

**Adult  
&  
Pediatric  
  
First Aid Test**

**LifeTech Instructional Services**

**1423 Wisconsin Avenue**

**Palm Harbor, FL 34683**

**(727) 433-3341**

**ADULT AND PEDIATRIC FIRST AID EXAM**  
**(PLEASE DO NOT WRITE ON EXAM)**

1. Which State of Florida Act protects you while performing CPR and First Aid out of the workplace?
  - A. The Baker Act
  - B. Florida Statutes Act
  - C. The Good Samaritan Act
  - D. The Marchman Act
  
2. You are asked to help when some of your co-workers and children are injured in a school bus crash in front of your workplace due to a thunderstorm. What is the first thing you should do as you approach the scene?
  - A. Tell the victims to move off the street
  - B. Ask any bystanders to help you move the victims inside the building
  - C. Tell the victims to be still to avoid making their injuries worse
  - D. Look around and make sure the area is safe for you and the victims
  
3. A person complains of shortness of breath, nauseated, chest discomfort, pain radiating into the left arm, sweating profusely and they appear ill. You should?
  - A. Place the victim in the recovery position
  - B. Call 9-1-1 or activate your emergency action plan
  - C. Give the victim fruit and encourage them to rest
  - D. Apply a cool wet cloth to the victim's neck
  
4. You are attending to a seriously injured and unresponsive person who is lying face up on the pavement. You hear gurgling and they cough up blood. What should you do?
  - A. Wait for EMS to arrive and explain what happened
  - B. Tell the injured victim not to move
  - C. Quickly place victim on their side (Recovery Position) to support the airway
  - D. Perform a series of abdominal thrust until the stomach is empty
  
5. You are attending to a responsive person who tripped and fell on the sidewalk and has bleeding on the arm and abrasions on both legs. How should you control bleeding?
  - A. Wash wound with clean running tap water until bleeding stops
  - B. Apply a tourniquet
  - C. Apply direct pressure with an absorbent pad until bleeding stops
  - D. Apply triple antibiotic lotion or cream and cover the wound with a bandage

6. A person cuts their leg on the corner of a metal shelf. The cut is large and is bleeding profusely. Direct pressure is not working with absorbent pads. The area is safe. What should you do?
- A. Tell the person there is nothing you can do until the First Aid kit arrives
  - B. Apply a Tourniquet above the wound
  - C. Tell the person there in shock, and cover person with a blanket and raise legs 12 inches
  - D. Tell the person to let the cut bleed because it will not hurt anything
7. An injured person is shivering, nauseated, cool moist pale skin, dry mouth and going into shock. You should?
- A. Give warm salty water
  - B. Give cool clear tap water
  - C. Give nothing to drink and remove blood-soaked dressings
  - D. Give nothing to drink and cover victim with a blanket to maintain body heat
8. You are caring for a person with a painful, blistered burn on the arm from a hot liquid and continuing to burn. You should?
- A. Cool the burn with water as quickly as possible and continue for 20 minutes
  - B. Pop each blister and apply cold butter until pain is relieved
  - C. Apply triple antibiotic ointment and cover with a bandage
  - D. Apply ice to the burn and hold in place until pain is relieved
9. You are attending to a responsive person who slips on a wet floor in the cafeteria and twists their ankle. The scene is safe, and you find that the ankle is swollen and discolored. What should you do?
- A. Tell the person to move the ankle and walk around to be sure it is not broken
  - B. Place an ice bag over a towel on the ankle and manually stabilize the ankle so it doesn't move
  - C. Place a heat pack over a towel on the ankle and do not stabilize the ankle
  - D. Firmly snap the dislocated ankle back into place
10. You are assisting a person who is having a breathing problem, they cannot catch their breath and you hear a wheezing sound. You suspect an asthma attack. You assist them with their prescribed inhaler. 10 minutes later the person is bent over now. You should?
- A. Double the prescribed dose of medication and have them go on their way
  - B. Be patient and wait for the medication to take effect
  - C. Perform a physical assessment and give them another dose
  - D. Call 9-1-1 and comfort the person and be prepared to perform CPR if needed

11. You are caring for a person stung by a wasp and they are severely allergic to them. The person has an Epi-Pen Auto Injector, but they are having difficulty using the device. Their face and lips are swelling quickly with difficulty breathing. You should?
- A. Comfort and calm the person until the swelling goes down
  - B. Help the person use the device or administer the medication yourself in the thigh area
  - C. Quickly attempt to raise the person's blood sugar level
  - D. Provide privacy to minimize embarrassment and calm the person
12. You are attending to a person that is sweating profusely, nauseated, pale cool moist skin and trying to catch their breath, you suspect heat exhaustion. You should?
- A. Have the victim sit down in a shady cool place
  - B. Loosen or remove excess clothing
  - C. Provide a cool sport drink with water to replace fluid, salts and minerals
  - D. All the above
13. You are attending to a person who collapsed while playing outside on a hot humid day. The person is unresponsive, skin is hot and red and not sweating as much. 9-1-1 was called. You should?
- A. Apply heat packs to the person neck, armpits and groin area to cool body down
  - B. Comfort and calm the person until they recover
  - C. Apply anything cool or cold packs to the person's neck, armpits and groin area
  - D. Administer the person's prescribed medications
14. You are called to provide first aid to a 3 year old child that got hold of a chemical, medication or poison. You suspect that the child inhaled, ingested, absorbed or injected this product. Other than crying loudly when you take the product away the child appears fine. You should?
- A. Administer sips of lemon juice to neutralize the produce
  - B. Administer 25-50 grams of activated charcoal in a glass of water
  - C. Administer one-ounce syrup of ipecac to help the child vomit
  - D. Call the Poison Control Center at 800-222-1222
15. The best place to store chemical, medications and poisons would be?
- A. In the bathroom under the sink
  - B. Under the kitchen sink
  - C. In a high locked cabinet
  - D. In the medicine cabinet

16. What is the recommended way to put an infant down to sleep to prevent suffocation?
- A. On their back to
  - B. On their left side
  - C. On their stomach
  - D. On their right side
17. Choose 3 of the following that are signs or symptoms of a person having breathing problems?
- A. Having trouble with each breath
  - B. Noisy breathing with each breath
  - C. Minor headache
  - D. Breathing too fast, slow, gasping, or shallow
18. You walk into a classroom and find a person in and out of consciousness, problems breathing, severe sleepiness, lips turning blue color, vomiting, unable to speak and notice their pupils are pin point, you suspect that person is having a?
- A. Stroke Attack
  - B. Silent Seizure
  - C. Drug Overdose
  - D. Heart Attack
19. Choose 3 of the following that are signs of a seizure?
- A. Loss of muscle control, eyes rolling back or has a glare stare
  - B. Severe drowsiness
  - C. Stops responding but is still conscious
  - D. Falls to the ground with uncontrollable shaking
20. Choose 3 of the following procedures when administering first aid for someone having a seizure?
- A. Clear the area to prevent any further injuries
  - B. Place a spoon or tongue depressor to prevent biting or swallowing the tongue
  - C. Place a pillow or towel/blanket under the head
  - D. Do not move or hold down the seizure victim
21. Choose 3 of the following that are signs of a person having a stroke?
- A. Pale or gray skin colors
  - B. Numbness or weakness in the face, arm or leg
  - C. Sneezing and having a runny nose
  - D. Facial droop, slurred speech, confusion and headache

22. You are attending to a person with a nosebleed. You should?
- A. Tell the person to lean forward and pinch one or both nostrils to prevent choking
  - B. Tell the person to tilt the head back and pinch one or both nostrils to prevent choking
  - C. Have them blow their nose to get the blood out
  - D. Have them lie down, raise the legs 12 inches from floor and put an ice bag on their nose
23. What is the procedure for washing your hands?
- A. Wet hands with clean water, lather hands with soap rubbing together for at least 20 seconds rinse with clean water and dry hands with a clean cloth or towel
  - B. Wet hands, rub hands together, rinse with water and dry with cloth or towel
  - C. Wet hands with hand sanitizer, rub hands together and dry with cloth or towel
  - D. None of these
24. A person has a penetrating eye injury or severely hit in the eye. You should?
- A. Remove the object from the eye and control the bleeding and call 9-1-1
  - B. Cover the injured eye only to prevent further injury and call 9-1-1
  - C. Cover both eyes to prevent further injury and call 9-1-1
  - D. Remove the object and do not cover both eyes and call 9-1-1
25. A permanent tooth has been knocked out and can be saved if you rinse the tooth in water and put the tooth in a cup of?
- A. Alcohol or Peroxide
  - B. Gatorade or any sports drinks
  - C. Whole milk or the victim's own saliva
  - D. Mouth cleaning solution
26. You have a responsive person having a diabetic emergency, you suspect low blood sugar, you call 9-1-1. You notice they are now pale, cool, clammy skin, sweating, shakiness and nauseated. What is the best way to help this person?
- A. Give them a piece of hard candy
  - B. Give them a diet soda of any kind
  - C. Give them juice that contains sugar or sugar packets
  - D. Have them lie down and tell them it will be okay

27. What is the proper procedure for removing contaminated gloves?
- A. Grip one glove on the outside near the cuff, peel down toward the floor until the glove comes off inside out and cup it with your other gloved hand
  - B. Place two fingers of your bare hand inside the cuff of the glove that is still on your other hand
  - C. Peel that glove off, so the glove comes off inside out with first glove inside it
  - D. All of the above
28. You are asked to help an injured child on the playground. You suspect they fell from the monkey bars. The child is complaining that their head and back is hurting. You support child's head because you think?
- A. The child has trouble breathing with swelling in the face and tongue
  - B. The child has bleeding you cannot see
  - C. The child has a large cut on their arm
  - D. The child has received a forceful blow to the head
29. A person was running at the park when a snake bit their leg. You call 9-1-1. How can you tell if the bite might be from a venomous snake?
- A. Venomous snake bites swell and cause a lot of pain; non-venomous snake bites are not painful and do not cause swelling in the area of the bite
  - B. Venomous snakes are overly aggressive; non-venomous snakes are very tame
  - C. A victim bitten by a venomous snake will collapse and become unresponsive very quickly
  - D. Venomous snakes usually leave 1 or 2 puncture wounds injecting their venom; Non-venomous snakes often leaves tooth marks in the shape of a horseshoe
30. When caring for a person in an emergency, sometimes caregivers may develop emotional distress. What action can you take to help cope with and work through the difficulty?
- A. Speak to someone you trust who listens without judgment
  - B. Talk to family members, friends or coworkers
  - C. Get back to normal routine as soon as possible
  - D. All of the above

# Adult and Pediatric First Aid/CPR (answer sheet)

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Instructions:** Read each of the following questions and then **CIRCLE** your best answer.

- |     |   |   |   |   |     |   |   |   |   |
|-----|---|---|---|---|-----|---|---|---|---|
| 1.  | A | B | C | D | 16. | A | B | C | D |
| 2.  | A | B | C | D | 17. | A | B | C | D |
| 3.  | A | B | C | D | 18. | A | B | C | D |
| 4.  | A | B | C | D | 19. | A | B | C | D |
| 5.  | A | B | C | D | 20. | A | B | C | D |
| 6.  | A | B | C | D | 21. | A | B | C | D |
| 7.  | A | B | C | D | 22. | A | B | C | D |
| 8.  | A | B | C | D | 23. | A | B | C | D |
| 9.  | A | B | C | D | 24. | A | B | C | D |
| 10. | A | B | C | D | 25. | A | B | C | D |
| 11. | A | B | C | D | 26. | A | B | C | D |
| 12. | A | B | C | D | 27. | A | B | C | D |
| 13. | A | B | C | D | 28. | A | B | C | D |
| 14. | A | B | C | D | 29. | A | B | C | D |
| 15. | A | B | C | D | 30. | A | B | C | D |

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FILL OUT YOUR INFORMATION BELOW AND SEND YOUR COMPLETED TEST TO THE ADDRESS BELOW.

INCLUDE YOUR **CHECK or MONEY ORDER** for \$ \_\_\_\_\_ (PER TEST)

Once received we will send you a printed certificate of completion.

Name: \_\_\_\_\_

Full Address: \_\_\_\_\_

Phone: \_\_\_\_\_

Email: \_\_\_\_\_

Preschool Name: \_\_\_\_\_

**MAIL TO:**

LifeTech Instructional Services

1423 Wisconsin Avenue

Palm Harbor, Fl. 34683



# Adult CPR and AED Skills Testing Checklist



Student Name \_\_\_\_\_ Date of Test \_\_\_\_\_

Scenario: "You arrive on the scene for a suspected cardiac arrest. No bystander CPR has been provided. You approach the scene and ensure that it is safe. Demonstrate what you would do next."

### Assessment and Activation

- Checks responsiveness     Shouts for help/Sends someone to phone 9-1-1 and get an AED     Checks breathing

Once student shouts for help, instructor says, "Here's the barrier device. I am going to phone 9-1-1 and get the AED."

### Cycle 1 of CPR (30:2) \*CPR feedback devices preferred for accuracy

#### Adult Compressions

- Performs high-quality compressions\*:
- Hand placement on lower half of breastbone
  - 30 compressions in no less than 15 and no more than 18 seconds
  - Compresses at least 2 inches (5 cm)
  - Complete recoil after each compression

#### Adult Breaths

- Gives 2 breaths with a barrier device:
- Each breath given over 1 second
  - Visible chest rise with each breath
  - Gives 2 breaths in less than 10 seconds

### Cycle 2 of CPR (repeats steps in Cycle 1) Only check box if step is successfully performed

- Gives 30 high-quality compressions     Gives 2 effective breaths

Instructor says, "Here is the AED."

### AED (follows prompts of AED)

- Powers on AED     Correctly attaches pads     Clears for analysis     Clears to safely deliver a shock  
 Presses button to deliver shock     Student immediately resumes compressions

AED trainer says, "The shock has been delivered."

### Cycle 3 of CPR (repeats steps in Cycle 1) Only check box if step is successfully performed

- Gives 30 high-quality compressions     Gives 2 effective breaths

**STOP TEST**

#### Instructor Notes

- Place a ✓ in the box next to each step the student completes successfully.
- If the student does not complete all steps successfully (as indicated by at least 1 blank check box), the student must receive remediation. Make a note here of which skills require remediation (refer to Instructor Manual for information about remediation).

**Test Results** Check **PASS** or **NR** to indicate pass or needs remediation:

PASS  NR

Instructor Initials [Signature] Instructor Number 02102271593 Date \_\_\_\_\_

# Child CPR Skills Testing Checklist



Student Name \_\_\_\_\_ Date of Test \_\_\_\_\_

Scenario: "You are home alone with a child, and the child suddenly collapses in front of you. The scene is safe and you have a cell phone with you, but no AED nearby. Demonstrate what you would do next."

### Assessment and Activation

- Checks responsiveness     Shouts for help/Phones 9-1-1 on cell phone     Checks breathing

### Cycle 1 of CPR (30:2) \*CPR feedback devices preferred for accuracy

#### Child Compressions

- Performs high-quality compressions\*:
- Hand placement on lower half of breastbone
  - 30 compressions in no less than 15 and no more than 18 seconds
  - Compresses at least one third the depth of the chest, about 2 inches (5 cm)
  - Complete recoil after each compression

#### Child Breaths

- Gives 2 breaths with a barrier device:
- Each breath given over 1 second
  - Visible chest rise with each breath
  - Gives 2 breaths in less than 10 seconds

### Cycle 2 of CPR (repeats steps in Cycle 1) Only check box if step is successfully performed

- Gives 30 high-quality compressions     Gives 2 effective breaths

### Cycle 3 of CPR (repeats steps in Cycle 1) Only check box if step is successfully performed

- Gives 30 high-quality compressions     Gives 2 effective breaths

Instructor says, "EMS has arrived and is taking over."

**STOP TEST**

#### Instructor Notes

- Place a ✓ in the box next to each step the student completes successfully.
- If the student does not complete all steps successfully (as indicated by at least 1 blank check box), the student must receive remediation. Make a note here of which skills require remediation (refer to Instructor Manual for information about remediation).

**Test Results** Check **PASS** or **NR** to indicate pass or needs remediation:

**PASS**  **NR**

Instructor Initials [Signature] Instructor Number 02112271893 Date \_\_\_\_\_

# Infant CPR Skills Testing Checklist



Student Name \_\_\_\_\_ Date of Test \_\_\_\_\_

Scenario: "While you are pushing a baby in a stroller at the park, you notice something is wrong with the baby. You do not have a phone nearby. You ensure that the scene is safe and take the baby out of the stroller. Demonstrate what you would do next."

### Assessment and Activation

- Checks responsiveness     Shouts for help     Checks breathing

Once student shouts for help, instructor says, "No one is around to help."

### Cycle 1 of CPR (30:2) \*CPR feedback devices preferred for accuracy

#### Infant Compressions

- Performs high-quality compressions\*:
- Placement of 2 fingers in the center of the chest, just below the nipple line
  - 30 compressions in no less than 15 and no more than 18 seconds
  - Compresses at least one third the depth of the chest, about 1½ inches (4 cm)
  - Complete recoil after each compression

#### Infant Breaths

- Gives 2 breaths with a barrier device:
- Each breath given over 1 second
  - Visible chest rise with each breath
  - Gives 2 breaths in less than 10 seconds

### Cycle 2 of CPR (repeats steps in Cycle 1) Only check box if step is successfully performed

- Gives 30 high-quality compressions     Gives 2 effective breaths

### Cycle 3 of CPR (repeats steps in Cycle 1) Only check box if step is successfully performed

- Gives 30 high-quality compressions     Gives 2 effective breaths

Instructor says, "You have just completed 5 sets of 30 compressions and 2 breaths."

### Activates Emergency Response System (9-1-1)

- Verbalizes the need to leave to phone 9-1-1

**STOP TEST**

#### Instructor Notes

- Place a ✓ in the box next to each step the student completes successfully.
- If the student does not complete all steps successfully (as indicated by at least 1 blank check box), the student must receive remediation. Make a note here of which skills require remediation (refer to Instructor Manual for information about remediation).

**Test Results** Check **PASS** or **NR** to indicate pass or needs remediation:

**PASS**  **NR**

Instructor Initials [Signature] Instructor Number 02112271893 Date \_\_\_\_\_

	<b>Name (first,middle,last) Please PRINT your name as you wish it to appear on your card.</b>	<b>Address</b>	<b>Phone</b>	<b>Email Address</b>	<b>Course</b>	<b>Date Card Issued</b>	<b>Paid</b>
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# Summary of High-Quality CPR Components for BLS Providers

Component	Adults and Adolescents	Children (Age 1 Year to Puberty)	Infants (Age Less Than 1 Year, Excluding Newborns)
Scene safety	Make sure the environment is safe for rescuers and victim		
Recognition of cardiac arrest	Check for responsiveness No breathing or only gasping (ie, no normal breathing) No definite pulse felt within 10 seconds (Breathing and pulse check can be performed simultaneously in less than 10 seconds)		
Activation of emergency response system	If you are alone with no mobile phone, leave the victim to activate the emergency response system and get the AED before beginning CPR  Otherwise, send someone and begin CPR immediately; use the AED as soon as it is available	<p style="text-align: center;"><b>Witnessed collapse</b></p> Follow steps for adults and adolescents on the left  <p style="text-align: center;"><b>Unwitnessed collapse</b></p> Give 2 minutes of CPR  Leave the victim to activate the emergency response system and get the AED  Return to the child or infant and resume CPR; use the AED as soon as it is available	
Compression-ventilation ratio <i>without advanced airway</i>	<p style="text-align: center;"><b>1 or 2 rescuers</b> 30:2</p>	<p style="text-align: center;"><b>1 rescuer</b> 30:2</p> <p style="text-align: center;"><b>2 or more rescuers</b> 15:2</p>	
Compression-ventilation ratio <i>with advanced airway</i>	Continuous compressions at a rate of 100-120/min Give 1 breath every 6 seconds (10 breaths/min)		
Compression rate	100-120/min		
Compression depth	At least 2 inches (5 cm)*	At least one third AP diameter of chest  About 2 inches (5 cm)	At least one third AP diameter of chest  About 1½ inches (4 cm)
Hand placement	2 hands on the lower half of the breastbone (sternum)	2 hands or 1 hand (optional for very small child) on the lower half of the breastbone (sternum)	<p style="text-align: center;"><b>1 rescuer</b></p> 2 fingers in the center of the chest, just below the nipple line  <p style="text-align: center;"><b>2 or more rescuers</b></p> 2 thumb-encircling hands in the center of the chest, just below the nipple line
Chest recoil	Allow full recoil of chest after each compression; do not lean on the chest after each compression		
Minimizing interruptions	Limit interruptions in chest compressions to less than 10 seconds		

\*Compression depth should be no more than 2.4 inches (6 cm).

Abbreviations: AED, automated external defibrillator; AP, anteroposterior; CPR, cardiopulmonary resuscitation.