



American Heart Association

Basic Life Support Exam A

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**LifeTech Instructional Services
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Basic Life Support Exam A (25 Questions)

Please do not mark on this exam. Record the best answer on the separate answer sheet.

1. What ratio for compressions to breaths should be used for 1-rescuer infant CPR?
 - A. Give 5 compressions to 1 breath
 - B. Give 15 compressions to 2 breaths
 - C. Give 20 compressions to 2 breaths
 - D. Give 30 compressions to 2 breaths
2. What should you do if you need to use an AED on someone who has been submerged in water?
 - A. Pull the person out of the water, but do not use the AED
 - B. Do not pull the person out of the water, and wipe the chest
 - C. Pull the person out of the water, and wipe the chest
 - D. Do not move the person, and do not use the AED

Use this scenario to answer the next 2 questions:

A 9-year-old child has suddenly collapsed. After confirming that the scene is safe, a single rescuer determines that the child is in cardiac arrest, shouts for nearby help, and activates the emergency response system by using his mobile device. He immediately begins performing high-quality CPR. Two additional rescuers immediately arrive to assist in the resuscitation attempt.

3. What actions should occur next to support a team-based resuscitation attempt?
 - A. Two rescuers should operate the AED while the third rescuer gives breaths.
 - B. One rescuer should give CPR while the other 2 wait for advanced life support to arrive.
 - C. Two rescuers should alternate giving high-quality chest compressions.
 - D. Two rescuers should alternate using the AED and giving breaths.
4. Two rescuers begin high-quality CPR while the third rescuer leaves to get the AED. What action supports 2-rescuer CPR?
 - A. Alternating giving rescue breaths every 3 cycles
 - B. Alternating the compressor role every 2 minutes
 - C. Alternating the AED role every 2 minutes
 - D. Alternating giving shocks every 3 cycles
5. You witness someone suddenly collapse. The person is unresponsive, you hear gasping sounds, and there is no pulse. You phone 9-1-1. What should you do next?
 - A. Begin CPR; the gasps are not normal breathing
 - B. Begin CPR even though gasping is normal breathing
 - C. Monitor the patient; the gasps are considered normal breathing
 - D. Give rescue breaths only; the gasps are not normal breathing

6. Why is defibrillation important?
- A. There is a 100% success rate.
 - B. It is not important for cardiac arrest.
 - C. It prevents rearrest from occurring.
 - D. It can restore a regular cardiac rhythm.

Use this scenario to answer the next 2 questions:

A 53-year-old woman collapses while gardening. She is unresponsive, is not breathing, and does not have a pulse. A neighbor, who is an emergency medical technician, rushes to her with an AED.

7. When the AED arrives, what is the first step for using it?
- A. Press the Shock button
 - B. Apply the pads to the chest
 - C. Turn on the AED
 - D. Clear the patient
8. After the AED pads are attached to the person, the AED detects ventricular fibrillation. What is the next step when using an AED?
- A. Clear the patient
 - B. Follow the AED prompts
 - C. Press the Shock button
 - D. Check for a carotid pulse

9. "The team functions smoothly when all team members know their positions, functions, and tasks during a resuscitation attempt." Match this statement with the most appropriate element of team dynamics listed.
- A. Clear roles and responsibilities
 - B. Constructive intervention
 - C. Knowing your limitations
 - D. Mutual respect
10. "Members of the team know their boundaries and ask for help before the resuscitation attempt worsens." Match this statement with the most appropriate element of team dynamics listed.
- A. Summarizing and reevaluation
 - B. Constructive intervention
 - C. Knowledge sharing
 - D. Knowing your limitations
11. A victim with a foreign-body airway obstruction becomes unresponsive. What is your first course of action?
- A. Start CPR, beginning with chest compressions
 - B. Perform abdominal thrusts
 - C. Roll the victim over and perform back blows
 - D. Perform blind finger sweeps

12. While performing high-quality CPR on an adult, what action should you ensure is being accomplished?
- A. Allowing the chest to recoil to at least 1 inch
 - B. Maintaining a compression rate of 90 to 120/min
 - C. Placing hands on the upper third of the sternum
 - D. Compressing to a depth of at least 2 inches

Use this scenario to answer the next 2 questions:

A middle-aged man collapses. You and a second rescuer go to the victim and find that he is unresponsive, is not breathing, and does not have a pulse.

13. Which action is most likely to positively impact his survival?
- A. Performing high-quality CPR
 - B. Checking the pulse frequently
 - C. Providing rescue breaths
 - D. Ensuring scene safety
14. You and another rescuer begin CPR. After a few cycles, you notice the chest compression rate is slowing. What should you say to offer constructive feedback?
- A. "You need to compress at a rate of at least 100 per minute."
 - B. "You need to compress at a rate of at least 120 per minute."
 - C. "You need to compress at a rate of 100 to 120 per minute."
 - D. "You need to compress at a rate of 80 to 120 per minute."

15. Early defibrillation is a link in the adult Chain of Survival. Why is this important to survival?

- A. It provides normal respiration.
- B. It prevents respiratory arrest.
- C. It prevents cardiac arrest.
- D. It eliminates the abnormal heart rhythm.

16. What special circumstance should a rescuer consider when using an AED?

- A. They should never remove a transdermal medication patch before applying AED pads.
- B. On a hairy chest, the pads may not stick and may fail to deliver a shock.
- C. They should never use an AED on someone with an implanted pacemaker.
- D. AEDs can only be used while a person is submerged in water.

17. Which adult victim requires high-quality CPR?

- A. Has a pulse and is having trouble breathing
- B. Has no normal breathing and no pulse
- C. Has a strong pulse and is breathing
- D. Has normal breathing and has a pulse

18. Which characteristics of chest compressions in high-quality CPR are given to a child?
- A. At least one third the depth of the chest, approximately 2 inches (5 cm)
 - B. At least one fourth the depth of the chest, approximately 1½ inches (4 cm)
 - C. At least one half the depth of the chest, approximately 3 inches (8 cm)
 - D. At least two thirds the depth of the chest, approximately 4 inches (10 cm)
19. Why is allowing complete chest recoil important when performing high-quality CPR?
- A. The rate of chest compressions will increase.
 - B. It will reduce the risk of rib fractures.
 - C. The heart will adequately refill between compressions.
 - D. There will be a reduction of rescuer fatigue.
20. When you are performing CPR on an unresponsive person whom you know is choking, what modification should you incorporate?
- A. You should attempt a jaw thrust instead of a head tilt–chin lift.
 - B. You do not give breaths to an unresponsive choking victim.
 - C. Each time you open the airway, you look for the obstructing object.
 - D. There are no modifications to CPR for an unresponsive choking victim.

Use this scenario to answer the next 2 questions:

An 8-month-old infant is eating and suddenly begins to cough. The infant is unable to make any noise shortly after. You pick up the infant and shout for help.

21. You have determined that the infant is responsive and choking with a severe airway obstruction. How do you relieve the airway obstruction?
- A. Begin 2 thumb–encircling hands chest compressions
 - B. Give sets of 5 back slaps and 5 chest thrusts
 - C. Encourage the infant to cough
 - D. Give abdominal thrusts
22. The infant becomes unresponsive. Which action do you perform to relieve choking in an unresponsive infant?
- A. Perform CPR, and look in the mouth for the obstructing object before you give each breath
 - B. Give sets of 5 back slaps and 5 chest thrusts
 - C. Attempt a blind finger sweep when giving breaths to remove the obstructing object
 - D. Give sets of 5 abdominal thrusts and 5 back slaps

Use this scenario to answer the next 2 questions:

A 67-year-old man is found unresponsive, not breathing, and without a pulse. You and a second rescuer begin performing high-quality CPR.

23. When should rescuers switch positions during CPR?

- A. When placing the AED pads
- B. At 5-minute intervals
- C. About every 2 minutes
- D. Never switch rescuers

24. You notice the person giving chest compressions is not allowing for complete chest recoil. What is your next course of action?

- A. Immediately take over chest compressions
- B. Tell the rescuer the compressions are wrong
- C. Stand back and await direction from the second rescuer
- D. Tell the compressor you notice decreased chest recoil

25. How can rescuers ensure that they are providing effective breaths when using a bag-mask device?

- A. Observing the chest rise with each breath
- B. Always having oxygen attached to the bag
- C. Allowing air to release around the mask
- D. Delivering breaths quickly and forcefully



**Student Answer Sheet
Basic Life Support Exam**

Name: _____ Date: _____ Version: _____

Question	Answer			
1.	A	B	C	D
2.	A	B	C	D
3.	A	B	C	D
4.	A	B	C	D
5.	A	B	C	D
6.	A	B	C	D
7.	A	B	C	D
8.	A	B	C	D
9.	A	B	C	D
10.	A	B	C	D
11.	A	B	C	D
12.	A	B	C	D
13.	A	B	C	D
14.	A	B	C	D
15.	A	B	C	D
16.	A	B	C	D
17.	A	B	C	D
18.	A	B	C	D
19.	A	B	C	D
20.	A	B	C	D
21.	A	B	C	D
22.	A	B	C	D
23.	A	B	C	D
24.	A	B	C	D
25.	A	B	C	D

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Basic Life Support
**Adult Continuous Compressions
 Skills Testing Checklist**



Student Name _____ Date of Test _____

Hospital Scenario: "You are working in a hospital or clinic, and you see a person who has suddenly collapsed in the hallway. You check that the scene is safe and then approach the patient. Demonstrate what you would do next."

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

Assessment and Activation

- Checks responsiveness Shouts for help/Activates emergency response system/Sends for AED
- Checks breathing Checks pulse

Once student shouts for help, instructor says, "Someone is getting the AED, I will provide 1 breath every 6 seconds with a bag-mask device."

Compressions Audio/visual feedback device required for accuracy

- Hand placement on lower half of sternum
- Perform continuous compressions for 2 minutes (100-120/min)
- Compresses at least 2 inches (5 cm)
- Complete chest recoil.

Rescuer 2 says, "Here is the AED. I'll take over compressions while you use the AED and take over breaths."

AED (follows prompts of AED)

- Powers on AED Correctly attaches pads Clears for analysis Clears to safely deliver a shock
- Safely delivers a shock Shocks within 45 seconds of AED arrival*

Rescuer 1 immediately switches with Rescuer 2 to begin ventilation.

Resumes Compressions

- Rescuer 1 ensures that compressions are resumed immediately after shock delivery
 - Student directs instructor to resume compressions or
 - Second student resumes compressions

Ventilation

- Delivers 1 breath every 6 seconds during Rescuer 2's continuous compressions
 - You can stop the skills test after 1 minute if you determine that Rescuer 1 was able to provide effective ventilation every 6 seconds.

*If your local protocol exceeds these requirements, you may test to your local protocol and use this as minimum guidance.

STOP TEST

Instructor Notes

- Place a check 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 _____ Instructor Number _____ 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 _____

Basic Life Support
Infant CPR
Skills Testing Checklist (1 of 2)



Student Name _____ Date of Test _____

Hospital Scenario: "You are working in a hospital or clinic when a woman runs through the door, carrying an infant. She shouts, 'Help me! My baby's not breathing.' You have gloves and a pocket mask. You send your coworker to activate the emergency response system and to get the emergency equipment."

Prehospital Scenario: "You arrive on the scene for an infant who is not breathing. 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/Activates emergency response system
- Checks breathing
- Checks pulse

Once student shouts for help, instructor says, "Here's the barrier device."

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

Infant Compressions

- Performs high-quality compressions*:
 - Placement of 2 fingers or 2 thumbs 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, approximately 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
 - Resumes compressions in less than 10 seconds

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

- Compressions
- Breaths
- Resumes compressions in less than 10 seconds

Rescuer 2 arrives with bag-mask device and begins ventilation while Rescuer 1 continues compressions with 2 thumb-encircling hands technique.

Cycle 3 of CPR

Rescuer 1: Infant Compressions

- Performs high-quality compressions*:
 - 15 compressions with 2 thumb-encircling hands technique
 - 15 compressions in no less than 7 and no more than 9 seconds
 - Compresses at least one third the depth of the chest, approximately 1½ inches (4 cm)
 - Complete recoil after each compression

Rescuer 2: Infant Breaths

This rescuer is not evaluated.

(continued)

Basic Life Support
Infant CPR
Skills Testing Checklist (2 of 2)



Student Name _____ Date of Test _____

(continued)

Cycle 4 of CPR

Rescuer 2: Infant Compressions

This rescuer is not evaluated.

Rescuer 1: Infant Breaths

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

STOP TEST

Instructor Notes

- Place a check 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 _____ Instructor Number _____ Date _____

Course Participants

LifeTech Instructional Services
 Dave Selbach
 1423 Wisconsin Ave.
 Palm Harbor, Fl. 34683



Date _____ Course BLS Provider Lead Instructor David Selbach Lead Instr. ID# 02112271893

Name and Email <i>Please PRINT as you wish your name to appear on your card. Please print email address legibly.</i>	Mailing Address/Telephone	Complete/ Incomplete	Remediation/Date (if applicable)
1.			
2.			
3.			
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9.			
10.			

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	<p>Check for responsiveness</p> <p>No breathing or only gasping (ie, no normal breathing)</p> <p>No definite pulse felt within 10 seconds</p> <p>(Breathing and pulse check can be performed simultaneously in less than 10 seconds)</p>		
Activation of emergency response system	<p>If you are alone with no mobile phone, leave the victim to activate the emergency response system and get the AED before beginning CPR</p> <p>Otherwise, send someone and begin CPR immediately; use the AED as soon as it is available</p>	<p>Witnessed collapse</p> <p>Follow steps for adults and adolescents on the left</p> <p>Unwitnessed collapse</p> <p>Give 2 minutes of CPR</p> <p>Leave the victim to activate the emergency response system and get the AED</p> <p>Return to the child or infant and resume CPR; use the AED as soon as it is available</p>	
Compression-ventilation ratio <i>without advanced airway</i>	1 or 2 rescuers 30:2		<p>1 rescuer 30:2</p> <p>2 or more rescuers 15:2</p>
Compression-ventilation ratio <i>with advanced airway</i>	<p>Continuous compressions at a rate of 100-120/min</p> <p>Give 1 breath every 6 seconds (10 breaths/min)</p>		
Compression rate	100-120/min		
Compression depth	At least 2 inches (5 cm)*	<p>At least one third AP diameter of chest</p> <p>About 2 inches (5 cm)</p>	<p>At least one third AP diameter of chest</p> <p>About 1½ inches (4 cm)</p>
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>1 rescuer</p> <p>2 fingers in the center of the chest, just below the nipple line</p> <p>2 or more rescuers</p> <p>2 thumb-encircling hands in the center of the chest, just below the nipple line</p>
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.