



The American Red Cross is providing this guidance for instructors to modify their classes immediately so they can implement social distancing practices. Please refer to Scientific Advisory Council COVID-19 Instructor Information. As the situation evolves, these guidelines may change based on additional requirements from federal, state and local public health agencies and recommendations from the Red Cross Scientific Advisory Council.

## Social Distancing Course Modifications

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Course Delivery Methods	<p>You may deliver the following courses:</p> <ul style="list-style-type: none"> <li>• Instructor-Led Training</li> <li>• Blended Learning</li> </ul>
Maximum Number of Students	<ul style="list-style-type: none"> <li>• Class size adheres to current public health direction.</li> <li>• Individuals must remain <b>6 feet</b> apart from one another at all times during class. No touching allowed.</li> <li>• If you cannot maintain social distancing modifications due to limited classroom space, reduce the number of students per instructor accordingly.</li> </ul>
Manikin Use and Decontamination	<ul style="list-style-type: none"> <li>• Student-to-manikin ratio: <b>1:1</b></li> <li>• Every student and instructor must have their own manikin.</li> <li>• You must thoroughly clean and disinfect manikins immediately after each class.</li> <li>• Please review <b>Manikin Decontamination and Use</b> and <b>SAC COVID-19 Instructor Information</b> on the Red Cross Learning Center.</li> </ul>
AED Trainer Use and Decontamination	<ul style="list-style-type: none"> <li>• AED-to-student ratio: <b>1:1</b></li> <li>• Every student and instructor must have their own AED trainer.</li> <li>• If you do not have enough AED trainers for everyone, the class size must be reduced or the AED trainers must be cleaned and disinfected as thoroughly as you would at the end of class before the next students use them.</li> <li>• You must thoroughly clean and disinfect AED trainers immediately after each class.</li> </ul>

## Social Distancing Course Modifications

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### Disposable Equipment Use

- All disposable equipment (e.g., gloves, face shields, lung bags, gauze, bandages) must be single use only per student and per instructor.
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### Reducing Risk of Disease Transmission for Instructors and Students

- Explain to students in pre-class communications (e.g., letters, emails, registration) that they should **not** attend class and they should reschedule their training if they have been ill or have any signs of illness within 24 hours prior to the class (fever, cough, breathing difficulties/shortness of breath or other symptoms).
- At the start of every class, encourage students who have had any signs of illness within 24 hours of the class to reschedule for a future class.
- Instructors and students must wear cloth face coverings, which may include masks, during class and while in the facility. When giving rescue breaths, students should briefly lower their face covering without touching the front of it. Immediately after giving rescue breaths, they should put the face covering back on.
- Instructors and students must perform hand hygiene using soap and water for at least 20 seconds. If soap and water are not available, use an alcohol-based hand sanitizer that contains at least 60% alcohol.
- At a minimum, hand hygiene should be performed at the following times:
  - » Beginning and end of class
  - » Before and after meals and snacks
  - » Before and after skill practice sessions (When wearing gloves, hand hygiene should be done before putting on gloves and after removing them.)
- Every student must wear gloves during all skill practices and assessment scenarios.
- Every student must use a breathing barrier when giving rescue breaths.
- Instructors and students should cough or sneeze into a tissue or elbow.
- Instructors and students should avoid touching their eyes, nose and mouth.
- Provide disinfectant wipes to disinfect high touch surfaces such as doorknobs, switches, handles, counters and other surfaces.

## Social Distancing Course Modifications

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### LESSON 1

#### Before Giving Care and Checking an Ill or Injured Person

- Do **not** have participants print their names on the *Course Record Addendum*. Have each student tell you their name so you can print each name.
  - Conduct the “Scene Size-Up and Initial Impression Activity” as a guided discussion. Students should **not** form small groups. If you are not using the course presentation, hold up the photo cards. Do **not** pass them out.
  - Do **not** have students pass around latex-free disposable gloves and a CPR breathing barrier to examine. They should each use their personal Student Training Kits.
  - Do **not** demonstrate how to put a person in a recovery position using a volunteer. Instead, show students the photo on the course presentation slide and explain how to put a person in the recovery position.
  - Students must **not** practice the head-to-toe check with a partner during the assessment scenario. They may only practice on a manikin.
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### LESSON 2

#### Cardiac Emergencies

- Follow the general social distancing modifications noted above for CPR during skill practice and assessment. Students should **not** partner with each other.
  - For Giving CPR skill practices and assessment scenarios, remind students to properly lower and replace their face coverings when giving rescue breaths.
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### LESSON 3

#### Using an AED

- If conducting the AED-only course, do **not** have participants print their names on the *Course Record Addendum*. Have each student tell you their name so you can print each name.
- Conduct the “AED—Fact or Fiction? Activity” as a guided discussion. Students should **not** form small groups. Do **not** pass out worksheets.
- Follow the general social distancing modifications noted above for AED use during skill practice and assessment. Students should **not** partner with each other.
- For “Putting It All Together Assessment Scenario: Using an AED:”
  - » Arrange the manikins **6 feet** apart from each other with all the necessary equipment.
  - » Each student should perform the scenario as if they are the only trained responder. First, they should give CPR. Then, when you give the prompt that the AED has arrived, they should switch to operating the AED and immediately resume CPR after the shock has been delivered.

## Social Distancing Course Modifications

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### LESSON 4 Choking

- Students must **not** practice back blows and abdominal thrusts with a partner during skill practice and assessment.
- They may only practice back blows and abdominal thrusts on themselves.
- See **Caring for a Choking Adult or Child (Social Distancing Approach) Skill Chart and Skill Assessment Tool**.

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### LESSON 5 Sudden Illness

- Conduct the “FAST Check Activity” as a guided discussion. Students should **not** partner with each other. Instead you should play the role of the person having a stroke and the students should shout out the FAST check questions.

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### LESSON 6 Injuries

- Students must **not** practice direct pressure and bandaging with a partner during skill practice and assessment. They may only practice on their own arm or leg.
  - » See **Using Direct Pressure to Control External Bleeding (Social Distancing Approach) Skill Chart and Skill Assessment Tool**.
  - » During “Putting It All Together Assessment Scenario: External Bleeding,” students should verbalize the SAMPLE interview questions and the steps of the head-to-toe check.
- Conduct the “Burns—Fact or Fiction? Activity” as a guided discussion. Students should **not** form small groups. Do **not** pass out worksheets.

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### LESSON 7 Environmental Injuries

- Conduct the “Heat-Related Illnesses—Fact or Fiction? Activity” and the “Frostbite—Fact or Fiction? Activity” as a guided discussion. Do **not** form small groups. Do **not** pass out worksheets.
- Conduct the “Environmental Emergencies Jeopardy Activity” as a group activity with the following modifications:
  - » Students may form two teams but must remain **6 feet** apart from each other. They should **not** line up along either side of the room, facing each other.
  - » Students should **not** go to the podium. Instead, they should remain in place to answer questions.

## Social Distancing Course Modifications

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### LESSON 8 Conclusion

- Conduct the “First Aid Game of Chance Activity” as a group activity with the following modifications:
  - » Students may form two teams but must remain **6 feet** apart from each other. They should **not** line up along either side of the room, facing each other.
  - » Students should **not** roll the die; instead you should roll the die for each student.
  - » If a student wants help and asks another teammate to be a “lifeline,” they should **not** work together; instead, the teammate should offer their best answer aloud.
  - » Change Category 3 “Show Me How” to “Tell Me How.” Students should describe rather than demonstrate their answers in this category. Do **not** bring or use any props for this category.
  - » Do **not** ask questions from Category 4 “Sequence the Steps,” which requires students to touch and order steps on index cards. If a 4 is rolled, change it to “Instructor Wild Card.” Do **not** bring or use any props for this category.
- If administering the final written exam, request that students use their own pen or pencil or disinfect any pen or pencil that was shared.

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### Review and Challenge Courses

- Instructor-to-student ratio for the Challenge Course: **1:1**
- During the Review Course and the Challenge Course, implement the social distancing modifications noted above when conducting all skill practices and assessment scenarios.