% of the course
-

Required Participant

Materials:

- Canadian Red Cross *Emergency Care*
 - Knowledge evaluation and answer sheet
 - Course feedback form
-

Required Instructor Tools

- Participant manual
- Course Guide
- Lesson Plans
- LCD projector and computer
- Red Cross Course Media Presentation

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
- Teaching stethoscopes
- Airway training mannequin
- Upper body motion restriction device
- Traction splint
- Commercial head immobilizer
- Transport vehicles and stretcher.

First Responder to Advanced First Aid Bridge

Required Teaching Aids

- Adult and baby ventilating mannequins with full torso or a mannequin that can demonstrate proper pad placement
- AED trainers
- Equipment cleaning supplies
- Triangular bandages
- Bandages
- Pocket masks with one-way valve
- Latex-free gloves
- Blankets
- Splinting materials
- Full-body motion restriction device (e.g., spine board)
- Cervical collars
- Various full-faced helmets
- Response kits
- Epinephrine auto-injector trainers (2-3 miscellaneous design)
- Metered-dose inhalers and spacers (2)
- Commercial tourniquet
- Pulse Oximeter
- Upper body motion restriction device
- Traction splint(s)
- Airway management training mannequin
- Nasopharyngeal airways (NPA)
- Transport vehicle and stretcher
- Glucometer(complete unit)
- Sharps container
- Oxygen Unit - (Incl. Regulator, carrying device,O2 bottle(full),wrench, oxygen delivery devices specific to level of course)

Equipment ratios



Wilderness & Remote First Aid to Advanced Wilderness & Remote First Aid Bridge

Course Instructor: Advanced Wilderness & Remote First Aid Instructor (including WRFAIT)

Pre-course Requirements:

- Proof of current Red Cross Wilderness & Remote First Aid certification required
 - Completed Wilderness & Remote First Aid skills checklist
-

Course Length (Minimum Teaching Hours):

Classroom 20 hours

More than 25% of the course must be taught in a non-urban setting. If possible, more than 50% of the course should be taught in a non-urban setting.

Maximum Instructor to Participant ratio: 1:12

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%
 - Participants must attend and participate in 100% of the course
-

Required Participant

Materials:

- Canadian Red Cross *Wilderness & Remote First Aid Field Guide*
 - Knowledge evaluation and answer sheet
 - Course feedback form
 - 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 redcross.ca/myrc
- 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.

Recommended Teaching Aids

- Metered-dose inhalers and spacers (2)
- Simulation kit
- Flip chart or dry-erase board
- Mats
- Office supplies
- Name tags
- LCD projector and computer
- Red Cross Course Media Presentation
- Ropes and tarps
- Communication devices.



Wilderness & Remote First Aid to Advanced Wilderness & Remote First Aid Bridge

Required Teaching Aids

- | | |
|--|--|
| <ul style="list-style-type: none">• Course Guide• Lesson plans• Adult and baby ventilating mannequins with full torso or a mannequin 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 | <ul style="list-style-type: none">• Splinting materials• Epinephrine auto-injector trainers (2-3) miscellaneous design• Full-faced helmet• Commercial tourniquet• Improvised equipment for:<ul style="list-style-type: none">• Wound care• Spinal motion restriction• Splinting• Hypothermia care• Moving people |
|--|--|

Equipment ratios



First Responder to Emergency Medical Responder Bridge

Course Instructor: Emergency Care Instructor/Emergency Medical Responder Instructor
(including AECL, ECIT, FRIT and EMRIT)

Pre-course Requirements:

- Proof of current Red Cross First Responder certification required.
 - Completed Red Cross First Responder skills checklist
-

Course Length (Minimum Teaching Hours):

Classroom 40-60 hours

Maximum Instructor to Participant ratio: 1:12

Completion Criteria:

- Ability to comprehend and successfully demonstrate the skills
 - Ability to pass a written, closed book knowledge evaluation with a minimum mark of 80%,
 - Have a completed skills checklists, and
 - Successfully complete two evaluated scenarios (One medical and one trauma)
 - Participant must see and interact with an emergency response vehicle in order to successfully complete the course requirements
 - Participants must attend and participate in 100% of the course
-

Required Participant Materials:	<ul style="list-style-type: none">▪ Canadian Red Cross Emergency Care▪ Knowledge evaluation and answer sheet▪ Course feedback form
--	--

Required Instructor Tools

- Whenever possible, the course should use local equipment so participants become familiar with equipment from their area
- Course and lesson plans on *Boulevard*
- Skill Sheets
- Scenarios
- Knowledge evaluation, answer key and answer sheet
- *Fundamentals of instruction* eBook
- *Instructor Guide – Emergency Care*
- *Emergency Care textbook*
- 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

First Responder to Emergency Medical Responder Bridge

Required Teaching Aids

- | | |
|--|---|
| <ul style="list-style-type: none">• Course Guide• Lesson Plans• Adult and baby ventilating mannequins with full torso or a mannequin that can demonstrate proper pad placement*• AED trainers• Equipment cleaning supplies• Triangular bandages• BVMs suitable for adult, child, and baby• Bandages• Pocket masks with one-way valve• Latex-free gloves• Blankets• Splinting materials• Full-body motion restriction device (e.g., spine board)• Cervical collars• Commercial head immobilizer | <ul style="list-style-type: none">• Obstetrics kit• Upper body motion restriction device• Traction splint• Airway training mannequin• Nasopharyngeal airways (NPA)• Transport vehicles and stretcher• Glucometer and sharps container• Various full-faced helmets• Response kits*• Epinephrine auto-injector trainers (2-3 miscellaneous design)• Metered-dose inhalers and spacers (2)• Commercial tourniquet• LCD projector and computer• Red Cross Course Media Presentation• Pulse oximeter |
|--|---|

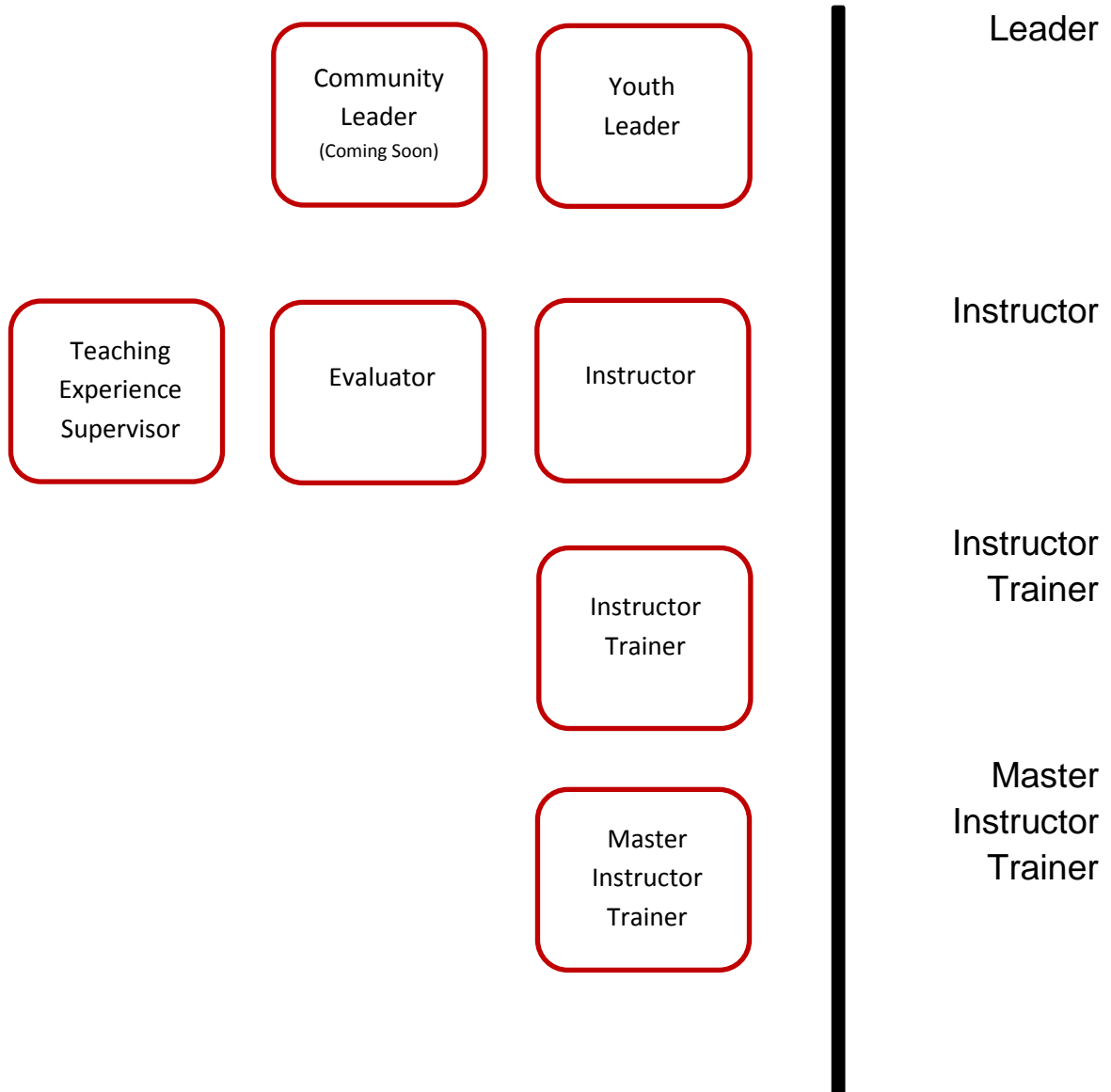
Equipment ratios

Other notes:

Participants need to be familiar with local protocols. Whenever possible, the course should use local equipment so participants become familiar with equipment from their area.



Instructor Development Program: Roles





Roles

	Is a CRC certification?	Role	Minimum Age
Community Leader	No	A community member who is prepared to facilitate prevention and safety activities with preschool and elementary aged children (4 to 9 years old) which do not result in first aid certification	Not applicable
Youth Leader	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
Instructor	Yes	The person prepared to lead participant level first aid training (full length courses and recertification courses).	18 years old
Evaluator	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
Teaching Experience Supervisor	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
Instructor Trainer	Yes	The person prepared to develop Instructor candidates (full length courses and recertification courses).	18 years old
Master Instructor Trainer	Yes	The person prepared to develop Instructor Trainer candidates (full length courses and recertification courses).	18 years old



Instructor Development Program

Overview	<p>The Canadian Red Cross First Aid Instructor Development Program trains and certifies Instructors to organize and deliver First Aid & 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 participant. Our First Aid & CPR Instructors are trained to encourage each participant's personal rate of achievement, recognizing this will vary from one person to the next.</p>
Courses	<p>Youth Leader</p> <p>Instructor Development</p> <p>Teaching Experience Supervisor</p> <p>Instructor Trainer</p> <p>Master Instructor Trainer</p>
Legislation	<p>Note: Please be aware of provincial/territorial/federal regulations that may dictate different maintenance and recertification requirements.</p> <p>www.redcross.ca/firstaidlegislation</p>



- 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

Completion Criteria:

- Completion of a Teaching Experience (unless meet exceptions listed below)
- 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 participant 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 participant materials (detailed below) and complete the 'Fundamentals of Instruction for Youth Leaders' online component.

Required Teaching Aids

- Teaching Experience Form

Step 4: Certification

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

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 participant level certification (discipline specific)

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 access PIN)
- *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*)
 - Access to *Boulevard*
-

Step 3: Discipline specific classroom component

Course Instructor: : This classroom segment may be facilitated by:

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

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. Instructor Trainer certification is required to match the level of Instructor certification sought by candidates.

Pre-requisite(s): Step 2

Course Length (Minimum Teaching Hours):

Classroom 14 hours 30 minutes

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
-

Required Candidate Materials:

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

Required Teaching Aids

- Course Kit (detailed in *Instructor Trainer Guide – First Aid Programs*)
 - Access to *Boulevard*
-

Step 4: Teaching Experience

Course Instructor: Teaching Experience Supervisor or Instructor Trainer



Pre-requisite(s): Step 3

Course Length (Minimum Teaching Hours):

Online	Approximately 30-45 minutes
Classroom	Can vary – up to 3 attempts allowed

Minimum Instructor to Candidate ratio: N/A

Maximum Instructor to Candidate ratio: N/A

Completion Criteria:

- Successfully complete the *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:	▪ <i>The Teaching Experience – First Aid Programs</i> (online component access PIN)
--------------------------------------	---

Required Teaching Aids

- Teaching Experience Form
-

Step 5: Certification

- Valid for three years
 - 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 in place:

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 another recognized First Aid 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 who qualify for this transfer pathway are entering into the Instructor Development Program with previous experience as a Canadian Red Cross Water Safety Instructor/Instructor Trainer 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)



Step 1: Check prerequisites

Pre-requisite(s):

- A current CRC First Aid Program Instructor certification,
- Have taught a minimum of three Canadian Red Cross First Aid Program courses during the three-year certification period.
- One course must have been taught in each Instructor designation seeking recertification (to the highest level of certification with each program area, recertification courses qualify).
- Attention: there may be additional requirements set by local legislators. Please check legislation in your area for additional requirements

Courses which were taught in combination (example: Standard First Aid and CPR C) do not count as separate courses for the purpose of recertification prerequisites.

Step 2: Complete Pre-Course Assignment

Will be detailed pre-course to each Instructor via their Instructor Trainer.

Pre-requisite(s): Step 1

Step 3: Classroom Component

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

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

Pre-requisite(s): Step 2

Course Length (Minimum Teaching Hours):

Classroom 7 hours

Minimum Instructor Trainer to Candidate ratio: 1:4

Maximum Instructor Trainer to Candidate ratio: 1:12

Completion Criteria:

- Successfully complete the pre-course assignment
- 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 Instructor Materials:

- *Instructor Recertification – First Aid Programs Workbook*

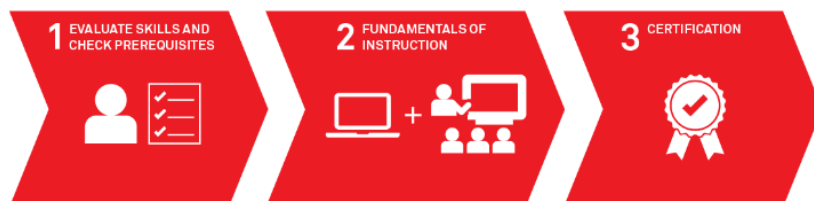
Required Teaching Aids

- *Instructor Trainer Guide – First Aid Programs*
- Course Kit (as outlined in the *Instructor Trainer Guide – First Aid Programs*)
- Access to *Boulevard*

Step 3: Certification

- Valid for three years
 - 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)

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
Classroom	7 hours

Minimum Instructor Trainer to Candidate ratio: 1:4

Maximum Instructor Trainer to Candidate ratio: 1:12

Completion Criteria:

- 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 access PIN)

-
- *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*)
- Access to *Boulevard*

Step 3: Certification

-
- 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)- two 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

Step 2: Fundamentals of Instructor Development

Course Instructor: CRC Master Instructor Trainer

Pre-requisite(s): Step 1

Course Length (Minimum Teaching Hours):

Online	Approximately 6 – 8 hours
Classroom	19 hours

Minimum Instructor to Candidate ratio: 1:4

Maximum Instructor to Candidate ratio: 1:8

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 access PIN)
 - *Fundamentals of Instructor Development – First Aid Programs* (eBook)
 - *Fundamentals of Instructor Development – First Aid Programs Workbook*
 - *Instructor Trainer Guide – First Aid Programs*
-

Required Teaching Aids

- Course Kit (detailed in *Master Instructor Trainer Guide – First Aid Programs*)

Step 3: Teaching Experience

Course Instructor: : Instructor Trainer or Master Instructor Trainer

Pre-requisite(s): Step 2

Course Length (Minimum Teaching Hours):

Classroom

Can vary– up to 3 attempts allowed

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

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
-

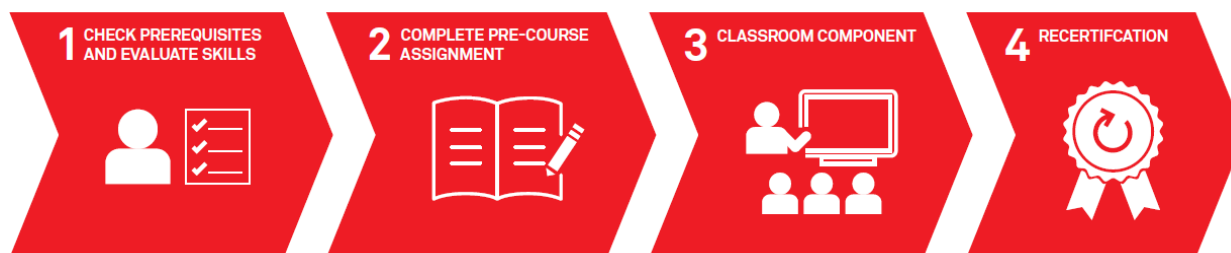
Required Teaching Aids

- Instructor Trainer Teaching Experience Form

Step 4: Certification

- Valid for 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 2019).
-

Instructor Trainer (Recertification)



Note: Next cycle of First Aid Program Instructor Trainer recertification will take place in 2019.

Step 1: Evaluate skills & check prerequisites

Course Instructor:

- Teaching Experience Supervisor OR Instructor Trainer (discipline specific)

Pre-requisite(s):

- Must teach 3 IDP courses per certification period
 - 1 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
- Must have completed the reflection of practise (IT support network)
- Successfully complete a skills evaluation
- Participant 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

Step 2: Complete Pre-Course Assignment

Will be detailed pre-course to each Instructor via their Master Instructor Trainer.

Pre-requisite(s): Step 1



Step 3: Classroom component

Course Instructor: First Aid Program Master Instructor Trainer

Pre-requisite(s): Step 2

Course Length (Minimum Teaching Hours):

Classroom 19 hours

Minimum MIT to IT ratio: 1:4

Maximum MIT to IT ratio: 1:12

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 – First Aid Programs*)

Step 4: Certification

- 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, perspective MITs must have taught each of the IDP courses:

- Fundamentals of Instruction classroom component
- Discipline Specific classroom component
- Teaching Experience Supervisor 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

Step 4: Development Workshop

Course Instructor: Canadian Red Cross

Pre-requisite(s): Step 3

Course Length (Minimum Teaching Hours):

Classroom 15 hours 30 min

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

Step 5: Designation

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.



Legislation

Link to update legislation: www.redcross.ca/firstaidlegislation

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 National 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. Participants 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. In BC we have a stand alone Workplace Emergency First Aid program (WEFA). Current CRC First Aid Instructors are required to take a two day WEFA Instructor program. Please refer to the legislation handbook for details regarding instructing WEFA in BC.

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

Participant Level First Aid Courses

The Canadian Red Cross strongly recommends that participant level courses have a minimum class size of four persons. Courses need to have sufficient participants to facilitate demonstration of skills and scenarios – especially those which require an ill/injured person and two first aiders/responders to complete the skill.

Instructor and Instructor Recertification Classes

Instructor and Instructor Recertification classes must have a minimum of four candidates.

Physical activity

Upon registering for a CPR and/or First Aid course (or Instructor or Instructor Trainer course), participants should be advised that physical activity is required when demonstrating skills. Participants 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. Participants 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 participants 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 participants 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 participants 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 participants.

Knowledge Evaluations

Written knowledge evaluations are required for each Canadian Red Cross course that results in certification. Knowledge evaluations must be completed individually – participants 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 Wilderness & Remote First Aid: If a participant 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. Participants who indicate a challenge 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 and Marine First Aid Course: If a participant 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 participant that he or she must complete a recertification for that course.

Professional Responder participants must complete their knowledge evaluation in writing as this is a skill needed in their professional application.

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 participants 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
- Participant ratios
- Equipment ratios
- Needs of the learner (first time participants 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 participants
- Not all participants will be able to self-guide while the instructor is working with other program outcomes
- Participants may not all be using the same participant 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:

	CPR A	CPR C	EFA	SFA	ECCFA	SCCFA	AFA	MBFA	MAFA	WRFA	AWRFA	FR	EMR
CPR A													
CPR C	Y												
EFA	Y	Y											
SFA	Y	Y	Y										
ECCFA	N	N	N	N									
SCCFA	N	N	N	N	Y								
AFA	N	N	N	N	N	N							
MBFA	Y	N	Y	Y	N	N	N						
MAFA	N	N	N	N	N	N	N	N					
WRFA	N	N	N	N	N	N	N	N	N				
AWRFA	N	N	N	N	N	N	N	N	N	N			
FR	N	N	N	N	N	N	N	N	N	N	N		
EMR	N	N	N	N	N	N	N	N	N	N	N	N	

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



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

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, participants 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, participants progress through the first three stages during online using self-guided study and then apply their knowledge once they enter the classroom. Because of this, participants 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 participant.

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 mannequin and all precautions should be taken to reduce exposure to other participants.

Blended Learning Requirements

Design and Length

Each blended learning course is divided into two components. Participants must first complete the self-paced online component, which includes a knowledge evaluation, then successfully complete an Instructor-led classroom component (skills practice and evaluation session) in order to achieve certification. Participants should complete the classroom component within six weeks of completing the online component. If a participant does not attend a classroom session within this timeframe, they are required to purchase a second PIN and retake the online component before being admitted into the classroom. Note: In Ontario the completion window is four weeks. The self-paced online component is located at <http://www.redcrosselearning.ca/>



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 local Program Representative.

Preparing Participants

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

Course participants 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 Participant,

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.

To access the online component, visit redcrosselearning.ca and enter the personal identification number (PIN) and password below. You will be prompted to register and then will be able to complete the activities.

PIN: [personal identification number]

Temporary Password: [password]

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 on-line 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.

Teaching Aids: Definitions

Please see [Equipment Ratios](#)

Ventilating Mannequins

Mannequins must have inflatable, disposable lungs.

Pocket Masks

Required; must be decontaminated and include a disposable one-way valve.

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 1/2– 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 and classroom. This means the aids are suitable for the course being taught (are required according to the skills sheets for the course) and are safe for the participants to use. At no time are “live” medications or tools permitted to be used in class. Instructors must use training devices to allow participants



to safely engage with equipment. It is also important to place the safety of participants 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 participants, 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 courses must be clean and safe for use. This includes first aid equipment and education based tools.

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 class according to the recommendations below.

Equipment decontamination must be completed after each session for the following equipment:

- Mannequins
- BVMs
- Pocket masks
- Any other equipment that comes into contact with body fluids

Other first aid equipment, such as bandages and blankets, should be washed after each course so they are clean for the next class.

Disposable lungs must be removed from mannequins and replaced with new lungs prior to the next course.

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 wiping down surfaces that may collect germs as well as replacing batteries and/or components that show wear.

How to Clean

For Training Aids that Require Decontamination Following Each Class/Training Session:

1. Gloves (non-latex) and safety goggles should be worn for disassembly of mannequin 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 (minimum 10 minutes)
5. Rinse all surfaces with fresh tap water and dry all parts thoroughly. Rinsing with alcohol will aid drying of internal surfaces and prevent survival and growth of bacterial or fungal pathogens



6. Safely discard any unused solution.

For Training Aids that Require Decontamination During Class:

When more than one participant must use a mannequin, decontaminate the mannequin between each individual use by following these steps:

1. Wearing non-latex gloves and safety goggles, apply alcohol (70% isopropyl or ethyl) to unused wipes or gauze pads
2. Vigorously scrub the mannequin for a minimum of 30 seconds
3. Allow the alcohol to air dry.

Chlorine Bleach Solution

(60 ml (1/4 cup) chlorine bleach in 4 L (one gallon) water)

1. Gloves (non-latex) and safety goggles should be worn during the application of chlorine bleach solution to the surface of the mannequin
2. Use a clean absorbent material wet with chlorine bleach solution to swipe all surfaces. Surfaces should remain wet for at least 60 seconds (one minute), then wipe with a second clean absorbent material
3. Safely discard any unused solution.

Storage of equipment

Once your training aids have been decontaminated and are fully dry, ensure they are stored in a cool, dry location to prevent mildew.

Use of Skills Sheets

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

Standards Versus Practice

When practicing and evaluating participants skills, instructors must be mindful of standards versus practice. Standards are documented in the skills 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 participants perform all skills according to the standards outlined in our programs and according to the courses skills 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 participants. There are two different types of changes:

Accommodations: change **how** a participant learns the material. Accommodations do not influence the performance criteria.

Modifications: change **what** a participant 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 participant as possible through the use of accommodations.

Accommodation Example:

Completing a knowledge evaluation verbally for participants who have a reading difficulty is an accommodation from the typical format of written completion.

Modification Example:

Not requiring the participant to complete the knowledge evaluation or completing as a group would be a modification. Modifications are not permitted.

Letter of Participation: Participants who are unable to demonstrate the required skills contained within the course (according to the courses 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.

My Red Cross > Training Partners > First Aid > Program/Administrative Tools

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 courses 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

After your Instructor and/or Instructor Trainer certification expires, you will no longer be able to instruct Canadian Red Cross first aid programs.

Grace Period

If your instructor certification has expired within the last 12 months and you have taught the prerequisite number of courses required, you can apply to be granted approval to attend a recertification course by contacting our [National Contact Centre](#).

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:**
 - Pupil 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 participants up to 16 years of age, must be supervised at all times by a Community and/or Youth Leader. Participants 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.

Processes

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 classroom-based 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.)

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 participant 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 participants 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.

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.

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 lead by the Teaching Experience Supervisor/Instructor Trainer so the candidate is also able to learn from their approach to instruction.

	Instructional Task	Criteria
Pre Course	Plan by course and by lesson *	<p>Plan for an entire course with specific lessons.</p> <ul style="list-style-type: none"> - Identify where to locate resources connected to program content. - Recognize and comply with relevant provincial and federal legislation. - Use plans for each lesson that demonstrates time management skills. - Identify the different learner audiences you may encounter in your classroom and adapt instruction to meet their learning needs. - Reinforce key points clearly and concisely so participants are able to understand them.
	Prepare teaching aids and course content *	<ul style="list-style-type: none"> - Utilize equipment appropriate to the program being taught, based on the Canadian Red Cross National First Aid Program Standards. - Incorporate a variety of teaching aids. - Demonstrate a commitment to a safe learning environment by using equipment that has been appropriately maintained (cleaned) and stored.
	Create a safe learning environment	<ul style="list-style-type: none"> - Identify the appropriate emergency procedures that your learners must be aware of within the learning environment. - Prepare for how you will intervene immediately in situations that jeopardize the physical or emotional safety of your learners. - Prepare your learning environment in a manner which protects the physical safety of your learners.
	Review all lesson content and activities	<ul style="list-style-type: none"> - Review all lesson content and activities prior to starting the course - 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.

During Course	Start a course	<ul style="list-style-type: none"> - Communicate learning expectations and course completion criteria. - 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). - Act with integrity and demonstrate accountability to learner success.
	Maintain a safe learning environment *	<ul style="list-style-type: none"> - Value injury prevention and safety in the learning environment and with the learners. - Identify the appropriate emergency procedures that learners must be aware of at the start of each program. - Intervene immediately in situations that jeopardize the physical or emotional safety of the learners. - 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. - Use language appropriate for all learners.
	Teach Lessons *	<p>Includes two skill-based lessons and two knowledge-based lessons (using instructional techniques other than lecture)</p> <ul style="list-style-type: none"> - Share the intent of each lesson with the learner. - Employ a variety of activities that promote active participation. - Utilize and maintain teaching aids and equipment appropriately to supplement learning. - Use appropriate lessons which will allow learners to explore skill application and decision making. - Demonstrate expected skill performance accurately according to the Canadian Red Cross standard. - Use lesson plans for each lesson taught that demonstrate time management. - Reinforce key points clearly and concisely so learners are able to understand them. - Address and ask questions appropriately. - Act with integrity and demonstrate accountability to learner success.
	Assess participants; provide additional instruction when needed *	<p>This Instructional Task is linked to the lessons taught.</p> <ul style="list-style-type: none"> - Be attentive to signals that learners are sending about their readiness, understanding and involvement in the learning process. - Use perception checks to ensure learners understand the message(s) being communicated. - Assess learners using the program tools/strategies available to you.

	Adapt instructional approach to meet learning needs	- Guide learners in how to improvise and adapt to changing situations as their knowledge and skill base increase during the lesson and the course.
	Resolve conflict (if applicable)	- Utilize conflict resolution strategies when needed to protect the learning experience and environment.
	Evaluate participants *	<p>Candidate aids in this effort; the certified Instructor authorizes participant level certification</p> <ul style="list-style-type: none"> - Evaluate each learner's completion/non completion of the course. - Communicate each learner's completion/non completion of the course.
	Close a course	<ul style="list-style-type: none"> - Reinforce key points clearly and concisely so participants are able to understand them. - Promote the programs and services of the Canadian Red Cross in the local community.
Post Course	Decontaminate teaching aids	<ul style="list-style-type: none"> - Maintain equipment appropriately to optimize learning. - Model and uphold the Canadian Red Cross First Aid National Program Standards.
	Complete post-course paperwork	<ul style="list-style-type: none"> - Recognize and comply with relevant provincial and federal legislation. - Participate in the completion of all post-program activities.
	Reflect on the experience*	<ul style="list-style-type: none"> - Complete reflection of practice in <i>Fundamentals of Instruction – First Aid Programs Workbook</i>. - Discuss the outcome of the course with the Teaching Experience Supervisor/Instructor Trainer. - Prepare a personal learning plan.

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 lead by the Supervising Instructor Trainer so the candidate is also able to learn from their approach to instruction.



Consideration for Wilderness Instructor Candidates

Instruction in a wilderness or remote location involves unique safety and instructional considerations to ensure a safe learning environment and successful learning experience for participants. 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.

Team Teaching

Team teaching (more than one candidates teaching on the same participant level course alongside of an Instructor Trainer or Teaching Experience Supervisor) is permitted provided that each candidate is able to demonstrate the required knowledge and skill-based lesson components. If Instructor Candidates within the First Aid & CPR Program will be team teaching, their selected course must be Standard First Aid (Emergency First Aid does not include enough knowledge and skill components to support multiple candidates and also include teaching from the Instructor Trainer/Teaching Experience Supervisor). The Teaching Experience preparation efforts (following the online component) will be shared by each member of the team (all candidates and the Teaching Experience Supervisor/Instructor Trainer).

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 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 Red Cross of candidates who have not successfully completed their post-course requirements
- Provide the Red Cross 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 participants/candidates (the Teaching Experience Supervisor/Instructor Trainer authorizes participant/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 Instructor Trainer/Master Instructor Trainer as soon as the Teaching Experience is complete

Expanding Instructor Certification

Once certified, Instructors are able to earn additional certifications through an abridged development process:

	Courses Included	Change Possibilities Within Category...
Core/CPR Instructor	CPR A, CPR C, EFA, SFA, MBFA, CCEFA, CCSFA	Change within category include CPRI to FAI
Wilderness	WRFA, AWRFA,	Change within category could include WRFAI to AWRFAI
Professional Responder	FR, EMR, AFA	Change within category could include FRI to EMRI



	Step 1: Pre-Req Check	Step 2: Fundamentals of Instruction		Step 3: Discipline Specific	Step 4: Teaching Experience		Step 5: Certificat ion
	<i>Must be 18 years old Participant Level Certification & Skill Evaluation</i>	<i>Online component</i>	<i>Classroom component</i>	<i>Classroom component</i>	<i>Online component</i>	<i>Classroom component</i>	<i>3 yrs</i>
Core to Other Core	•	Not required – already completed	Not required – already completed	Not required – already completed	Not required – already completed	Not required	•
Core to Wilderness	•	Not required – already completed	Not required – already completed	•	Not required – already completed	•	•
Core 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	•
Wilderness To Professional	•	Not required – already completed	Not required – already completed	•	Not required – already completed	•	•
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 – already completed	Not required – already completed	Not required	•



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 when they have completed the “Fundamentals of Instructor Development” segment of the Instructor Trainer Development Program. (The paperwork for this stage will come directly from the Canadian Red Cross.)
3. Following successful completion of the Teaching Experience, the Instructor Trainer will be certified within this additional discipline.

Prior Learning Assessment Review (PLAR)

The Canadian Red Cross Prior Learning Assessment Review (PLAR) is a process that reviews the prior learning and training of qualified applicants. The PLAR process is intended to reduce duplication of training for applicants seeking to apply for an instructor development program or advancing their instructor certifications within the Red Cross First Aid Program. Applicable first aid training, certifications, licenses and documentation are reviewed by Canadian Red Cross subject matter experts. This process ensures we meet our commitment to regulatory bodies which indicates Red Cross only issues certificates to participants who have demonstrated the competency of the designated First Aid Program.

No participant or instructor level certification of any kind will be issued in the PLAR process (only recognition for prior learning towards future development work)

Application and Process

My Red Cross > Training Partners > First Aid > Program Information

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.



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 PLAR@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.

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.

Alternate Manual Format

As we often receive requests for PDF or Word versions of our program manuals for use by course participants 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 > First Aid > Program/Administrative Tools.

Instructional Personnel

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.**

Instructional personnel are able to expand their discipline through additional certification. For details please see the Instructor Development Program [Expanding your Discipline section](#)

Instructors for Participant Courses

	Stay Safe!	Babysitting	CPR A	CPR C	EFA	SFA	Adv FA	ECC FA	SCC FA	WRFA	AWRFA	MBFA	MAFA	O2 Admin	FR	EMR
Youth Leader	•	•														
CPRI			•	•												
FAI			•	•	•	•		•	•			•				
OAI														•		
WRFAI			•	•						•						
AWRFAI			•	•						•	•					
FRI			•	•									•	•	•	
EMRI			•	•			•						•	•	•	•

Instructor Trainers for Instructor Courses

	Community Leader	Youth Leader	CPRI	FAI	OAI	WFRAI	AWRFAI	FRI	EMRI
CPR IT	Non-Certification	Self-Study	•						
FA IT			•	•					
WRFAIT						•	•		
FRIT					•			•	
EMRIT					•			•	•

Note: All Instructor Trainer courses are taught by designated First Aid Program Master Instructor Trainers.

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 skills

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.

Situations that jeopardize the physical or psychological safety of participants 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 participant 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 participants.

If the threat occurs **within** the classroom, we recommend you follow these steps:

1. If necessary, remove either the offending participant or the class. Be aware of your safety and that of your participants. 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 EMS/9-1-1
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 EMS/9-1-1.



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 participant
2. Discreetly check in with the participant being harassed and intervene immediately. Harassment and bullying should not be tolerated
3. Speak with the offending participant—make it clear the behaviour must stop
4. If the offending participant 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.

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 participant 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 participants within the limits of the *course content* and the participant 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 participant 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.

STANDARDS OF BEHAVIOUR

Instructional personnel will review and sign the Standards of Behaviour as part of taking their initial course, recertification or updates.

Link to Standards of Behaviour

<http://www.redcross.ca/email/faws/2016/faws-fa-standards-of-behaviour-en>

Quality Assurance

The Canadian Red Cross wants to ensure that First Aid and CPR courses are of the highest quality and meet all of the standards of the Society. Quality assurance is a step in an ongoing process to ensure the best first aid programs are delivered in Canada. **Canadian Red Cross expects all Instructional Personnel to teach courses according to the program standards listed in this document, the participant products, and the Instructor/Instructor Trainer tools.** If quality is not maintained it may result in the revocation of the Instructor/Instructor Trainer's certification(s).

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.

Quality Assurance Practices

The Canadian Red Cross may choose to assess the quality of a course in any of the following ways:

- Canadian Red Cross may have a representative drop in to observe a course at any time, without notice
- Canadian Red Cross may have a representative monitor a course at any time, without notice
- Canadian Red Cross may follow-up with the participants listed on a roster and ask them questions about how the course was conducted
- Participants of the course will be invited to contact the Canadian Red Cross directly to provide feedback
- Canadian Red Cross may review the course evaluation forms the participants fill out in the course
- A Canadian Red Cross representative could request a skills testing of the Instructor/Instructor Trainer at any time, without notice

Quality Assurance Issues: Resolution

If quality issues are identified, the Canadian Red Cross will work with the instructional personnel to solve the issue(s) to ensure the quality of the course is meeting the expected standards.

The seriousness of the issues(s) will determine the action that needs to be taken. At all times Canadian Red Cross will attempt to resolve the matter to the satisfaction of all parties involved. If the issue(s) are not resolved, then steps will be taken to revoke the instructional personnel's certification.

Issue Management and Resolution Process

Steps for Issue Management

Steps for non-instruction issues / complaints are dealt with based on the Training Partner Agreement.

Every complaint or concern about the conduct of an instructional personnel will be acknowledged and reviewed. Any of the quality assurance practices listed above may be initiated without notice. Complaints will only be escalated to the extent required, and not all complaints will require all the steps of the issue management process. Except as provided for below under the heading “Documentation Required During the Issue Management Process,” the identity of a complainant will be kept confidential if so requested as per the Red Cross Privacy Policy and confidentiality policy.

All serious complaints against instructional personnel will be investigated. A “serious” complaint is one that:

- Involves conduct that could place at risk personally safety or property interests or the integrity and reputation of the Program and/or the Red Cross
- Is made against an individual whose file indicates previously documented breaches of applicable standards, or two or more similar prior complaints of a non-serious nature, whether or not resolved at the time;
- Alleges Instructional Personnel has willfully used the Canadian Red Cross for personal gain or to conduct illegal activities
- Alleges behaviours of instructional personnel that are serious acts of misconduct as defined in the [Standards of Behaviour](#), Section IV
- Alleges conduct unbecoming or offensive to the Fundamental Principles of the Red Cross and directly related to the person’s responsibilities as an Instructor/Instructor Trainer
- the Instructor’s/Instructor Trainer’s teaching or first aid/CPR/AED skills have been called in question
- Alleges an instructional personnel has willfully or recklessly taught participants improper first aid techniques
- Alleges that Instructional Personnel has failed to fulfill his or her [Legal Responsibility](#) as defined in the Legal Responsibility section
- Alleges an Instructor/Instructor Trainer has been suspended by another agency with respect to business of a similar nature or instruction (in the case of an instructor/instructor trainer)
- An Instructor/Instructor Trainer has failed to comply with a Remediation or Development plan imposed by the Quality Assurance team for a previous breach of standards.

The following steps will be taken to address a complaint:

1. A staff member or volunteer will document the complaint and forward it to the person responsible for follow-up. That person will review the complaint and determine the nature of the follow-up required.

2. If the review indicates the complaint is not serious, an attempt will be made to resolve the issue through discussion and education. The complaint, process and outcome will be documented and all documents filed in the Instructor/Instructor Trainer file (paper or electronic). If the complaint cannot be resolved, a notation shall be made in the file that the complaint was not resolved. Where a second similar complaint is received, whether or not the matter is resolved, a letter will be sent to the Instructor/Instructor Trainer notifying him or her that a third similar complaint will be treated as a serious complaint and investigated as such.
 3. If the complaint is determined to be serious, it must be brought to the attention of the Advisor, Quality Assurance (AQA) or designate.
 4. If the AQA or designate agrees the complaint is serious, the First Aid Representative must initiate contact with the Instructor/Instructor Trainer to provide notification of the complaint. The notification will be given by email or phone call.
 5. The initial contact will be documented and placed in the investigation file.
 6. The AQA will send a letter to the Instructor/Instructor Trainer to provide details of the complaint and the impending investigation. The AQA will request the Instructor/Instructor Trainer to respond in writing to the complaint.
 7. The Continuous Quality Improvement (CQI) team or designate will commence further investigation.
 8. If required, the AQA will make arrangements to discuss with the Instructor/Instructor Trainer their written response to the complaint.
 9. The Instructor/Instructor Trainer certification will be suspended by the Program Director or designate during the investigation if:
 - The Director(s) or designate considers, in his or her opinion, that not suspending the Instructor/Instructor Trainer certification could place at risk personal safety, property interests or the integrity and reputation of the Program and/or the Red Cross
 - The complaint alleges the instructional personnel as willfully used the Canadian Red Cross for personal gain or to conduct illegal activities
 - Alleges behaviours on the part of instructional personnel that are serious acts of misconduct as defined in the [Standards of Behaviour](#), Section IV. Breaches regarded as Serious Misconduct section of the Program Standards
 - The complaint concerns conduct unbecoming or offensive to the Fundamental Principles of the Red Cross and related to the person's responsibilities as an Instructor/Instructor Trainer
 - The Instructor's/Instructor Trainer's teaching or first aid/CPR/AED skills have been called in question
 - Complaint alleges instructional personnel has willfully or recklessly taught participants improper first aid techniques
 - Alleges that Instructional Personnel has failed to fulfill his or her [Legal Responsibility](#) as defined in the Legal Responsibility section of the Program Standards.
- The AQA will inform the instructional personnel of the suspension in writing.
10. Once the CQI team has completed the investigation they will determine the most appropriate course of action.

- a. When the CQI team finds the instructor/instructor trainer has not complied with the standards, the CQI team will develop a remediation plan. The Instructor/Instructor Trainer certification may be suspended until all requirements of the remediation plan have been met.

If the instructional personnel fails to successfully complete the remediation or development plan, his or her Instructor/Instructor Trainer certification will be revoked for a one-year period. At the end of one year, the Instructor or Instructor Trainer may enroll once again in an Instructor/Instructor Trainer Development course. Upon successful completion of the Instructor/Instructor Trainer Development course, instructional personnel will be granted a one-year Instructor/Instructor Trainer certification. At the end of the one-year certification, instructional personnel will be required to enroll in the Instructor/Instructor Trainer recertification workshop, which he or she must successfully complete. Upon successful completion of the recertification course, the instructional personnel will receive a 3-year certification as an instructor/instructor trainer.
- b. If it is established the instructional personnel has committed serious acts of misconduct as defined in the [Standards of Behaviour](#), IV. Breaches regarded as Serious Misconduct section of the Program Standards, his or her Instructor/Instructor Trainer designation will be revoked with no possibility of reinstatement.
- c. If it is established the Instructor/Instructor Trainer has willfully or recklessly taught participants improper first aid techniques or has committed an act considered serious, his or her Instructor/Instructor Trainer certification will be revoked with no possibility of reinstatement.
- d. If it is established the instructional personnel has willfully used the Canadian Red Cross for personal gain or to conduct illegal activities, his or her Instructor/Instructor Trainer certification will be revoked with no possibility of reinstatement.
- e. If it is established that the conduct of the instructional personnel is unbecoming or offensive to the Fundamental Principles of the Red Cross and directly related to the instructional personnel's roles and responsibilities as defined in [the Roles and Responsibilities](#) of the Program Standards, his or her Instructor/Instructor Trainer certification will be revoked with no possibility of reinstatement.
- f. If it is established that the Instructional Personnel has failed to fulfill the [Legal Responsibility](#) as defined in the Legal Responsibility section of the Program Standards his or her Instructor/Instructor Trainer certification will be revoked with no possibility of reinstatement
- g. If it is established the instructional personnel has been discovered working under the effects of alcohol or drugs, and it is shown that this directly affected his or her abilities, the instructional personnel designation will be revoked. If he/she would like to become instructional personnel again he/she must have successfully dealt with his or her addiction and must provide proof. The instructional personnel must follow the instructional personnel recertification process as designated by the Director (or designate) before receiving an instructor/instructor trainer certification.
- h. If it is established the complaint has been substantiated and the circumstances are outside the provisions of paragraphs a. through i., the CQI team may impose a suspension of the Instructor/Instructor Trainer certification for a period of up to two

years, to be followed by a successful application for the suspension to be lifted before the certification is restored.

- i. The CQI team may, in its absolute discretion, stay the period of suspension and impose conditions upon which the instructional personnel may remain certified, subject to full compliance with the conditions imposed. Non-compliance with any condition will result in the reinstatement of the suspension imposed by the CQI team.
11. The AQA may consult the Canadian Red Cross Legal Department on any matter that arises during the proceedings which require legal advice, and the decision will be in writing setting out the reasons for the decision.
12. The AQA will notify the instructional personnel of the results of the investigation and the required resolution of the issue, or the decision to revoke the certification (s) of the instructional personnel.
13. Once the required resolution has been met the issue is considered resolved and closed; the AQA will notify the instructional personnel in writing.

Criminal Matters

Whether or not a complaint has been made, the instructional personnel certification will be suspended where the Instructor/Instructor Trainer has been accused by law enforcement authorities 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 disposed of.

The instructional personnel certification will be revoked if the instructional personnel is convicted of an offence referred to in the previous section. 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 Issue Management Process

The serious complaint and all steps taken in the investigation need to be documented in a file.

1. Formal written evaluations of the Instructor/Instructor Trainer and an acknowledgement signed by the Instructor/Instructor Trainer confirming that he or she has been provided with a copy of the evaluation will be contained in the file.
2. Copies of all written complaints, investigation results, and responses provided by the Instructor/Instructor Trainer will be included in the Instructor/Instructor Trainer file, as well as all other documents and information deemed necessary by Canadian Red Cross. Except as required or permitted by law, information in the file will not be communicated to a third party without the individual Instructor/Instructor Trainer's written permission detailing what, if any, information may be released to the third-party inquirer.
3. An Instructor/Instructor Trainer can request to see his or her 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 or, in the absolute discretion of a hearing panel, the fairness of the process requires disclosure of the identity of a complainant.

4. The decision will be included in the Instructor's/Instructor Trainer's file.



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 > Training Partners > Policies and Guidelines

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 Guide

Guidelines on the use of the Training Partner logo

<http://www.redcross.ca/crc/documents/What-We-Do/First-Aid-and-CPR/Training-Partners/training-partner-graphic-standards.pdf>

My Red Cross > Training Partners > Graphic Standards and Logos



Canadian Red Cross Contact Details

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Calgary, Alberta
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<http://www.redcross.ca/blog/home>

Glossary

A	Adult	For CPR Level A, C: 8 years of age and older For CPR-HCP: Onset of puberty (adolescence) and older
	AED Trainer	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	Baby	Newborn to 1 year of age
	Barrier device	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.
C	Certification Course	Provides the participant with a certification or other written recognition that has an expiry date on it.
	Certification Extension	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.
	Child	For CPR Level A, B, C: 1 year of age to age 8 For CPR-HCP: 1 year of age to onset of puberty (adolescence)
	Commercial Tourniquet	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.
	Course Participation Letter	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 people with physical limitations/disabilities for their attendance and participation in the Canadian Red Cross certification courses where they cannot demonstrate/attain the required skills. Participant must have attended 100% of course.
	CPR level A	Cardiopulmonary Resuscitation / Automated External Defibrillation training course; includes adult CPR
	CPR level 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).

	CPR level C	Cardiopulmonary Resuscitation / Automated External Defibrillation training course includes adult, child and baby CPR.
	CQI	Continuous Quality Improvement
	Current	A certified First Aid instructional personnel or participant that is within the certification time period. The certification must not be expired or in a grace period.
E	Emergency Medical Responder	A responder who has successfully completed a recognized training program in the care and transportation of an ill or injured person.
F	First Responder	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.
G	Good Standing	A Instructor in <i>good standing</i> has no active quality assurance files in the previous three years.
H	Healthcare Provider	Physicians, nurses, paramedics and Allied Healthcare Providers (e.g., Registered Therapist, Occupational Therapist, Physiotherapist).
I	ILCOR	International Liaison Committee on Resuscitation; coordinates the presentation of scientific worksheets on resuscitation.
	IFRC FAEBN	International Federation of Red Cross and Red Crescent Societies First Aid Evidence-Based Network
	Instructional Personnel	Canadian Red Cross certification/designations including: Leader, Instructor, Instructor Trainer, Master Instructor Trainer
N	National Training Agencies	The national training agencies worked together to align Canadian first aid and resuscitation guidelines based on the latest scientific evidence. The 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.
P	Participation letter	Proof of attendance at a course but where participants are not tested or certified on their knowledge and skills.
	PIN	Personal identification number -- an electronic access code for Red Cross on redcrosselearning.ca.
	Post-Course Requirements	The final steps required once the core of the course has been completed.
	PLAR	Prior Learning Assessment Review

	Prior Learning Assessment Review	The Canadian Red Cross First Aid Program Prior Learning Assessment Review is a process by which prior training can be evaluated for equivalency of meeting prerequisites for entry into Canadian Red Cross programs.
R	Recertification	A requirement to remain certified; to confirm and maintain skills and knowledge on a regular cycle.
	Recognised First Aid Provider	A national training agency or an agency that has been approved via the PLAR process.
	Recommended	Materials, equipment, and standards that will increase program quality and enhance the program for participants. These materials, equipment, and standards should be made available to participants whenever possible.
	Remote Area	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.
	Required	Materials, equipment, or standards that Instructors must have in order to maintain program standards and provide essential materials for participants.
T	Teaching Experience	An opportunity to apply the skills/knowledge gained throughout the Leader/Instructor/Instructor Trainer development process in an authentic classroom setting with participants while under the guidance of a Teaching Experience Supervisor.
U	Update	To refresh the knowledge and skills to the current standards within the same certification.
	Upgrade	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.
V	Ventilating Mannequin	A mannequin used for training purposes which shows a rising and falling chest when ventilated.

Acronyms

Participant Certifications	AFA	Advanced First Aid
	AWRFA	Advanced Wilderness & Remote First Aid
	BS	Babysitting
	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
	OA	Oxygen Administration
	SS!	Stay Safe
	WRFA	Wilderness & Remote First Aid
Youth First Aid Leaders	CL	Community Leader
	YL	Youth Leader
Instructor Certifications	AWRFAI	Advanced Wilderness & Remote First Aid Instructor
	CPRI	CPR Instructor
	FAI	First Aid Instructor
	FRI	First Responder Instructor
	EMRI	Emergency Medical Responder Instructor
	OAI	Oxygen Administration Instructor
	TES	Teaching Experience Supervisor
Instructor Trainer Certifications	WRFAI	Wilderness & Remote First Aid Instructor
	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
Master Instructor Trainer	MIT	Master Instructor Trainer

