



**American  
Red Cross**

# **Fundamentals of Instructor Training**

**participant's manual**

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The project team included Soraya Assaf, manager, Communication and Marketing Department; Ted T. Crites, CHES (project manager), Lynn Kocik Keefe (assistant project manager), senior associates, Connie Harvey (products coordinator), Rod Tolbert, associates, Kristine Ripley, specialist, Communication and Program Administration; John Eberwein, senior associate, Business Planning and Development; Jill K. Gross, MPH, CHES (video development coordinator), associate, Technical Development, Research & Product Development; Debbera Hayward, senior director, Corporate Diversity; Jo Kroger, HIV/AIDS Master Trainer; Jane Moore, associate, New Products and Services Development; Nadine Rogers, research project manager, Educational Program Evaluation; Sharron Silva, senior manager, Product Research Marketing; Greg Stockton, senior associate, Ann Dioda, associate, Customer Support; and Sue Fitzgerald, Linda Beaver, senior associates, Corporate Education and Training.

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Guidance and review were provided by the following American Red Cross chapter representatives:

**Ellen Bullock**

Central West Virginia Chapter  
Charleston, WV

**Michael Cormier**

Mid-South Chapter  
Munford, TN

**Pat Fontana**

Three Rivers Chapter  
Yuba City, CA

**Ann Graziadei, Ph.D.**

Department of Physical Education and Recreation  
Gallaudet University  
Washington, D.C.  
Alexandria Chapter  
Alexandria, VA

**M. Gayle McGinnis**

American Red Cross of Greater Indianapolis  
Indianapolis, IN

**Martha Orloff**

Brazos Valley Chapter  
Bryan, TX

**John Pinckney**

Dutchess County Chapter  
Montgomery, NY

**Claudia Rose**

Cleveland County Chapter  
Shelby, NC

**Terrence Scott**

Heartland Chapter  
Omaha, NE

**Mary Barber-Schmitz**

Greater Minneapolis Area Chapter  
Minneapolis, MN

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## INTRODUCTION

The American Red Cross is facing new challenges. Today's America is more diverse, better educated and more technologically equipped than ever before. The people whose lives we touch speak a variety of languages, come from different cultural backgrounds, have varying physical abilities and a range of health and safety needs. Our instructors are our frontline to the public, and often instructors serve as the first contact that some communities have with the American Red Cross. We need instructors who understand how to work with and serve as a resource to different communities.

Being a service organization means that we must have a collaborative approach to what we do. Our customers are capable of defining their own health and safety training needs. Consequently, the communities can choose which organizations will be partners in meeting those needs. If we are to fulfill our vision of touching more lives, then our instructors must function as collaborators and community builders. Certainly, there is much more to being an American Red Cross instructor than simply presenting the course materials.

### **Course Purpose**

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The purpose of the Fundamentals of Instructor Training course is to—

- Introduce instructor candidates to the history, structure and activities of the American Red Cross.
- Prepare instructor candidates to teach American Red Cross specialty courses to diverse populations.
- Teach instructor candidates the policies and procedures of the American Red Cross to ensure course consistency, quality and appropriate reporting.

### **Learning Objectives**

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In this course, you will—

- Identify the lines of service in the American Red Cross.
- Describe the qualities or characteristics of American Red Cross heroes and relate them to concepts of volunteerism and community involvement.
- Identify key chapter priorities.
- Identify appropriate teaching methods and facilitation skills used in American Red Cross courses.
- Describe ways an instructor can respond appropriately to individual and group learning needs.
- Recognize standard processes in American Red Cross courses for assessing participant progress and providing feedback.
- Respond appropriately to a specific learner concern.

## Lesson **one**

- Identify ways the American Red Cross ensures quality and consistency in course delivery.
- Articulate how you will serve your community.

### **Completion Requirements**

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The American Red Cross requirements for successful completion of the Fundamentals of Instructor Training are—

- Attendance at all class sessions.
- Participation in all class exercises and activities.

## HISTORY AND MISSION OF THE AMERICAN RED CROSS

The American Red Cross is a humanitarian organization, led by volunteers and guided by its Congressional Charter and the Fundamental Principles of the International Red Cross Movement. It is the mission of the American Red Cross to provide relief to victims of disaster and help people prevent, prepare for and respond to emergencies.

### Lines of Service

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**Directions:** Match the description of the Lines of Service on the left to the appropriate functions on the right.

#### Lines of Service

#### Functions

- |  |   |
|--|---|
| <b>A</b> Armed Forces Emergency Services | _____ Supplies almost half of the nation's blood; supplies one-quarter of the nation's tissues for transplantation.   |
| <b>B</b> Community Services              | _____ Shelters and feeds families after a disaster within a community; individual and family assistance within the community; health and mental health counseling during a disaster.  |
| <b>C</b> Disaster Services               | _____ Provides assistance to relieve the suffering of people throughout the world through programs, such as primary health care, emergency response, international humanitarian law and Red Cross messages and tracing services.  |
| <b>D</b> Biomedical Services             | _____ Provides worldwide communications and support network that serves as a lifeline between military service members and their families.  |
| <b>E</b> Health and Safety Services      | _____ Provides elderly services, such as adult day care centers, transportation programs, hospital and nursing home programs.   |
| <b>F</b> International Services          | _____ Provides education and training to help people prevent, prepare for and respond to emergencies. Includes training programs, such as first aid and CPR, automated external defibrillation (AED), HIV/AIDS prevention education, water safety, lifeguarding and caregiving. |

## **Heroes of the American Red Cross**

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**Directions:** Identify and list three (3) characteristics of heroes and explain how these characteristics relate to concepts of volunteerism and community involvement.

**Example:**

Empathy—Recognizing the pain and suffering of others and doing something about it.

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## **Additional Resources**

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- Appendix A, American Red Cross Historical Heroes, page 25

## LOCAL CHAPTER PRIORITIES

The American Red Cross relies on the American public's generous donations of time, money and blood to offer its services. Volunteer leadership and guidance is provided by a Board of Governors. The national headquarters of the American Red Cross provides direction and materials to the local Red Cross chapters.

A local Red Cross chapter is chartered by the national headquarters of the American Red Cross. The local chapter is responsible for providing Red Cross programs and services within its assigned jurisdiction. Most chapters have a paid staff. However, the chapter is governed by a local volunteer board of directors, and the primary service delivery is accomplished by volunteers.

The name of your local Red Cross chapter is \_\_\_\_\_

**Directions:** Mark (✓) the circles for the services and activities that your local Red Cross chapter does.

- |  |   |
|--|---|
| <input type="radio"/> Adult day care centers for seniors   | <input type="radio"/> Friendly visitor programs for people with disabilities  |
| <input type="radio"/> Babysitting courses  | <input type="radio"/> Fuel assistance programs  |
| <input type="radio"/> Blood donor programs   | <input type="radio"/> HIV/AIDS prevention education programs  |
| <input type="radio"/> Cardiopulmonary resuscitation (CPR) courses  | <input type="radio"/> Hospital volunteers   |
| <input type="radio"/> Community disaster education   | <input type="radio"/> Learn-to-Swim program   |
| <input type="radio"/> Counseling, information, referrals and other social services to military families    | <input type="radio"/> Lifeguarding courses  |
| <input type="radio"/> Emergency communications between members of the U.S. Armed Forces and their families | <input type="radio"/> Makes available handmade items, such as afghans and mittens, for distribution to local shelters and nursing homes |
| <input type="radio"/> Feeds disaster victims and emergency workers   | <input type="radio"/> Prompt relief to victims of disaster  |
| <input type="radio"/> Financial assistance to military families  | <input type="radio"/> School clubs  |
| <input type="radio"/> First aid courses  | <input type="radio"/> Shelters, transitional housing programs   |
| <input type="radio"/> First aid for pets   | <input type="radio"/> Single family fires   |
| <input type="radio"/> Food kitchen and hot lunch programs  | <input type="radio"/> Transportation for the elderly  |
| <input type="radio"/> _____  | <input type="radio"/> Transportation programs to medical appointments   |
| <input type="radio"/> _____  | <input type="radio"/> Telephone reassurance programs  |
| <input type="radio"/> _____  | <input type="radio"/> _____   |
| <input type="radio"/> _____  | <input type="radio"/> _____   |

## **Additional Resources**

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- Appendix B, The International Red Cross and Red Crescent Movement, page 31
- Appendix C, American Red Cross Health and Safety Programs and Courses, page 33

## THE LEARNING ENVIRONMENT: THE LEARNER'S PERSPECTIVE

Although there are many definitions of learning, most agree that learning—

- Involves the process of change.
- Requires acquisition of new knowledge, skills or attitudes.
- Comes from study and/or life experiences.
- Occurs over a period of time.
- Is a lifelong process.

American Red Cross courses include three types of learning:

- Affective: Change in attitudes and/or behavior
- Cognitive: Introduction of new facts, concepts and skills
- Psychomotor: Introduction of new motor skills

### **M A R S**

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The mnemonic MARS (motivation, association, repetition and senses) can help you remember these four concepts of learning.

<b>Motivation</b>	Participants learn more effectively when they find value in the subject and/or are goal directed.
<b>Association</b>	Participants learn more readily when they can associate the information with previous experiences or learning.
<b>Repetition</b>	Review, summary and practice provide repetition that helps participants learn.
<b>use of Senses</b>	Learning occurs more rapidly when participants are engaged and actively involved in the learning process through the use of as many senses as possible.

### **M o t i v a t i o n s   t o   L e a r n**

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**Directions:** Write the group's responses as they are given.

**Motivation:**

**Examples of Red Cross Courses:**

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## **Diverse Characteristics of Learners**

**Directions:** Complete the chart. First, add any additional characteristics of learning brought out in class to the first column. After you have received your assignment, write how an instructor could enhance learning when there are differences relating to a characteristic that might be a barrier to learning, and then identify which strategies of MARS is being used, if applicable. The first characteristic is filled in as an example.

<b>Characteristic</b>	<b>Instructor Plan/Response to Enhance Learning</b>
Education	Use simple, clear terms. Check often for understanding. (R) Use visuals when possible. (S)
Reading ability	
Cultural background	
Strength/flexibility	
Language	
Interest	
Health/fitness	
Attitude	
Coordination	

## **Additional Resources**

- Appendix D, Americans with Disabilities–Course Modification Guide, page 39
- Appendix E, Administering Oral Examinations, page 43



## Lesson **five**

- Should not include their own values, attitudes or beliefs as they give information and answer questions, but should respond with factual information as contained in the specific course outline and instructional materials.
- Possess the ability to communicate clearly.
- Know that good communication involves both verbal and nonverbal components.
- Are sensitive to the diversity participants bring to a class and remember that different life experiences may affect whether the person receiving and processing information understands it in the way that is intended by the person communicating the information.

**Directions:** As they are offered in class, write on the lines below responses to the question, What can an instructor do to check if participants understand the information that has been communicated?

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**Directions:** As they are offered in class, write on the lines below responses to the question, What are examples of nonverbal communication that may enhance an instructor's communication with a class?

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American Red Cross instructors—

- Are diverse in the abilities they bring to a class.
- Have an opportunity in the instructor specialty courses to practice instructing/facilitating and receive feedback on their strengths and areas for development.
- Can take advantage of the opportunities available in many Red Cross chapters to develop skills by co-teaching with experienced instructors and/or taking additional courses or workshops to improve their skills.
- Have available to them instructor's manuals and the Fundamentals of Instructor Training (FIT) participant's manual that have valuable information to help them gain knowledge and understanding of effective instructor qualities.

- Know that a critical element of what makes an instructor effective is the presentation of the course content.
- Need to have a firm grasp of various instructional strategies.
- Remember the common instructional strategies used in Red Cross courses, including—
  - Presenting information.
  - Facilitating discussions.
  - Facilitating task groups.
  - Teaching psychomotor skills.

## **Presenting Information**

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In order to help instructors communicate course information and facilitate learning, the following common instructional strategies are used in American Red Cross courses:

- All Red Cross courses include some presentation as part of teaching a course.
- Most courses have a standardized lesson plan with the points of the presentation prepared and identified as “Key Points.”
- Some courses, such as Learn-to-Swim and Canoeing, require that the instructor develop his or her own lesson plans—in these cases, it is important to prepare the presentation and key points prior to the course.
- When preparing for and delivering a presentation—
  - Practice and time the delivery, speaking clearly and modulating your voice so that it is not monotone.
  - Arrange the seats so that all participants can see and hear.
  - Plan how you will stand, sit or move about in front of the group, trying to remain as close to the participants as possible.

**Directions:** As they are offered in class, write on the lines below the **advantages** of using presentation.

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**Directions:** As they are offered in class, write on the lines below the **disadvantages** of using presentation.

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## **Facilitating Discussions and Task Groups**

Facilitation, including the use of push, pull and balance, is used frequently in discussions and task groups in American Red Cross courses.



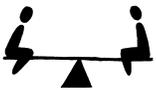
**Push**

When information flows mostly from the facilitator to participants.



**Pull**

When the facilitator engages participants in interactive exercises, asking and answering questions, or using other processes that actively involve participants in their own learning.



**Balance**

Ensuring that neither push nor pull overtakes the class so that neither you nor your participants are talking too much. Balancing may involve correcting misinformation, keeping on topic, keeping a nonjudgmental atmosphere, managing how participants speak to one another and minimizing distractions.

- Too much push and not enough pull leads to minimal participation and less likelihood of students remembering and applying information.
- Too much pull and not enough push may result in confusion, misinformation and misunderstanding.

## **Teaching Psychomotor Skills**

Many American Red Cross courses focus on teaching participants how to perform psychomotor skills.

- Psychomotor skills are taught by providing an explanation and demonstration followed by guided student practice.
- Explanation and demonstration are important so that the participant understands what is to be performed and has a model to follow.
- Guided participant practice allows the participant to try the skill and, with corrective feedback, to make refinements and improve the skill.
- In most Red Cross courses that teach psychomotor skills, the course video provides a uniformly consistent explanation and demonstration of the skill. The video is then followed by a skill practice session.
- During the skill practice sessions, participants are learning and perfecting skills. The skill practice sessions should include—
  - Direction and instruction.
  - Ample practice time.
  - Reinforcement from the instructor.
  - Corrective feedback.
  - Encouragement to ensure the participants' success.

- In general, skill practice sessions involve either instructor-led practice or reciprocal (partner) practice.
- Other types of skill practice, such as drills, task practice and station practice, are used in the specialty courses. You will have the chance to set up and “practice teach” a variety of types of skill practice during the instructor specialty courses.

## **Managing the Classroom**

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Some strategies used in all American Red Cross courses that help instructors provide a good environment for learning are—

- Bridging.
- Assigning tasks.
- Summarizing.
- Intervening.
- Climate setting.

## **Providing Feedback**

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Providing feedback is an important part of an instructor’s role.

- Feedback is a way to correct mistakes in a positive manner.
- There are two types of feedback that are effective in training: positive and corrective.
- Positive feedback is an acknowledgment of a correct participant response or action.
- It can be a gesture, a nod, a smile or a statement that gives positive feedback.
- Corrective feedback is given by identifying an error and giving the correction.
- Corrective feedback is done in a nonjudgmental and positive manner.
- In giving corrective feedback—
  - Identify the error or behavior in a nonjudgmental way.
  - Define the results.
  - Provide or describe the corrective action or lead the participant to provide his or her own correction.

## **Providing Feedback When Assessing Progress**

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**Directions:** The instructor will divide the class into small groups and assign one of the following scenarios to each group. You will have a few minutes to write the answers to the scenario. Have a representative from the group read the scenario aloud and report the group’s response to the entire class.

## Lesson **five**

### **Scenario 1**

In a class discussion, one participant, while stating his opinion, makes incorrect statements that are insensitive and/or hurtful to others in the class. What would you do?

### **Scenario 2**

In a skill practice session, a participant is consistently practicing the skill incorrectly. His or her partner is not correcting the errors. What would you do?

### **Scenario 3**

You have given participants an assignment to be done in a task group. As you circulate to one of the groups, you hear one of the more outspoken class participants repeating the instructions incorrectly. How do you proceed to give feedback and redirect the group?

### **Scenario 4**

While teaching a class, each time a break is given the participants return later than the allotted time. As a result, the class is running longer than planned. What do you do to provide feedback and to manage the timeline?

**Scenario 5**

You are teaching a course that includes the topic of preventing disease transmission. You ask the class, “Why do we need to wear gloves to provide first aid care?” A participant responds, “In case you need to help a street person.” How do you provide feedback to this comment?

**Scenario 6**

You are conducting a skill practice session on care for a conscious choking adult victim. You have given instructions for practice and have reminded participants not to give actual abdominal thrusts. You notice that two participants who came to class together are goofing around and performing actual abdominal thrusts on each other. How do you manage this situation?

**Additional Resources**

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- Appendix F, Instructional Aids, page 45
- Appendix G, Sample Skill Practice Session, page 49
- Appendix H, How to Run Skill Practice Sessions, page 53



## PERFORMANCE STANDARDS AND ASSESSMENT

### **A s s e s s i n g P r o g r e s s**

In most American Red Cross courses, standards of performance are established. During courses, you will find yourself constantly evaluating the class progress and checking to see that—

- Learning is occurring.
- Course objectives are being met.
- Participants are able to apply knowledge and skills to meet the objective.

At the end of most courses, participants will be evaluated through a written tool—either a written examination or self-assessment.

In courses designed to teach participants how to perform psychomotor skills, evaluation of those skills takes place during the skill practice sessions. Instructor’s manuals and guides for the specialty courses provide instructors with resources to—

- Lead participants step-by-step through the skills.
- Evaluate the participants’ abilities in performing the skills.
- Check off skills as participants complete them.

Many courses that result in certification clearly identify for instructors in the program instructional materials the “critical” elements of motor skills, such as sequence, timing, duration and technique. The skills must be demonstrated correctly by participants without coaching or assistance to complete course requirements successfully and receive a completion certificate.

These critical skill elements are often identified in a “Skill Chart,” “Critical Skills Chart” or as a “Critical Component” in the instructor’s manual and can help instructors focus on critical elements when evaluating their students’ skills performance.

Each participant must be able to demonstrate successfully the required skills in accordance with skill charts. If a participant is having difficulty with performing a skill and you cannot easily correct the problem before the end of the course, counsel the participant and encourage enrollment in another class at a later date.

### **T e a c h i n g t o t h e S t a n d a r d a n d T e s t i n g t o t h e O b j e c t i v e**

The Americans With Disabilities Act (PL 101-336) has led to an increased awareness that people with disabilities and other conditions can perform such skills as first aid and CPR. The skills needed to prevent injury or to save a life may need modification, but the result is the same. This awareness challenges instructors to focus on the *critical* components of a skill that are needed to successfully complete an *objective*, rather than focusing on perfecting every part of a skill. Instructors should always teach to the *standard* (teach the skill exactly as represented in video, skill chart and/or participant’s manual), but be aware that participants may modify how a skill is accomplished and still meet the *objective*.

## **Written Examinations**

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Many American Red Cross courses require that you give a written or oral examination at the end. Generally—

- Participants may not use course materials as a resource when taking the examination.
- To pass the examination, participants must correctly answer at least 80 percent of the questions.
- If a participant does not achieve a score of at least 80 percent, he or she has the opportunity to take an alternate examination.

In courses that do not include certification with a validity period, a self-assessment is sometimes used. A self-assessment is a tool designed to help participants' measure their understanding of the material presented. Participants are not asked to turn in a self-assessment, nor does the instructor grade it. Instructors may allow participants who passed the examination to review questions they missed. Graded answer sheets and most examinations must be returned to the instructor.

As with assessing psychomotor skills, modifications should be made in assessing knowledge for persons with disabilities. Oral examinations may be given if the instructor determines that a participant has reading or language difficulty.

## **Additional Resources**

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- Appendix D, Americans With Disabilities Act—Course Modification Guide, page 39
- Appendix E, Administering Oral Examinations, page 43
- Appendix I, Blank Participant Progress Log, page 59

## AMERICAN RED CROSS STANDARDS OF QUALITY PERFORMANCE

### **Standardized Course Delivery**

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Quality, consistency and standardized delivery of courses is a priority of the American Red Cross. Red Cross courses are designed with lesson plans based on well-defined objectives. To ensure standardized course delivery, an instructor's manual or guide generally includes—

- An administration section that—
  - Describes the organization of the program.
  - Provides administrative information on the training.
  - Helps prepare instructors to teach.
- A teaching tools section that—
  - Contains specific course notes.
  - Outlines learning objectives.
  - Provides comprehensive lesson plans for conducting the course.
- Appendices that contain written examinations and forms, such as participant course evaluations, and supporting information, such as administrative terms and procedures.

Some American Red Cross courses require prerequisites for participating in the course. The prerequisites are established to ensure a minimum level of knowledge and/or skill that is necessary for the course. The prerequisites could be—

- Minimum age.
- Certification in another course.
- Successful completion of a precourse session.

### **The Instructor Agreement and Code of Conduct**

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A major component of quality and consistency in American Red Cross courses is the instructor. Because the Red Cross is serious about the quality of its instructors, in most lines of service instructors will be asked to sign an *Instructor Agreement*. This agreement outlines commitments and expectations for both the Red Cross and the instructor and it contains a *Code of Conduct*. If a line of service does not require that an instructor sign an *Instructor Agreement*, instructors may be asked to sign a *Code of Conduct*.

### **Authorized Providers and the Authorized Provider Agreement**

In an effort to expand and improve the systems of delivering American Red Cross Health and Safety programs and courses, many are taught by instructors in facilities and workplaces other than Red Cross chapters. These instructors are trained and authorized by the American Red



After successful completion of an instructor course, the new instructor may be authorized by a chapter to teach the applicable courses within its jurisdiction. In the Health and Safety Line of Service, to become authorized and before a new instructor can teach, the new instructor and a chapter official must sign the *Instructor Agreement*.

As a new instructor, you should receive information on chapter specific issues, policies and procedures before teaching. The chapter that initially authorizes an instructor to teach is the instructor's unit of authorization. If an instructor wants to teach in another chapter's jurisdiction, he or she must get permission from that chapter prior to teaching. If an instructor teaches in another jurisdiction, it is his or her responsibility to provide copies of the *Course Record* to his or her unit of authorization.

## **Ensuring Quality and Consistency**

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**Directions:** Read each question and circle whether it is True or False.

1.    True    False    Lesson plans in instructor's manuals are simply a guide for instructors so they can develop their own lesson plans.
  
2.    True    False    The *Course Record* and *Course Record Addendum* can be used to document that an instructor conducted a course within the authorization period.
  
3.    True    False    The type of reporting form used depends on the number of participants in the course.
  
4.    True    False    All American Red Cross Health and Safety Services instructors are required to sign an *Instructor Agreement*.
  
5.    True    False    Authorized providers help to expand the reach of American Red Cross courses by allowing courses to be taught in places other than Red Cross chapters, such as community facilities and workplaces.
  
6.    True    False    If an instructor wants to teach an American Red Cross course that is not taught by the Red Cross chapter, he or she (or the agency for which he or she works) must enter into an Authorized Provider Agreement.
  
7.    True    False    Once an instructor successfully completes an instructor course, he or she can teach American Red Cross courses anywhere.
  
8.    True    False    To become authorized to teach Health and Safety courses, the new instructor and a chapter official must sign the *Instructor Agreement*.
  
9.    True    False    Course evaluation forms should be sent to national headquarters.
  
10.   True    False    Course evaluation forms can be used by instructors to evaluate and improve their courses.

## **Additional Resources**

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- Appendix J, Instructor Agreement and Code of Conduct, page 61
- Appendix K, Authorized Provider Agreement, page 65
- Appendix L, Record Keeping—*Course Record* and *Course Record Addendum*, *Water Safety Instructor Activity Report* and *HIV/AIDS Education Instructor Activity Report*, page 73
- Appendix M, Administrative Terms and Procedures, page 83
- Appendix N, Customer Satisfaction Questionnaire, page 87

## SERVING THE COMMUNITY

### Representing the American Red Cross

After you complete your instructor specialty training and begin teaching, you will be a representative of the American Red Cross. As a representative of the organization, it is important that you maintain the highest standards of ethics and model the following fundamental standards of ethical behavior:

- Tell the truth
- Keep promises
- Respect individuals
- Be fair

#### Five Key Commitments

No matter what your affiliation is with the American Red Cross, as paid or volunteer staff, your actions should reflect the “Five Key Commitments.”

- These commitments are—
  1. Commitment to the *organization*, to help build and support it and its management;
  2. Commitment to *customers*—those individuals whom we serve or teach, both internal and external to the organization;
  3. Commitment to the *task* or mission, to keep the right focus, to be action oriented, to break work into achievable components, and to be committed to excellence in the achievement of that task;
  4. Commitment to the *people*—individuals with whom you come in contact and the team with whom you work—to allow them to use innovative ideas and to show them positive concern and recognition for what they accomplish; and
  5. Commitment to *yourself* as a “manager” of tasks, acting on constructive advice to learn and grow and develop your own talents.

#### Getting Ready to Teach

**Directions:** Write the group’s responses as they are given.

Before teaching a specialty course, I should—

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# Lesson **eight**

## Serving the Community

**Directions:** Choose one statement from the list below and complete the statement. You may be asked to share your completed statement with the class.

If I were to tell my neighbor about the American Red Cross, I would say \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

If I were trying to encourage a young person to get involved in the American Red Cross, I would tell them \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

I can contribute to saving more lives by \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

I can contribute to my community through the American Red Cross like \_\_\_\_\_ (name of hero)  
by \_\_\_\_\_  
\_\_\_\_\_.

I believe my involvement with the American Red Cross can help me contribute to my community because \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

I hope to encourage others to become American Red Cross instructors because \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

I am excited to teach my first American Red Cross class because \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

## **Additional Resources**

- Appendix O, Course Planning Checklist, page 89
- Appendix P, Self-Study Guide for Educators and Trainers, page 91

## American Red Cross Historical Heroes

### Clara Barton (1821–1912)



Born December 25, 1821, in Oxford, Massachusetts, Clarissa Harlowe Barton became a teacher at age 17 and later served as a copier in the U.S. Patent Office in Washington, D.C., before dedicating her

life to voluntary service at the age of 40. During the Civil War she served as an independent volunteer on the Union side, helping with nursing and feeding, and by the end of the war, her benevolence was legendary. Although not permitted to work with the International Red Cross because she was a woman, she volunteered as an independent relief worker in Strasbourg, France, during the Franco-Prussian War (1870–1871).

On May 21, 1881, Barton was joined by Senator Omar Conger of Michigan and 22 others at her own modest residence to form the American Association of the Red Cross, which later became the American Red Cross. Barton lobbied tirelessly for the United States' ratification of the Geneva Convention, also known as the Treaty of Geneva, which was signed in March 1882.

Unlike the International Red Cross, which provided only battlefield relief, Barton's society served America in war and in peace, and especially in times of disaster and national calamity, which Barton later stated was "the mainspring of all American work for the Red Cross."

Clara Barton dominates the early history of the American Red Cross, which was modeled after the International Red Cross. She did not originate the Red Cross idea, but she was the first person to establish a lasting Red Cross Society in America.

She successfully organized the American Association of the Red Cross in Washington, D.C., on May 21, 1881. She served as the organization's volunteer president until 1904.

The founding of the American Red Cross in 1881 was due to the devotion and dedication of Clara Barton. Today, the organization's actions, guided by its dedication to humanity and a desire to promote mutual understanding, friendship, cooperation and lasting peace amongst all peoples, follow these fundamental principles: humanity, impartiality, neutrality, independence, voluntary service, unity and universality.

## JANE DELANO (1862–1919)

Founder of the American Red Cross

Nursing Service



American Red Cross Nursing has been a vital force since 1909, uplifting lives with compassion and professional skill and strengthening the Red Cross with innovations and support. In a foreword

to *The History of American Red Cross Nursing* (1922), President Harding wrote, “Perhaps of no other figure in American tradition have there been more stories written, pictures painted, songs sung than of the American Red Cross Nurse. She has personified courage, sympathy and gentle strength in contrast with the brutality of war.”

To this day, Red Cross nurses follow in the footsteps of Jane Delano, a leading pioneer of the modern nursing profession, who almost single-handedly created American Red Cross Nursing. Through her efforts as the first chairman of the National Committee on Red Cross Nursing, the image of the Red Cross nurse became a vital national symbol. More than 370,000 professional Red Cross nurses have enrolled in the Nursing Service since its inception. These nurses volunteered for service in times of war and disaster and created programs for emergency response and the advancement of health care in peacetime.

Jane Delano was a member of a Massachusetts family whose ancestry dates back to colonial times. Her father, George Delano, served and died in the Civil War. After a brief period of teaching, Delano enrolled in the Bellevue Training School for Nurses and graduated in 1886.

Delano’s first opportunity to perform public service nursing came in 1888, when she served

as superintendent of a Jacksonville, Florida hospital treating victims of a yellow fever epidemic. She next spent three years nursing typhoid patients at a copper mine in Bisbee, Arizona. Here she realized the great need for providing health education and social services to rural communities. After Bisbee, she served briefly as the superintendent of nurses at the University of Pennsylvania in Philadelphia. During the Spanish-American War (1898), she began her association with the American Red Cross by becoming a member of the New York Chapter where she served as the secretary for the enrollment of nurses.

In 1902, Delano returned to Bellevue Hospital as superintendent of the nursing school and served as superintendent of the Army Nurse Corps from 1909–1912. At the same time, she became chairman of the new National Committee on Red Cross Nursing Service and created the plan for the first volunteer nursing unit of the American Red Cross. She also served as president of the American Nurses’ Association and chairman of the board of directors of the *American Journal of Nursing*. During this period, she emphasized the importance of having a ready supply of nurses in case of military conflict. She wanted to avoid the lack of preparation the country faced to meet nursing demands during the Civil War and the Spanish-American War. Under her skillful leadership, the American Red Cross Nursing Service became the recognized nursing reserve for the Army, Navy and Public Health Service.

In 1912, Delano resigned from the Army Nurse Corps to volunteer full time with the Red Cross. She wanted to increase the enrollment of Red Cross nurses. Consequently, she traveled extensively throughout the United States, speaking before nurses’ meetings and at nursing schools. As a result, when the

United States entered World War I in 1917, there were over 8,000 registered nurses immediately available for duty. Even before the United States joined the Allies, the Red Cross organized medical and nursing units to staff hospitals and help the civilian population in Europe. By the Armistice in November 1918, over 20,000 Red Cross nurses had volunteered to serve at home and overseas.

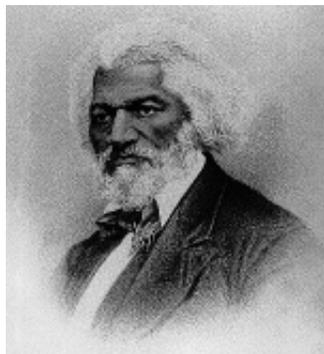
While she was organizing Red Cross Nursing for service to the military, Delano created other programs of powerful significance in American life. She developed Red Cross courses in Elementary Hygiene and Home Care of the Sick for which she co-authored the textbook. She prepared courses for the training of nurses'

aides. She established the Red Cross Town and Country Nursing Service for delivering health care to rural areas of the country. In 1918, the name changed to the American National Red Cross Public Health Nursing Service. It became one of the most successful contributions to the nation's health care system.

Following World War I, Delano went to France to inspect base hospitals that were still in use. While there she became ill, required surgery and died on April 15, 1919. Her devotion to the Red Cross remained to the end. Her last words were "What about my work, I must get back to my work." She is buried in the Nurses' Corner at Arlington Cemetery.

## Frederick Douglass (1818–1895)

### Leading spokesman for African Americans



Born a slave, Frederick Douglass became an eminent reformer, author and orator. He devoted his life to the abolition of slavery and the fight for civil rights.

Douglass would sometimes sit together behind the speaker's platform during meetings held to secure voting rights for women and African Americans, exchanging views on subjects ranging from equal rights for women to the weather in Washington.

Douglass offered encouragement, support and advice to Clara Barton in her efforts to persuade the U.S. to become a member nation of the International Red Cross. While she was lobbying and lecturing to convince the public and Congress of the importance of the Red Cross, one of her diary entries reads, "still depressed, invited to lunch with Frederick Douglass at Mrs. Taylor's, asked a meeting of a chosen few to come over this evening. I ask[ed] their opinion of my course, all decided that I should go on."

Douglass lived and worked in Rochester, New York, for most of his public career. After the close of the Civil War, he moved to Washington, D.C. to publish a *New National Era* and to carry on his work on behalf of African Americans. He served the city in many ways—in international affairs, in the Council of Government for the District of Columbia and finally as U.S. Marshall for the District.

Frederick Douglass and Clara Barton were good friends who shared a common goal—alleviating the suffering of humankind. Clara Barton mentions in her diaries how she and

When President Chester A. Arthur finally signed the Treaty of Geneva in 1882 making the United States a member of the International Red Cross, Frederick Douglass' name appeared on the list of original members.

## DR. CHARLES DREW (1904–1950)

### Scientist and Medical Pioneer



Charles Richard Drew, who was born in Washington, D.C., in 1904, received his medical degree from McGill University School of Medicine and continued his studies at Columbia University, where he

wrote a thesis entitled *Banked Blood*.

In 1940, Dr. Drew was asked to help administer the Blood Transformation Betterment Association in New York, which the American Red Cross supported financially. The same year, he developed a system to produce plasma, separating it from the blood matter. In 1941, he became the first medical

director of the first American Red Cross Blood Bank in the United States, which produced dried plasma that could be preserved longer than the liquid plasma.

The pioneering medical work of Dr. Drew, a distinguished African American, saved the lives of thousands of wounded Allied servicemen during the Second World War. He received the NAACP's Spingarn Medal for his work in the British and American blood plasma projects.

In 1950, he died from injuries received in a car accident despite heroic efforts by the staff of a small North Carolina hospital to keep him alive. During his lifetime, Dr. Drew worked diligently under the constraints of a segregated society to help citizens of the world, regardless of their race or ethnicity.

## DR. JEROME H. HOLLAND (1916–1985)

### First African American Chairman of the American Red Cross



Dr. Jerome H. Holland, appointed Chairman of the American Red Cross by President Carter in 1979, was the first African American to serve in this position. Before his

tenure at the Red Cross, Dr. Holland was U.S. Ambassador to Sweden, president of Hampton Institute in Virginia and president of Delaware State College. He was elected to the American Red Cross Board of Governors in 1973, and re-elected in 1974 and 1977. He served as

Chairman of the American Red Cross from April 1, 1979, to January 13, 1985.

Under Holland's leadership, the Red Cross expanded preventive health care courses and developed health and safety initiatives, including new courses in nutrition, high blood pressure, family health and lifeguarding. It provided relief to African peoples suffering from drought-induced famine and continued to provide aid to the victims of disasters, such as earthquakes, hurricanes and floods. During the fiscal year ending June 30, 1979, the Red Cross spent \$36.6 million on disaster relief during operations in 49 states, Puerto Rico, the Virgin Islands and the Mariana Islands.

## COMMODORE WILBERT E. LONGFELLOW (1881–1947)

### Fondly Called “the Amiable Whale”



Wilbert E. Longfellow, a writer for the Providence (RI) *Telegram*, was inspired to reverse the nation’s alarming drowning rate,

which, unless curbed, would assume the proportions of a national tragedy. Longfellow proposed a radical change to contemporary practice—teach water safety in water instead of on land. Practicing what he preached, he traveled around the nation teaching policemen, boy scouts and YMCA groups.

In 1905, the U.S. Volunteer Life Savings Corps recognized his work by awarding him the title of “Commodore” and, in 1910, following a remarkable recovery from

tuberculosis of the spine, he was appointed to a salaried post, Commodore-in-Chief of the U.S. Volunteer Life Saving Corps.

In 1912, he presented a plan to the American Red Cross to “waterproof America.” The organization adopted the plan in 1914 and proceeded to pioneer a new service entitled “water first aid.” Although the American National Red Cross’ Life Saving Corps was part of the First Aid Department, it was years before the Commodore earned a first-aid certificate because the doctors teaching first aid “were so busy with their program and I with mine that our paths seldom crossed.”

Longfellow died on March 18, 1947, three months after his retirement. To the end, his slogan remained: “Every American a swimmer, every swimmer a lifesaver!”

## HENRY DUNANT (1828–1910)



While visiting Northern Italy in 1859, Henry Dunant, a Swiss businessman, witnessed the aftermath of the Battle of Solferino, a battle between French-Sardinian and Austrian armies.

He rallied local townswomen to assist the wounded and dying soldiers, regardless of their nationality.

Haunted by the cruelty and inhumanity to the 40,000 dead and wounded on the battlefield, Dunant was moved to write a book, *A Memory of Solferino* (1862), in which he

asked: “Would it not be possible to found and organize in all civilized countries permanent societies of volunteers which in time of war would render succor to the wounded without distinction of nationality?” His text influenced government officials and led to the formation of a “Committee of Five” (1863), a group known today as the International Committee of the Red Cross. His text also influenced the drafting of the Treaty of Geneva of 1864, providing for the protection of the wounded and sick on the battlefield and the founding of the International Red Cross and Red Crescent Movement.

Dunant shared the first Nobel Peace Prize for his work in establishing the International Red Cross.



## The International Red Cross and Red Crescent Movement

The Red Cross began on a June morning in 1859 on a battlefield on the Italian Lombardy Plain. Henry Dunant, a Swiss businessman, spent 8 days caring for the wounded, regardless of nationality. He was so moved by the unbelievable misery before him that he wanted to educate others by writing a book: *A Memory of Solferino*. Upset by the poor care provided for the victims, Dunant invited nations to create permanent national societies consisting of volunteer medical personnel to supplement the army medical services. He helped organize an international conference in October 1863 to promote the protection of those who care for the wounded, as well as the wounded

themselves. Neutrality was to become the cornerstone of the Red Cross organization.

The International Red Cross and Red Crescent Movement is the largest humanitarian, volunteer organization in the world, with over 175 member countries. Due to religious beliefs, Moslem countries prefer to use the Red Crescent symbol. The goal of the movement is to alleviate pain and suffering. Seven guiding principles provide directions for the movement and all Red Cross and Red Crescent Societies must adhere to them. These principles are also applicable to American Red Cross chapters, Authorized Providers, and instructors.

### Humanity

The Red Cross, born of desire to bring assistance without discrimination to the wounded on the battlefield, endeavors – in its international and national capacity – to prevent and alleviate human suffering wherever it may be found. Its purpose is to protect life and health and to ensure respect for the human being. It promotes mutual understanding, friendship, cooperation and lasting peace among all peoples.

*You serve your students, not systems. You protect your students' lives and health, and, wherever possible, prevent, prepare for and respond to emergencies.*

### Impartiality

It makes no discrimination as to nationality, race, religious beliefs, class or political opinions. It endeavors only to relieve suffering, giving priority to the most urgent cases of distress.

*You care for ALL individuals alike. You help students solely in accordance with their needs. You help regardless of nationality, race, religious beliefs, class or political positions.*

### Neutrality

In order to continue to enjoy the confidence of all, the Red Cross may not take sides in hostilities or engage at any time in controversies of a political, racial, religious or ideological nature.

*You take initiative, but never sides. All students are able to turn to you with unlimited and total trust. You never play favorites.*

### Independence

The Red Cross is independent. The national Societies, while auxiliaries in the humanitarian services of their governments and subject to the laws of their respective countries, must always maintain their autonomy so that they may be able at all times to act in accordance with Red Cross principles.

*You respond to the needs of your students, not systems. You are independent. Even though you must abide by the rules of your facility, you retain your independence and place the needs of your students above all else.*

**Voluntary Service**

The Red Cross is a voluntary relief organization not prompted in any manner by desire for gain.

*You work around the clock, but never solely for personal gain. You offer your help voluntarily whenever possible, where men and women of action are required.*

**Unity**

There can be only one Red Cross Society in any one country. It must be open to all. It must carry on its humanitarian work throughout its territory.

*You have many talents, but a single idea – to serve the needs of your students.*

**Universality**

The Red Cross is a worldwide institution in which all Societies have equal status and share equal responsibilities and duties in helping each other.

*You respect everyone, and your work knows no bounds. You recognize that everyone is equal and that you share special responsibilities and duties to help your students, colleagues and employees.*

## American Red Cross Health and Safety Services Programs and Courses

For a current list of Health and Safety courses, contact your local Red Cross or go to the Health and Safety page of CrossNet (<https://corpweb.redcross.org>).



### Aquatics

(AS OF MARCH 2000)

Program	Course	Code
<b>Small Craft Safety Program</b>	Fundamentals of Canoeing	3306
	Fundamentals of Canoeing Instructor	3306I
	Basic River Canoeing	3307
	Basic River Canoeing Instructor	3307I
	Fundamentals of Kayaking	3308
	Fundamentals of Kayaking Instructor	3308I
	Basic River Kayaking	3309
	Basic River Kayaking Instructor	3309I
	Basic Sailing	3310
	Basic Sailing Instructor	3310I
	Small Craft Safety: Canoeing	34501
	Small Craft Safety: Kayaking	34502
	Small Craft Safety: Sailing	34503
	Small Craft Safety: Rowing	34504
	Small Craft Safety: Moving Water	34505

**Aquatics (continued)**

(AS OF MARCH 2000)

<b>Program</b>	<b>Course</b>	<b>Code</b>
<b>Learn to Swim Program</b>	Infant and Preschool Aquatic Program	3400
	Learn to Swim Level I: Water Exploration	3431
	Learn to Swim Level II: Primary Skills	3432
	Learn to Swim Level III: Stroke Readiness	3433
	Learn to Swim Level IV: Stroke Development	3434
	Learn to Swim Level V: Stroke Refinement	3435
	Learn to Swim Level VI: Skill Proficiency	3436
	Learn to Swim Level VII: Advanced Skills	3437
	Water Safety Instructor Aide	3430A
	Water Safety Instructor	3430I
<b>Lifeguard Training Program</b>	Lifeguard Training*	34600
	Lifeguard Instructor Aide	3460A
	Lifeguarding Instructor	3460I
	Waterfront Lifeguarding	3461
	Waterfront Lifeguarding Instructor	3461I
	Waterpark Lifeguarding	3462
	Waterpark Lifeguarding Instructor	3462I
	Head Lifeguard	3463
	Head Lifeguard Instructor	3463I
	GuardStart: Lifeguarding Tomorrow	34650
<b>Water Safety Program</b>	Community Water Safety	3464
	Basic Water Rescue	34400
	Basic Water Safety Instructor	3440I
	Safety Training for Swim Coaches	3414
	Longfellow's Whale Tales	3407



(AS OF MARCH 2000)

<b>Program</b>	<b>Course</b>	<b>Code</b>
<b>First Aid for Youth</b>	Basic Aid Training (BAT)	3201
	Basic Aid Training Instructor	3201I
	First Aid for Children Today (F.A.C.T.)	3217
<b>First Aid and CPR Program*</b>	Infant and Child CPR	3210
	Adult CPR	3212
	Community CPR	3213
	Community First Aid and Safety	3218
	First Aid and CPR Instructor	3218I
	Infant CPR	3223
	Child CPR	3224
	Sport Safety Training	32250
	Sport Safety Training Instructor	3225I
	Adult and Child CPR	3226
	Adult and Infant CPR	3227
	First Aid—When Help is Delayed	3228
	First Aid Basics	3230
	First Aid w/ Infant and Child CPR	32302
	First Aid w/ Child CPR	32303
	First Aid w/ Infant CPR	32304
First Aid w/ Adult and Child CPR	32305	
First Aid w/ Adult and Infant CPR	32306	

**First Aid and CPR (continued)**

(AS OF MARCH 2000)

<b>Program</b>	<b>Course</b>	<b>Code</b>
<b>Workplace Training Program*</b>	Workplace Training: First Aid Module	3240
	Workplace Training: Standard First Aid	32400
	Workplace Training: Standard First Aid Instructor	3240I
	Workplace Training: Adult CPR/AED	3241
	Workplace Training: Standard First Aid w/ AED	32410
	Workplace Training: Adult CPR/AED Instructor	3241I
	Workplace Training: Adult CPR	3242
	Oxygen Administration for the Lay Responder	3243
	Workplace Training: Ergonomics	3250
	Workplace Training: Slips, Trips and Falls	3251
	Workplace Training: Workplace Violence Awareness	3252
	Workplace Training: Back Injury Prevention	3253
<b>Responding to Emergencies Program*</b>	First Aid—Responding to Emergencies (Community)	32210
	First Aid—Responding to Emergencies (Standard)	32211
	First Aid—Responding to Emergencies Instructor	3221I
	CPR for the Professional Rescuer	3214
	CPR for the Professional Rescuer Instructor	3214I
	Preventing Disease Transmission	3220
	Preventing Disease Transmission Instructor	3220I
<b>Emergency Response Program</b>	Emergency Response	32600
	Emergency Response Instructor	3260I
	Automated External Defibrillation	3261
	Automated External Defibrillation Instructor	3261I
	Oxygen Administration for the Professional Rescuer	3262



(AS OF MARCH 2000)

<b>Program</b>	<b>Course</b>	<b>Code</b>
<b>HIV/AIDS Workplace Program</b>	Workplace HIV/AIDS Presentation	3501
	Workplace HIV/AIDS Instructor	3501I
<b>Hispanic HIV/AIDS Prevention Education Program</b>	Hispanic HIV/AIDS Fundamentals Community Session	3515
	Hispanic HIV/AIDS Fundamentals Instructor	3515I
<b>African American HIV/AIDS Prevention Education Program</b>	African American HIV/AIDS Fundamentals Community Session	3517
	African American HIV/AIDS Fundamentals Instructor	3217I
<b>HIV/AIDS Education Program</b>	HIV/AIDS Starter Facts	3511
	HIV/AIDS Starter Facts Instructor	3511I
	HIV/AIDS Facts Practice	3512
	HIV/AIDS Basic Fundamentals Community Session	3513
	HIV/AIDS Basic Fundamentals Instructor	3513I
	HIV/AIDS Basic Prevention Skills Community Session	3514
	HIV/AIDS Basic Prevention Skills Instructor	3514I
<b>HIV/AIDS Prevention Education Youth Program</b>	Act SMART Module I	3519
	Act SMART Module II	3520
	Act SMART Module III	3521



## Caregiving

(AS OF MARCH 2000)

<b>Program</b>	<b>Course</b>	<b>Code</b>
<b>Healthy Pregnancy/ Healthy Baby Program</b>	Healthy Pregnancy/Healthy Baby	3100
	Healthy Pregnancy/Healthy Baby Instructor	3100I
<b>Foundations for Caregiving Program</b>	Foundations for Caregiving	3114
	Foundations for Caregiving Instructor	3114I
<b>Child Care Program</b>	Child Care	3116
	Child Care Instructor	3116I
<b>Babysitter's Training Program</b>	Babysitter's Training	3130
	Babysitter's Training Instructor	3130I

\*Includes all appropriate reviews, challenge and Spanish courses and components.

## **Americans with Disabilities Act—Course Modification Guide**

As of January 26, 1992, the Americans With Disabilities Act bars discrimination against people with disabilities in places of public accommodation. Title III of the law bars private entities (schools, banks, restaurants, social service agencies, offices, retail sales establishments, etc.) from discriminating against individuals with disabilities in the provision of their goods and services. Individuals with physical or mental disabilities may not be denied full and equal enjoyment of the goods, services, facilities, advantages or accommodations offered to the public. A place of public accommodation may not discriminate against its patrons, clients, invitees or guests on the basis of real or perceived disabilities.

### **General Recommendations for Instructors**

- Allow full access to anyone seeking admission to a course regardless of real or perceived disabilities.
- Tell participants in every course to participate within the limits of their ability and learn as much as they can. For some people, certification may not be important. For those individuals, focus on helping them to learn as much as possible.
- Certify each participant who can meet course skill and testing objectives.
- Use available resources to assist people with special needs.
- Provide for the safety of all participants and for your own personal safety. Do not provide assistance to a participant beyond the extent to which you feel comfortable.
- Check regularly with the chapter in whose jurisdiction you are teaching to keep abreast of changes in resources and policies.

### **Course Modification**

The course modification section of this appendix is designed to provide you with insights into providing training opportunities to a diverse population. The courses you teach could include a mix of people who have special needs and those who do not. These courses have been designed to give you the flexibility to train participants who have a wide range of needs and still maintain course standards.

### **People With Reading Difficulties**

If you believe that a course includes participants who have reading difficulties, you should discuss the problem with those participants individually and privately without attracting the attention of the rest of the class.

### **Identifying People With Reading Difficulties**

Whenever you teach a course, you should be aware of the possibility that one or more participants may have reading difficulties.

You must be prepared to detect any such difficulties and provide those participants with every opportunity to succeed. Through observation, you may be able to detect that an individual has reading problems. Suspect poor reading skills when—

- A participant says that he or she —
  - Knows English as a second language.
  - Forgot his or her glasses.
  - Has not done well in educational settings.
  - Does not do well in testing situations.

- A participant—
  - Seems nervous and apprehensive.
  - Does not follow along or turn pages as the instructor reads.

Course participants are required to read material other than the written exam. This exam may be given orally. The challenge for an instructor is to identify participants with reading problems before administering the written test.

### People With Physical Limitations

These individuals include those who are hearing disabled, legally blind, lack full use of limbs or have any other disability that prevents them from participating in a course unless it is specially modified.

### Hearing Impaired

The videos shown in these courses are closed captioned to assist those who are deaf or hard of hearing. However, the ability to communicate directions is necessary for a participant to fully take part in course activities. An interpreter should be used whenever possible.

### Tips for Talking with the Hard-of-Hearing

Instructor's should—

- Face the person who is hard-of-hearing directly, on the same level, whenever possible.
- See that the light is shining on the speaker's face, not in the eyes of the person who is hard-of-hearing.
- Be aware of possible distortion of sound for the person who is hard-of-hearing. The person may hear you but still have difficulty understanding some words.
- Do not talk from another room; if you must, make sure the person has heard you call; tell the person who you are.
- Remember that everyone hears less and understands less when they are tired or ill.
- Speak in a normal fashion without shouting or elaborately mouthing words. Words spoken a bit more slowly, not run together too rapidly, are clearer than those which are shouted and exaggerated.
- Keep your hands away from your face while talking. If you are eating, chewing, smoking, etc., while talking, your speech will be more difficult to understand.
- If a person has difficulty understanding a particular phrase or word, find a different way of saying the same thing rather than repeating the original words over and over.
- Avoid talking too rapidly or using sentences which are too complex and go on too long. Slow down; pause between sentences or phrases; wait to make sure you have been understood before continuing.
- If you are giving specific information, such as time or place, be sure it is repeated back to you by the person who is hard-of-hearing. Many numbers and words sound alike!
- Avoid sudden change of topic. If the subject has been changed, tell the person who is hard-of-hearing, "We are talking about \_\_\_\_\_ now."
- The hard-of-hearing person may be sensitive to loud sounds, even though the individual does not hear faint ones. This reduced tolerance for loud sound is often associated with being hard-of-hearing.

Columbus Speech & Hearing Center

### Legally Blind

The success of a legally blind participant who wishes certification in a typical video-based course is obviously limited. The need to touch rather than see demonstrations requires that the participant be given an opportunity to listen to the video and then feel the skill being

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performed. The integration of touch demonstrations into a course taught by one instructor, within the time recommendations, may be impossible. If special arrangements to provide additional resources have not been made prior to the beginning of the course, you should offer the participant an opportunity to take part in the course by listening to the video and gaining familiarity with the manikins and other equipment. But additional time and resources will be needed to provide an opportunity for success.

As soon as possible, arrangements should be made with your local Red Cross representative to provide additional time for a legally blind participant to develop skills.

### **Other Physical Limitations**

Participants with a wide range of limitations may wish to participate in a course. These individuals should be allowed full access to the course and fully briefed as to the types of specific skills required for certification. They must select their level of participation. You may adapt skills within the limits of the objectives in each course component and the text that appears on the skill sheets. Only assist the participant within your personal comfort range.

**Do not compromise your safety or the safety of a participant.**



## Administering Oral Examinations

### Identifying People With Reading Difficulties

Whenever you teach a course, you should be aware of the possibility that one or more participants may have reading difficulties. You must be prepared to detect any such difficulties and provide those participants with every opportunity to succeed. This becomes more critical in American Red Cross courses and programs that require passing a written examination to meet course completion requirements.

Through observation, you may be able to detect that an individual has reading difficulties. Suspect poor reading skills when—

- A participant says that he or she—
  - Knows English as a second language.
  - Forgot his or her glasses.
  - Has not done well in educational settings.
  - Does not do well in testing situations.
- A participant—
  - Seems nervous and apprehensive.
  - Does not follow along or turn pages as the instructor reads.
  - Shows difficulty communicating in English.

### General Guidelines for Administering Oral Examinations

Whenever an instructor identifies or suspects that a participant has a reading difficulty, he or she may administer the examination orally. The primary reason for suggesting this alternative form of testing is that the complexity of some multiple choice questions can make it even more difficult for those individuals who may have reading and/or learning difficulties, or whose primary language is not English.

Instructors should—

- Avoid singling out anyone in the class.
- Whenever possible, provide a private setting for administering the oral examination so as not to distract the other participants.
- Issue a general statement before administering the written exam such as:
 

*“If you have forgotten your glasses, English is not your primary language, or you are generally uncomfortable with written examinations, I will be happy to give the exam orally.”*
- Ask questions so that the respondent can answer in his or her own words.
- **Not** read the possible correct answers to multiple choice questions word-for-word.
- **Not** coach or lead the participant to the correct answer.
- Rephrase the question(s) using simpler vocabulary, or vocabulary with which the student may be familiar.
- Have a manikin or first aid materials available as visual aids when giving an oral exam and be prepared to “act out” or demonstrate the test question. For example, in the pulse check question #4 below, demonstrate the psychomotor skills of opening the airway, giving 2 full breaths, then checking the pulse. When demonstrating the pulse check, ask the participant: *“How long do I check the pulse?”*

In order to accommodate all testable information, sometimes consolidating certain responses to address multiple questions that are logically connected by either skill or knowledge topic is recommended. For example, the following first aid questions illustrate how a

single response by the participant may correctly answer more than one question:

**Workplace Training: Standard First Aid Adult CPR Examination**

4. How long do you initially check a victim's pulse?
  - a. About 10 seconds
  - b. 1 to 3 seconds
  - c. About 60 seconds
  - d. About 15 to 20 seconds
7. If your first 2 breaths do not go in during your care for an unconscious victim, what should you do next?
  - a. Reposition the victim's airway and reattempt 2 slow breaths.
  - b. Give up to 5 abdominal thrusts.
  - c. Sweep out the mouth.
  - d. None of the above.

The above questions may be combined into an oral question as follows:

*"You come upon a person who is lying faceup, and is apparently unconscious. Describe, in detail, what you should do next. All of the steps up to and including calling 9-1-1 or the workplace emergency number have been performed."*

If the participant responds by correctly describing how to open the airway and check the victim's breathing, the instructor could ask, "What do you do if the first 2 breaths do not go in." If the participant answers correctly, the instructor could say, "The 2 breaths did go in." If the participant responds with a description of the circulation (pulse) check per question #4, the instructor could give the participant credit for correctly answering both examination questions above.

In giving oral examinations, it is useful to remember that—

- Consolidating questions is one strategy that may be useful in administering oral examinations to some individuals. However, if it confuses the participant, it may be better to ask examination questions individually.
- Co-instructors or assisting instructors can be of great assistance in oral testing situations.
- Some chapters have local procedures established to accommodate oral examinations in a post-classroom environment.

The challenge for an instructor is to identify participants with reading problems before administering the written examination.

## Instructional Aids

Instructional aids, such as newsprint, posters and overheads, are used in American Red Cross courses. Learning can be substantially increased when students receive information they can see as well as hear. It is also useful to show visually how to do something and then allow students to practice the skill. Some things simply cannot be taught with words alone.

If you are not familiar with an instructional aid, practice with it until you are proficient in using it. It is essential to understand how to use instructional aids correctly, since improper use will detract from the effectiveness of the course and your credibility as an instructor. Also be sure that you preview any videocassettes or audiocassettes that you will be using.

Following is information about various instructional aids and how to prepare and use them.

### Posters, Pictures and Charts

Posters, pictures and large charts are used to focus attention on particular information when you want to emphasize it.

#### Tips For Use:

- Use them to clarify ideas.
- Keep them simple in detail and wording.
- Use large letters, numbers and pictures that can be easily read from any part of the room.
- Use a maximum of 10 lines.
- Use color to highlight key words and ideas.
- Check them for accuracy.
- Make them sturdy so they can be moved without damage.
- Cover them with blank paper or keep them out of sight before use, or keep them posted if it will not cause a distraction.

- Face the class, not the display, when speaking.
- Spend time with the display so the class has time to absorb the concepts.

### Newsprint

Newsprint pads or chart pads are used frequently to record participant responses, display parts of course content and assign tasks. They add interest to presentations and reinforce complex, detailed or lengthy material.

#### Tips For Use:

- Prepare material in advance, leaving sheets covered until you use them.
- Place a sheet underneath to absorb marks if you are not using a water-based marking pen.
- Use a subject heading or title and underline it.
- Use only key words or phrases.
- Write only four or five lines per page.
- Have masking tape (or other type of tape that will not damage the walls) available to post sheets after removal from the easel.
- Have paper clips or spring clips available to help locate previously covered material when reviewing sections again.
- Number each page at the bottom in pencil for easy reference.
- Place the easel with the newsprint where it can be seen by the entire group.
- Face the class when speaking, not the newsprint.

### Lettering

Print in uppercase and lowercase letters to improve readability, although all caps, when

used sparingly, can help accentuate key points. For maximum readability, capital letters should be at least three inches high and lowercase letters at least two inches high. Variations such as shadowing and outlining also draw attention to important information. Ruled newsprint will help keep your lettering straight.

## Colors

On any one newsprint, use up to three colors as the primary lettering. Stick with darker colors such as black, brown, purple or dark blue or green. They are easier to read. Use red sparingly for titles or special emphasis. It can be hard on the eyes. Use pink, yellow, light green or blue for highlighting. They can be difficult to see.

## Pictures

Pictures can add interest and excitement to newsprint. Draw your own, or enlarge pictures and paste them onto the newsprint (be careful of copyrighted material).

## Overhead Projectors and Transparencies

Overhead projectors are used to show transparencies, drawings and/or written material to groups of various sizes. Be certain that the audience can clearly see the transparency message from the back of the room.

### Tips for Creating Transparencies:

- For titles, the font size must be at least 40-point type or larger. For the body of the text, use at least 30-point or larger. Ordinary type sizes used on forms and memos are too small and cannot be read.
- Use a font with serifs (tails on the heads and feet of the letters) such as Times Roman. Some serif fonts are more difficult to read at a distance.

- Use uppercase and lowercase letters. All caps is very difficult to read. Use all caps sparingly if at all.
- Keep the contrast apparent, using black ink or type.
- Focus on key words and phrases. Use a maximum of 7 lines of text with 7 words per line. If you put more than this on the transparency, either the font is too small to be read or the text is too condensed to be clear. If the text will not fit on one transparency, continue onto another.
- Center material on the transparency.
- Use a subject heading or title.
- Graphics must be large enough to be seen. Be careful of using copyrighted material.
- Use color to highlight titles, bullets and keywords.
- Place a frame around the transparency for ease of handling.

**Hint:** Before you invest too much in your transparencies, create a sample or two typical of the text and graphics you will use. Place the transparency on the overhead and see if the content is legible from the back of the room.

### Tips for Using Transparencies:

- Have an extra projection bulb available, and know how to change it.
- Practice placing the transparency on the projection platform.
- Place the transparency in the center of the projector before turning on the light.
- Turn the projector light off before removing the transparency. This eliminates the distraction of materials being dragged across the screen.
- Use a cover sheet (bond paper or old file folder) to mask information until it is discussed. Uncover one point at a time.

- Face the class and projector, not the screen.
- Refer or point to information on the projector—a pen or pencil may be used as a pointer.
- Remove the transparency at the first sign of too much heat (browning, curling and/or bubbling).

### **Videocassettes and Videocassette Recorders**

Videocassette recorders (VCRs), of course, show videotapes (videocassettes) on a TV monitor. Preparation requires previewing the video and checking out the equipment to see that it is in good working order.

#### **Tips for Use:**

- Use the counter and note where major segments begin and end.
- Check all equipment before presentation.
- Be sure the TV monitor is large enough for the group to see and is located where everyone can see it.
- Advance the tape so that the title is showing when the equipment is turned on.
- Introduce each segment of the videocassette, if necessary.
- Replay segments, if needed, for emphasis or review.

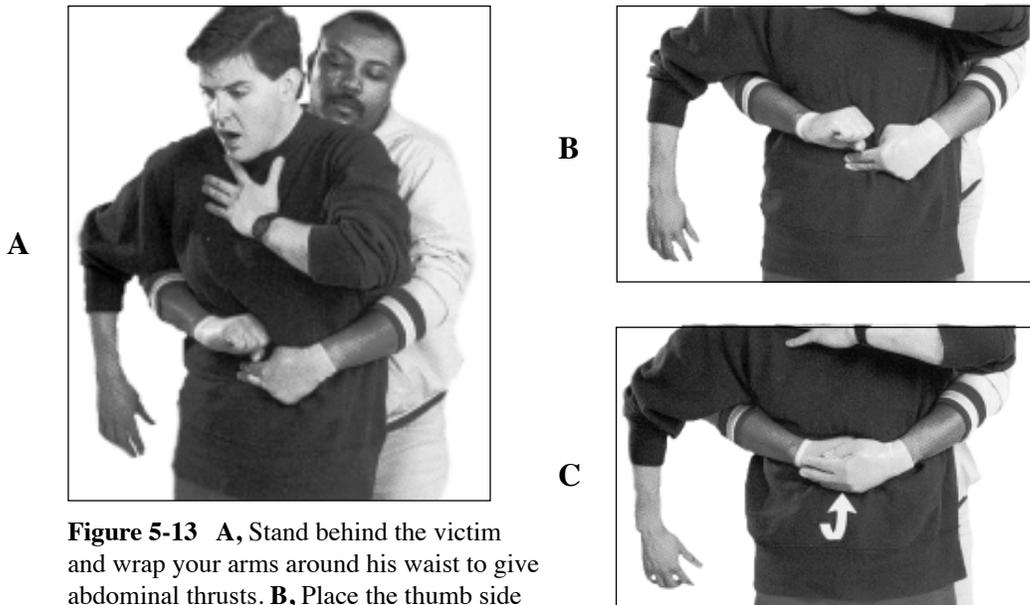
### **Summary**

In general, you should be thoroughly familiar with the instructional aids that are called for in the courses you teach. Test your equipment before class to see that it's working and can be seen by all. Good preparation will allow you to focus discussion on the material and not on the equipment.



## Sample Skill Practice Session

### Skill Sheet: Conscious Choking



**Figure 5-13** **A**, Stand behind the victim and wrap your arms around his waist to give abdominal thrusts. **B**, Place the thumb side of your fist against the middle of the victim's abdomen. **C**, Grasp your fist with your other hand and give quick upward thrusts into the abdomen.

### Skill Chart

Skill	Skill Component
<b>Conscious Choking</b>	<ul style="list-style-type: none"> <li>▼ Get consent from the victim before giving care.</li> <li>▼ Stand behind the victim with one of your legs between the victim's legs for support. Keep your head to the side of the victim's head.</li> <li>▼ With one hand, find the victim's belly button.</li> <li>▼ Make a fist with the other hand, and place the thumb side of the fist against the middle of the victim's abdomen, just above the belly button.</li> <li>▼ Grab the fist with the other hand and give quick, upward thrusts.</li> <li>▼ Each thrust should be a separate attempt to force the object out.</li> </ul>

# Participant Progress Log: Conscious Choking

## Standard First Aid Participant Progress Log

Name of Participant	Removing Gloves	Checking an Unconscious Victim*	Conscious Choking	Unconscious Choking*	Rescue Breathing*	Adult CPR*	Controlling External Bleeding*	Sling and Binder*	Head, Neck, and Back Immobilization	Skill Scenario 1 or 2*
1.										
2.										
3.										
4.										
5.										
6.										
7.										
8.										
9.										
10.										

\*Includes using appropriate basic precautions to reduce the risk of disease transmission (breathing barriers and/or disposable gloves)

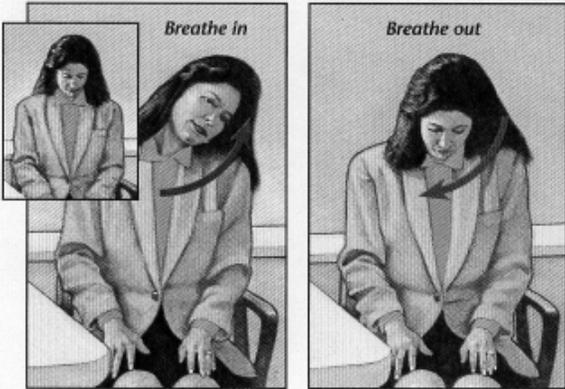
Unshaded areas = Required Skills

Shaded area = Participation

**Instructor Note:** The skills may need modification for participants with disabilities and other conditions. However, these participants may still be able to meet the objectives of the lessons and, ultimately, prevent injuries and save lives. This awareness challenges instructors to focus on the components of a skill that are needed to successfully complete an objective, as opposed to perfecting every facet of the skill. Always teach to the standard, but be aware that participants may modify how a skill is accomplished and still meet the objective. Test participants' skills accordingly.

**Warm-up**

- Relax and warm up with deep breathing. Inhale through your nose. Exhale through your mouth.
- Drop your head to your chest. While inhaling, roll your head up to your left shoulder. While exhaling, lower your head.
- Relax and repeat, rolling up to the right.



**For Your Neck and Head**



**Tip**

- Sit up straight and tuck in your chin.
- Gently tip your head to the left. Go back to center, then tip your head to the right.
- Repeat 3 times on each side.

**Turn**

- Sit up straight. Turn your head to the left, and look over your shoulder.
- Hold for a few seconds. Return to center and look over your right shoulder.
- Repeat 3 times on each side.

## Exercise Chart

Exercise	Exercise Component
Warm-Up	<ul style="list-style-type: none"> <li>▼ Relax and warm up with deep breathing. Inhale through your nose. Exhale through your mouth.</li> <li>▼ Drop your head to your chest. While inhaling, roll your head up to your left shoulder. While exhaling, lower your head.</li> <li>▼ Relax and repeat, rolling your head up to the right.</li> </ul>
Neck and Head: Tip	<ul style="list-style-type: none"> <li>▼ Sit up straight and tuck in your chin.</li> <li>▼ Gently tip your head to the left. Go back to center, then tip your head to the right.</li> </ul>
Neck and Head: Turn	<ul style="list-style-type: none"> <li>▼ Sit up straight. Turn your head to the left, and look over your shoulder.</li> <li>▼ Hold for a few seconds. Return to center, turn your head to the right, and look over your right shoulder.</li> </ul>



## How to Run Skill Practice Sessions

During the skill practice sessions, participants are learning and perfecting skills. The sessions should include direction and instruction, ample practice time, instructor reinforcement, corrective feedback and encouragement to ensure participants' success. In many American Red Cross courses, the steps of the skill practice sessions are clearly identified in the lesson plans. However, most aquatic courses rely on you, the instructor, to plan the skill practice session as you develop your individual lesson plans. Plan your skill practice sessions to reinforce learning objectives.

In general, skill practice sessions will involve instructor-led practice and reciprocal (partner) practice. During the practice sessions, you are responsible for—

- Demonstrating a skill and/or guiding students through it.
- Keeping the practice sessions running smoothly.
- Providing sufficient time for all participants to practice the skill.
- Identifying errors promptly and providing feedback to help participants improve their skills.
- Encouraging participants to improve their skills.
- Checking each student for critical skill competency.
- Ensuring a safe environment during the practice sessions.

### Orienting Participants to Skill Practice Sessions

Orienting participants to the practice sessions will help them get started more quickly and practice more efficiently. Participants often practice in groups of two or three (or more,

depending on space and supplies). Some skill practice sessions require participants to practice on other participants. Others, such as CPR and rescue breathing, require practice only on a manikin. **Emphasize to participants that, for personal safety, they do not practice these skills on each other.**

### How Participants Learn Skills

To acquire skills efficiently, participants should be supervised during practice sessions. They may need more attention during the first skill practice session. Carefully planning the first session and commending participants for good performance sets a positive tone for later sessions. The skills may be new to participants, and they may require frequent one-on-one attention. Understanding the way participants learn skills is important. Be aware that—

- Course skills may be complex, and participants often have some difficulties when they first begin.
- Skills are learned by practice. Refinements in technique take time, and immediate success in demonstrating the skill is unlikely.
- Skills require a defined sequence of movements, and participants should follow this sequence to perform the skills correctly.
- Learning times for each skill differ, since some skills are easier than others.
- Participants have different learning rates, and an instructor must take individual differences into account when teaching the course.
- Skills are quickly forgotten. Regular practice improves retention of skills.

## **Practice With a Partner (Reciprocal Practice)**

Practice with a partner has been included to give participants experience in providing care for a real person. One participant acts as the victim while another provides care. Participants change roles so that each person in the group has a chance to practice the skill.

During partner practice, be sure participants take the following precautions so that they do not get hurt:

- Participants should not engage in horseplay, which can lead to injury.
- **Tell participants that they should not make mouth-to-mouth contact with a partner, should not give actual rescue breaths and should not perform actual abdominal thrusts or chest compressions during the CPR skill practice sessions.**

## **Instructor-Led Practice**

Instructor-led practice, or drill, can be used for speeding up skill practice. It is particularly useful for introducing new skills that build on previously learned skills; for example, adding chest compressions to rescue breathing to perform CPR, or the skill of rescuing a submerged victim once participants know how to do a feet-first surface dive.

When you lead the practice, position the participants so that you can see everyone. If the participants are practicing on manikins, the manikins' heads should be pointing in the same direction, and all the participants should be in the same position next to the manikins. If the participants are practicing on partners, being able to see everyone allows you to judge skill competency as well as ensure participant safety.

Guide participants through each step of a skill, and have participants do each step together as a group, or in small groups, one step at a time. For most skills, allow the participants additional time to continue practicing on their own.

## **Helping Participants Practice Correctly**

You should watch for errors participants make while practicing. Try to correct problems as soon as possible so that participants will practice the skill correctly. While you are working closely with one participant, check others with an occasional glance. Correct any major problems you notice to keep participants from continuing to practice incorrectly. Encourage participants to ask questions if they are unsure how to perform any part of a skill. Stay in the practice area throughout the practice session to help participants who need assistance.

A positive learning environment is important. Participants perform best when they are kept informed of their progress. When they are practicing correctly, provide positive feedback. If they are practicing incorrectly, provide specific corrective feedback. Before saying what they are doing wrong, tell them what they are doing correctly. Then tactfully help them correct their errors.

Other strategies for corrective feedback include the following:

- If the error is simple, explain directly and positively how to correct the skill. Be specific when providing feedback. For example, if the participant is having trouble getting the chest to rise during rescue breathing, you might say, "Your hand position is good, but you should tilt the head back farther. That will open the airway more so your breaths can go in more easily."

- You may have to show the participant what he or she should be doing. For the previous example, you might have to tilt the manikin’s head yourself to show the participant how far back the manikin’s head should be to open the airway.
- It may help to tell the participants why they should perform a skill in a certain way. This may help them remember to perform the skill correctly. For example, if a participant continues to forget to open the airway before giving a rescue breath, you might remind the participant that in order to get sufficient air into the victim’s lungs, the victim’s airway must be open.
- If a participant has an ongoing problem with technique, carefully observe what he or she is doing. Give exact instructions for performing the technique the correct way, and lead the participant through the skill. It may be helpful to the participant to repeat the steps back to you to help reinforce them correctly.

Throughout this process, continue to remind the participants of both what they are doing right and what they are doing wrong. Use phrases like “Your compressions are very smooth, but they should be a little deeper,” or “You are doing a good job getting to the victim, but you need to support the victim securely to keep his or her face out of the water during the rescue.” Help participants focus on the “critical” aspects for each skill, which, when performed incorrectly, may be life threatening.

### **Physically Challenged Participants**

As an American Red Cross instructor, you may be asked to present courses to a class that includes one or more physically challenged

participants. Physically challenged participants include those who are deaf or hard-of-hearing, legally blind, lack full use of limbs have breathing difficulties or other physical problems. In some instances, entire classes may be composed of this special group. When the physically challenged individual can meet the stated course objectives, he or she should receive a course completion certificate. Instructor considerations that can help the physically challenged individual succeed in class include—

- Adapting teaching to these individuals.
- Remembering that there is no one strategy for teaching participants who have physical limitations.

Methods of recognizing limitations include—

- Instructor observation of participants.
- Participants’ statements.

### **Helping Participants Overcome Physical Challenges**

To help the participant overcome a physical challenge, you may modify the delivery of course materials by—

- Increasing the amount of time you spend with each participant.
- Allowing frequent rests.
- Helping participants modify the techniques necessary for successful skill completion. For example, a participant with one arm could be instructed to seal the nose with his or her cheek while using his or her arm and hand to do the head-tilt/chin-lift when giving CPR. Another example would be allowing a participant who is unable to get on the floor to perform skills on a manikin to place the manikin on a table or other platform.

Refer participants to Appendix D, Americans With Disabilities Act—Course Modification Guide, page 39 for more information on teaching physically challenged individuals.

Emphasize the value of information and skills learned, regardless of whether participants earn course certificates.

### **Skills Checklist**

Most courses have a skills checklist. The skills checklist is a tool for documenting a participant's progress and skills evaluation results. The skills checklist should be reproduced by the instructor for each class and used during skill practice sessions to check off skills as participants complete them. Most contain space for listing participants' names as well as the skills to be evaluated. (In some courses, a participant progress log is used instead of a skills checklist.)

Occasionally, a participant does not understand why he or she did not complete the course requirements. The skills checklist or participant progress log is useful in such situations because it enables an instructor to identify exactly what skills have been completed. An instructor may also use this form to track class attendance.

### **Practice on a Manikin**

Participants must practice on a manikin to learn the complete procedures for giving care during respiratory and breathing emergencies, including CPR. Participants must successfully demonstrate these skills on a manikin to receive an American Red Cross course completion certificate.

Having the manikins out of their cases at the beginning of class can help save valuable class time. If you take the manikins out before class, cover each face with a shield or piece of gauze to keep it clean. If you keep the manikins in

their cases until the beginning of the skill practice session, allow a few minutes to get them out at the beginning of the session.

### **Conducting In-Water Demonstrations and Skill Practice Sessions**

Often participants depend on demonstrations rather than words to understand the concepts and movements involved in performing a skill. Remember that, "A picture is worth a thousand words."

The skills performed in most aquatics programs have multiple actions occurring simultaneously. If a skill is only demonstrated from one side or angle, the secondary actions may be missed and the total picture will be incomplete. This is particularly true for skills that involve actions both above and below water. For example, in demonstrating how to turn a victim face up using a head and chin support, participants may clearly see the rescuer's hand and arm position above water, but may not notice the rescuer's bottom arm or leg action. Since supporting the victim and avoiding unnecessary movement are important when performing the rescue, the rescuer's underwater actions are significant elements in the total skill.

Instructors should focus on the "total picture" concept when demonstrating skills. Demonstrations should be performed as slowly as possible without losing the integrity of the skill. Whenever possible, all skills should be demonstrated in exactly the same manner from the front, back and both sides. This allows participants to see all sides and angles of a sequence. In some cases, this may not be possible, such as with an entry from a lifeguard stand. However, the more participants can see, the more they will conceptualize a skill. Whenever possible, the skill should first be demonstrated on land.

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A key element in mastering a motor skill is practice. Instructors should keep in mind that the more participants have the opportunity to practice, the better their skill performance and retention will be.

Practice sessions provide an immediate opportunity to put the “total picture” into practice. However, participants cannot be expected to be able to perform a skill correctly immediately. Therefore, instructors should break down skills into parts so that they can lead participants through the correct progression for each skill. For example, with hand practice for the head and chin support, an instructor may have the participants stop their movement after they have placed their hands and arms on the victim. This will allow the instructor to evaluate their hand and arm placement and make corrections before they proceed to the next step. This method is very effective for reinforcing correct actions.







## Instructor Agreement and Code of Conduct



### ***Instructor Agreement for American Red Cross Courses***

***The American Red Cross agrees to—***

- Provide the quality training needed to help you carry out your instructor responsibilities to prepare for, conduct, report on, and evaluate Red Cross courses.
- Provide in good condition the appropriate materials, supplies, and equipment needed to meet the requirements of each course you teach.
- Provide timely updates of information and skills when appropriate.
- Establish and explain all national and local policies, regulations, and procedures that relate to your instructor responsibilities, including the American Red Cross Code of Conduct (see back of page).
- Provide effective, timely support and guidance.
- Provide supervision for and evaluation of your teaching performance.

***As an American Red Cross instructor, I agree to—***

- Follow all the current policies, regulations, and procedures of the American Red Cross related to the conduct and administration of Red Cross courses, including the American Red Cross Code of Conduct.
- Accept supervision and evaluation of my instructor responsibilities by the American Red Cross.

- Recognize that the completion of an appropriate instructor training course is only a prerequisite of appointment as a Red Cross instructor and that the authorization to teach is granted only by receiving an instructor authorization issued by the appropriate Red Cross unit.
- Teach only those courses I am authorized to teach, and only within those jurisdictions in which I am authorized, as scheduled in coordination with the appropriate Red Cross unit.
- Follow through on all classes assigned to me, including teaching the complete curriculum for each Red Cross course, completing required records in a timely and accurate manner, and providing appropriate course certificates or other recognition to participants as specified by the service.
- Recognize that Red Cross materials are copyrighted and may be reproduced only with the permission of the American Red Cross at national headquarters.
- Identify myself as a Red Cross representative and the course materials as those of the Red Cross, and in general, act as an agent of the Red Cross in all matters related to the use of my instructor authorization.
- Recognize that this agreement remains in effect as long as my Red Cross instructor's authorization remains current.



## American Red Cross Code of Conduct

The American Red Cross is a charitable not-for-profit organization dedicated to providing service to those in need. The American Red Cross has traditionally demanded and received the highest ethical performance from its volunteer and paid staff. The conditions, however, under which American Red Cross services are being provided have changed dramatically over the past several years and will continue to change. Trends external to the American Red Cross, most notably economic trends and the resulting cost containment efforts in all sectors of the economy, mandate that renewed attention be given to the conduct of those individuals who represent this organization.

In an effort to maintain the high standard of conduct expected of the American Red Cross with respect to the management of its own affairs and to enable the American Red Cross to continue to offer services required by those in need, the American Red Cross adopts the following Code of Conduct applicable to all volunteer and paid staff.

**No volunteer or paid staff member shall:**

1. Authorize the use of or use for the benefit or advantage of any person, the name, emblem, endorsement, services, or property of the American Red Cross, except in conformance with American Red Cross policy;
2. Accept or seek on behalf of himself or any other person, any financial advantage or gain of other than nominal value offered as a result of the volunteer or paid staff member's American Red Cross affiliation;
3. Publicly utilize any American Red Cross affiliation in connection with the promotion of partisan politics, religious matters, or positions on any issue not in conformity with the position of the American Red Cross;
4. Disclose any confidential Red Cross information that is available solely as a result of the volunteer or paid staff member's affiliation with the American Red Cross to any person not authorized to receive such information or use to the disadvantage of the American Red Cross any such confidential information, without the express authorization of the American Red Cross;

5. Knowingly take any action or make any statement intended to influence the conduct of the American Red Cross in such a way as to confer any financial benefit on such person or on any corporation or entity in which the individual has a significant interest or affiliation; or
6. Operate in any manner that is contrary to the best interest of the American Red Cross.

In the event that the volunteer or paid staff member's obligation to operate in the best interests of the American Red Cross conflicts with the interests of any organization in which he has a financial interest or with which he is affiliated, the individual shall disclose such conflict to the American Red Cross as soon as he becomes aware of it, shall absent himself from the room during deliberations, and shall refrain from voting in connection with the matter. The individual shall not permit his presence at the meeting to be counted in determining whether there exists a quorum.

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*American Red Cross Unit*

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*Signature of Representative*

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*Title of Representative*

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*American Red Cross Instructor*

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*(Print name)*

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*Signature of Instructor*

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*Date*



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## AMERICAN RED CROSS CODE OF CONDUCT

### Introduction

The American Red cross is a charitable not-for-profit organization dedicated to providing service to those in need. The American Red Cross has traditionally demanded and received the highest ethical performance from its paid and volunteer staff. In an effort to maintain the high standard of conduct expected and deserved by the American public and to enable the organization to continue to offer services required by those in need, the American Red Cross operates under the following Code of Conduct, applicable to all paid and volunteer staff.

### Code of Conduct

No paid or volunteer staff member shall:

- a. Authorize the use of or use for the benefit or advantage of any person, the name, emblem, endorsement, services or property of the American Red Cross.
- b. Accept or seek, on behalf of himself or any other person, any financial advantage or gain of other than nominal value which may be offered as a result of the paid or volunteer staff member's affiliation with the American Red Cross.
- c. Publicly utilize any American Red Cross affiliation in connection with the promotion of partisan politics, religious matters or positions on any issue not in conformity with the official position of the American Red Cross.
- d. Disclose any confidential American Red Cross information that is available solely as a result of the paid or volunteer staff member's affiliation with the American Red Cross to any person not authorized to receive such information, or use to the disadvantage of the American Red Cross any such confidential information, without the express authorization of the American Red Cross.
- e. Knowingly take any action or make any statement intended to influence the conduct of the American Red Cross in such a way as to confer any financial benefit on any person, corporation or entity in which the individual has a significant interest or affiliation.
- f. Operate or act in any manner that is contrary to the best interests of the American Red Cross.

In the event that the paid or volunteer staff member's obligation to operate in the best interests of the American Red Cross conflicts with the interests of any organization in which the individual has a financial interest or an affiliation, the individual shall disclose such conflict to the American Red Cross upon becoming aware of it, shall absent himself or herself from the room during deliberations on the matter and shall refrain from participating in any decisions or voting in connection with the matter.



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**AMERICAN RED CROSS  
CODE OF CONDUCT**

CERTIFICATION

I, \_\_\_\_\_, certify that I have read and understand the Code of Conduct of the American Red Cross and agree to comply with it. I affirm that, except as listed below, I have no financial interest or affiliation with any organization which may have interests that conflict with, or appear to conflict with, the best interests of the American Red Cross. Should such conflicts or apparent conflicts of interest arise in connection with the affiliations listed below, I agree to refrain from participating in any deliberations, decisions or voting related to the matter.

I also agree, during the term of my affiliation with the American Red Cross, to report promptly to my supervisor, the Ethics Officer or the Office of General Counsel, any future situation that involves, or might appear to involve, me in any conflict with the best interests of the American Red Cross.

\_\_\_\_\_  
Date

\_\_\_\_\_  
Name and Title

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Address

\_\_\_\_\_  
Social Security Number

## Authorized Provider Agreement

### American Red Cross Authorized Provider Agreement

This Agreement is between:

(Name of corporation/organization herein referred to as the Authorized Provider)

and the

(of the American National Red Cross herein referred to as the Red Cross)

This Agreement outlines how the Red Cross and the Authorized Provider will work together to provide American Red Cross training to the community.

#### A. American Red Cross

1. The Red Cross agrees, with regard to the **Authorized Provider**, to—
  - a. Support the education of the employees, members, and/or clients of the Authorized Provider in American Red Cross training courses (see Appendix A for a list of education courses).
  - b. Make available such needed equipment the Authorized Provider does not possess and that the Red Cross agrees to supply (see Price List in Appendix A for a list of equipment rentals and fees).
  - c. Guarantee, for the period of the Agreement, the prices listed on the price list for the Authorized Provider fee; equipment rental; and, unless otherwise noted, course materials such as books and videos (see Appendix A). The Authorized Provider fee includes record keeping, certificate processing, administration, promotional assistance, and support. Other services may be available for additional fees as outlined in Appendix A.
  - d. Send an invoice to the Authorized Provider for the cost of materials and services within \_\_\_\_\_ working days after receipt of the materials or completion of the services unless other special arrangements are noted in Appendix A.
  - e. Maintain all course activity reporting forms (*Course Record* (F6418R and F6418AR), *Water Safety Instructor Activity Report* (F6418WSI), or *HIV/AIDS Education Activity Report* (F6418HIV)) for at least five years.
  - f. Verify all instructor authorizations, and maintain a list of authorized instructors who report their teaching activity through the Authorized Provider.
  - g. Maintain all instructor records and notify the Authorized Provider of instructors who are no longer authorized.
  - h. Maintain a close and ongoing supportive relationship with the Authorized Provider and its instructors. To do this, the Red Cross will contact the Authorized Provider at least \_\_\_\_\_ mutually agreed upon times during the term of this Agreement.

- i. Designate an individual to be the primary contact with the Authorized Provider and notify the Authorized Provider within \_\_\_\_\_ days if that individual changes. That individual is:

Name [name of Red Cross contact]  
 Title  
 Address  
 Phone Number  
 Fax Number  
 E-mail Address

- j. Ensure that the instructors who teach under the supervision of the Authorized Provider have signed the *Instructor Agreement* (F6574). Provide a sample copy to the Authorized Provider with this Agreement, as necessary.
- k. For those training programs outlined in Appendix A, train and authorize as American Red Cross instructors, all Authorized Provider representatives who meet American Red Cross training program prerequisites as outlined on the course fact sheets, successfully complete the required instructor training, and otherwise meet Red Cross requirements. The cost for this training is outlined in Appendix A.
- l. Unless otherwise indicated on the *Course Record*, arrange for completed certificates to be delivered within 10 working days of receipt of a properly completed *Course Record* to:  
 Name \_\_\_\_\_  
 Address \_\_\_\_\_
- m. Inform the Authorized Provider of promotional materials it could use in promoting training and provide those materials, as needed.
2. The Red Cross agrees, with regard to **instructors** teaching American Red Cross courses for the Authorized Provider, to—
- Support and evaluate them in an effective, supportive, and timely manner.
  - Provide them with all policies and procedures in a timely manner.
  - Provide them with information on updates and revisions in a timely manner.
  - Reauthorize those who meet the requirements for reauthorization and notify the Authorized Provider of those who do not meet these requirements.
  - Make available to them opportunities for volunteer and professional skills development with the American Red Cross.
  - Make available instructor materials needed to teach (see Price List on Appendix A).
3. The Red Cross agrees, with regard to the **participants** of the Authorized training programs, to provide textbooks, workbooks, and instructional materials, as applicable. The supplies, equipment, and materials will be provided according to the provisions indicated in A.1. above, and if equipment is reserved, according to the provisions of B.1.g. below.

## B. Authorized Provider

1. The Authorized Provider agrees, with regard to the **Red Cross**, to—
  - a. Identify qualified instructor candidates for training, certification, and authorization as American Red Cross instructors in the Red Cross courses outlined in this Agreement.
  - b. Designate an individual to be the primary contact with the Red Cross and also designate on-site contacts for multiple facilities and notify the Red Cross within \_\_\_\_\_ days if that individual changes. The primary contact for the Authorized Provider is:

Name  
Title  
Address  
Phone Number  
Fax Number  
E-mail Address

For multiple facilities, the individuals listed as on-site contacts for the individual facilities are found in Appendix C.

- c. Submit properly completed course reporting forms and the completed evaluation forms, as required, to the Red Cross within 10 working days of completion of each class.
- d. Remit to the Red Cross all payments agreed to within \_\_\_\_\_ days of receipt of the invoice or as outlined in Special Billing or Payment Instructions in Appendix A.
- e. Provide the names and copies of current authorizations of any new Red Cross instructors who teach for the Authorized Provider to the Red Cross at least 10 working days prior to the instructors teaching their first course, so that their authorizations can be verified. Appendix B contains a list of the Authorized Provider's currently authorized instructors. The Authorized Provider also agrees to notify the Red Cross in a timely manner of changes in an instructor's status. Additions and deletions can be made to this list by using copies of Appendix B.
- f. Support instructors' compliance with Red Cross policies and procedures.
- g. Notify the Red Cross of dates, times, and locations for each scheduled American Red Cross training course at least \_\_\_\_\_ days before the course start date.
- h. Refrain from revising, editing, or duplicating any American Red Cross copyrighted materials, in whole or in part, including videos, for teaching American Red Cross courses or for any other purposes, unless specifically approved in writing by the national headquarters of the American Red Cross. Requests for the above are to be channeled through the Red Cross chapter named in this Agreement.
- i. Obtain American Red Cross printed education materials and videos in quantities needed. (Reuse of workbooks and textbooks is only permitted in special situations and requires prior written approval from the Red Cross.)
- j. Be responsible for the use and prompt return to the Red Cross of any Red Cross owned equipment, in good condition, loaned or rented for use in training. Report to the Red Cross any equipment in need of service, repair, or replacement. Maintain in good condition all equipment the Authorized Provider owns and uses to conduct American Red Cross training programs.
- k. Ensure that classrooms and other facilities are safe, conducive to learning, and meet minimum space requirements of the American Red Cross as outlined in the appropriate instructor's manual.
- l. Allow a Red Cross representative to inspect classrooms, equipment, and other facilities used to conduct American Red Cross courses and to observe instructors while they teach American Red Cross courses for the purpose of ensuring consistency and improving the quality of instruction and assuring maintenance of national American Red Cross standards.

- m. Before printing or distribution, submit to the Red Cross for review and written approval, copies of all promotional brochures and advertising literature intended for public distribution that mention the American Red Cross. This will ensure that accurate statements are made about American Red Cross training and that the name and/or emblem are used appropriately.
2. The Authorized Provider agrees, with regard to the **instructors**, to—
    - a. Make instructors available to the Red Cross to participate in training, retraining, and other related events, as deemed necessary by the Red Cross, to gain and maintain sufficient levels of skill, knowledge, and understanding to conduct American Red Cross training.
    - b. Supply only American Red Cross print or audiovisual materials for the conduct of classes, except when the Red Cross approves, in writing, the use of other specific supplemental materials.
    - c. Require visual identification (material available from the Red Cross) of the American Red Cross by the instructor in the classroom during American Red Cross training courses.
    - d. Encourage instructors to volunteer for the American Red Cross.
  3. The Authorized Provider agrees, with regard to the **participants** in American Red Cross courses, to—
    - a. Notify participants that they are receiving American Red Cross training in accordance with American Red Cross standards.
    - b. Notify participants of course prerequisites, completion requirements, and other necessary information before the course.
    - c. Ensure that participants who have successfully met the course prerequisites, objectives, and certification requirements receive American Red Cross certificates.

This Agreement is limited to the geographical jurisdiction of the American Red Cross chapter(s) listed and described below.

Chapter	Geographical Jurisdiction
---------	---------------------------

If, during any phase of evaluation, the training conducted by an Authorized Provider's instructor is found to be below minimum American Red Cross standards for that course and the Red Cross determines that retraining is required for course participants, the retraining will be conducted by the Red Cross. In addition, the Authorized Provider will be responsible for reimbursing the Red Cross for the training at the amount equal to the published full service contract price or the training price minus the cost of books and materials the participants may already have.

This Agreement is effective until \_\_\_\_\_ unless renewed by agreement of the parties for a period to be determined between them. Either party may terminate this Agreement with 30 days written notice to this effect. In the event of termination, the responsibility for any training courses scheduled prior to the termination and/or expiration of this Agreement shall survive for a period of \_\_\_\_\_ days after the date of termination and/or expiration. All financial obligations shall continue until satisfied.



Agreed to this \_\_\_\_ day of \_\_\_\_\_.

**Authorized Provider Representative:**

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Title  
[click here to enter organization's name]

\_\_\_\_\_  
Signature

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

Fax: \_\_\_\_\_

**American Red Cross Representative:**

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Title

\_\_\_\_\_  
Signature

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

Fax: \_\_\_\_\_



### Authorized Provider Agreement (Appendix A)

The course(s) the American Red Cross will support under A.1.a. are as follows:

The following equipment (and applicable rental fee) is available to the Authorized Provider from the American Red Cross under A.1.b.:

<b>Equipment</b>	<b>Rental Fee</b>	<b>Per</b>
[insert equipment name here]	[price here]	[day/week]

The following price list is to be observed under A.1.c., A.1.k., and A.2.f.:

<b>Item Description</b>	<b>Fee</b>	<b>Unit</b>
Authorized Provider Fee		
[name of instructor course] Instructor Course Tuition		
Instructor Course Tuition		
Instructor Course Tuition		
Instructor Course Tuition		

Special Billing or Payment Instructions:

### Authorized Provider Agreement (Appendix B)

The following are currently authorized American Red Cross instructors who are authorized to teach under the terms of this Agreement outlined in B.1.e.:

Name	Address	Chapter of Authorization	Current Instructor Authorization	Please check status
				<input type="checkbox"/> Maintain instructor on list <input type="checkbox"/> Add this instructor to the list <input type="checkbox"/> Delete this instructor from list
				<input type="checkbox"/> Maintain instructor on list <input type="checkbox"/> Add this instructor to the list <input type="checkbox"/> Delete this instructor from list
				<input type="checkbox"/> Maintain instructor on list <input type="checkbox"/> Add this instructor to the list <input type="checkbox"/> Delete this instructor from list
				<input type="checkbox"/> Maintain instructor on list <input type="checkbox"/> Add this instructor to the list <input type="checkbox"/> Delete this instructor from list
				<input type="checkbox"/> Maintain instructor on list <input type="checkbox"/> Add this instructor to the list <input type="checkbox"/> Delete this instructor from list
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				<input type="checkbox"/> Maintain instructor on list <input type="checkbox"/> Add this instructor to the list <input type="checkbox"/> Delete this instructor from list
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				<input type="checkbox"/> Maintain instructor on list <input type="checkbox"/> Add this instructor to the list <input type="checkbox"/> Delete this instructor from list
				<input type="checkbox"/> Maintain instructor on list <input type="checkbox"/> Add this instructor to the list <input type="checkbox"/> Delete this instructor from list
				<input type="checkbox"/> Maintain instructor on list <input type="checkbox"/> Add this instructor to the list <input type="checkbox"/> Delete this instructor from list





## NOTES TO THE INSTRUCTOR/INSTRUCTOR TRAINER (COURSE RECORD)

(This form is used to record all Health and Safety Services courses, including instructor courses. All references herein to instructor apply to instructor trainer.)

The *Course Record* and the *Course Record Addendum* are official American Red Cross documents; therefore, it is mandatory that all sections be properly completed, including the signatures of instructors and co-instructors and/or their instructor authorization identification number assigned by their local Red Cross unit. If a participant is reluctant to provide personal data for the *Course Record Addendum*, submit, at the least, his or her legal name and the course grade (*exception*: names do not need to be collected/reported for HIV/AIDS education sessions).

### General Directions

**Course:** For this form, the term "course" refers to both national-supported and unit-determined courses, modules, presentations, and education sessions. A course consists of a single component or a group of components. For a listing of courses and their possible components, refer to the Course Component Information Sheet or contact your sponsoring Red Cross unit.

When you complete the *Course Record*—

- Print firmly using a ballpoint pen with dark ink color or type the information.
- Return the white and yellow copies to the sponsoring Red Cross unit within 10 working days of course completion. The sponsoring unit will forward the yellow copy to the unit of authorization for the instructor and co-instructor.
- Give the blue copy to the school, workplace, or community organization listed as the training site.
- Keep the pink copy for your personal records. Please make copies for co-instructors.
- Attach additional sheets as needed for comments.
- Refer to your instructor's manual for any directions for reporting your specific course, module, presentation, or education session.

### Section-by-Section Directions

#### Instructor and Co-instructor Information:

**Unit of Authorization:** Enter the Red Cross chapter, station, state, or national headquarters unit that maintains your instructor records and is responsible for reauthorizing you as an instructor.

**Unit Volunteer:** Check this box if you are teaching this course directly for the Red Cross as a volunteer instructor.

**Unit Paid Staff:** Check this box if you are paid by and are under the supervision of the Red Cross to conduct the course, either as a full-time, part-time, or hourly wage staff member.

**Third Party:** Check this box if you are a Red Cross authorized instructor who is teaching the course for an authorized provider. If this box is checked, list the name of the authorized provider in the line next to it.

**Comments:** Record any important overall information about the course, such as problems with equipment. HIV/AIDS instructors should refer to their instructor's manuals for additional information.

**Sponsoring Red Cross Unit:** Enter the name of the Red Cross chapter, station, or unit where the course was physically conducted.

**Training Site Information:** Enter the name and address of the school, worksite, community organization, or Red Cross unit where the course was conducted.

**Course Name:** Enter the name of the course (standard grouping of components). For a list of standard names, please refer to the Course Component Information Sheet or contact your sponsoring Red Cross unit.

**Course Code:** Enter the code for the course listed above.

**Total Individuals Enrolled in Course:** List the number of individuals enrolled in any part of the course. This is obtained by counting the names on the addendum or counting the number of participants.

### Component Information:

Complete the requested information for each course component(s) offered. **Component Name:** Enter the component name for each separate component that is taught as part of the course. If the course has only one component, enter the course name. For a listing of components that go with standard courses, refer to the Course Component Information Sheet or contact your sponsoring Red Cross unit.

**Code:** Enter the appropriate code for each component offered. This will be completed by the Red Cross unit.

**Hours:** For each component, enter the total hours spent teaching that component. Total this column to give the total number of hours for the course.

**Number Enrolled:** For each component, enter the number of participants enrolled. This can be obtained from the "Total Enrolled" column on the *Course Record Addendum* (Form 6418AR). If there is only one component, list the total number of participants enrolled from that one column.

**Number Passed:** For each component, enter the number of participants who passed. This can be obtained from the "Total Passed" column on the *Course Record Addendum* (Form 6418AR). If there is only one component, list the total number of participants who passed. Since certificates are not issued for HIV/AIDS presentations, enter N/A here.

**Number Audited/Incomplete:** For each component, enter the number of individuals who audited or did not complete the course.

**Course Date(s):** Enter the date that the course (grouping of components) started and ended.

**Ethnic Origin Information:** This information is optional and can be obtained from the Statistical Information Worksheet. The number of individuals in each category is based on information provided by the participants. If participants do not provide their ethnicity, they should be counted as "Did Not Report."

**Course Demographics:** Enter the correct category for the location of the course, module, presentation, or education session based on the definitions below.

Select the age group (youth or adult) that best describes the participants and then select the appropriate location category within that age group. If the participants are both youth and adult, select the age group (youth or adult) that best describes the majority of the participants.

**Youth:** refers to young people under the age of 25.

- **School K-12:** refers to courses, modules, presentations, and education sessions given in a classroom setting in K-12 schools while school is in session and where the majority of the participants are under the age of 25. This category does not include youth or adults reached in a session delivered in a school building after school hours.

- **College/University:** refers to courses, modules, presentations, and education sessions given in a higher education setting (including community colleges, colleges, and universities) where the majority of the participants are under the age of 25.

- **Other:** refers to courses, modules, presentations, and education sessions given in all other settings, such as youth organizations, religious institutions, and clubs, where the majority of the participants are under the age of 25. This category includes youth reached in a school building when school is not in session (i.e., after school hours).

**Adult:** refers to individuals who are age 25 and older.

- **Community:** refers to courses, modules, presentations, and education sessions given in locations other than the workplace, such as the chapter or a community center, where the majority of the participants are 25 years of age and older. This category includes adults reached in K-12 schools and in colleges/universities.

- **Workplace:** refers to courses, modules, presentations, and education sessions given at a particular business location where the majority of the participants are 25 years of age and older. This category also includes Workplace HIV/AIDS Program sessions delivered at a chapter to employees from multiple businesses or to employees of K-12 schools and colleges and universities.

**Certificate:** Check the box that indicates how certificates are to be distributed to participants.

**Office Use Only:** This section is to be completed by Red Cross office staff only.

**Signature(s):** For the *Course Record* to be valid, the instructor and all co-instructors must sign it and/or provide their instructor authorization identification number assigned by their local Red Cross unit.



### NOTES TO THE INSTRUCTOR/INSTRUCTOR TRAINER (Course Record Addendum)

*(This form is used to record all Health and Safety Services courses, including instructor courses. All references herein to instructor apply to instructor trainer.)*

For all services except Disaster Services, the *Course Record Addendum* (Form 6418AR) is to be used with the *Course Record* (Form 6418R). For Disaster Services, use only the *Course Record Addendum* to report courses. The *Course Record* and *Course Record Addendum* are official American Red Cross documents; therefore, it is mandatory that all sections be properly completed, including the signatures of instructors and co-instructors and/or their instructor authorization identification number assigned by their local Red Cross unit. If a participant is reluctant to provide personal data, submit, at the least, his or her legal name and the course grade (*exception*: names do not need to be collected/reported for HIV/AIDS education sessions).

#### General Directions

**Course:** For this form, the term “course” refers to both national-supported and unit-determined courses, modules, presentations, and education sessions. A course consists of a single component or a group of components. For a listing of courses and their possible components, refer to the Course Component Information Sheet or contact your sponsoring Red Cross unit.

When you complete the *Course Record* and the *Course Record Addendum*—

- Print firmly using a ballpoint pen with dark color ink or type the information.
- When the addendum is completed, separate copies of the form and attach like colors to like colors of the *Course Record*.
- Return the white and yellow copies to the sponsoring Red Cross unit within 10 working days of course completion. The sponsoring unit will forward the yellow copy to the unit of authorization for the instructor and co-instructor.
- Give the blue copy to the school, workplace, or community organization listed as the training site.
- Keep the pink copy for your personal records. Please make copies for co-instructors.
- Attach additional sheets as needed for comments.
- Refer to your instructor’s manual for any directions for reporting your specific course, module, presentation, or education session.

#### Section-by-Section Directions

**Course Name:** Enter the name of the course (grouping of components). This name is the standard name given a course or the grouping of components. For a listing of standard course names, please refer to the Course Component Information Sheet or contact your sponsoring Red Cross unit.

**Course Code:** Enter the numeric code that corresponds to the course name. This number can be obtained from the Course Component Information Sheet or by contacting your sponsoring Red Cross unit.

**Name of Instructor/Name of Co-Instructor:** Enter the name(s) of the instructor and co-instructor. If there is more than one co-instructor, enter the names from the *Course Record* (Form 6418R).

**Components:** Enter the component code or standard abbreviation for each separate component that is taught as part of the course. If the course has only one component, then enter the course code. For a list of components that go with standard courses, refer to the Course Component Information Sheet or contact your sponsoring Red Cross unit.

**Enrolled:** Check the component(s) in which each participant enrolled.

**Grade:** For each component taken by a course participant, enter a grade of Pass (P), Fail (F), Incomplete (I or Inc), or Audit (A). Criteria for grading are outlined in your instructor’s manual. If participants’ names are recorded for HIV/AIDS presentations, N/A is listed for the course grade.

**Name:** Enter the last and first name of the course participants.

**Mailing Address:** Enter the mailing address of each participant. Filling in this section is optional, depending on sponsoring unit policy.

**Phone:** Enter the phone number of each participant. Filling in this section is optional, depending on sponsoring unit policy.

**Instructor Comments:** Record, after a participant’s name, any important information about the participant, for example, interested in becoming an instructor, reason for incomplete or failure.

**DSHR (For Disaster-Related Courses Only):** The participant needs to indicate with a check if he or she is enrolled in the national Disaster Services Human Resources (DSHR) System.

**Certificate(s) to Issue (Unit Use):** For each course participant, the sponsoring unit will enter the name or code for the certificate or certificates to be issued. The certificates issued depend on the component or grouping of components participants pass. For a listing of which certificate or certificates to issue, refer to the Course Component Certificate Information Sheet. This section is optional for instructor courses. Instructors may also use this section to note special certificates, for example, issuing a Standard First Aid certificate because the participant has a current Adult CPR certificate.



## Water Safety Instructor Activity Report (F 6418(WSI) Beta Test) General Directions for Instructors

### Use of this Form

This form is intended to be used only for those courses listed on the form. Other courses must be reported on the appropriate Course Record (F6418R) and Course Record Addendum (F6418AR). The form can be accepted by fax, e-mail or regular mail. This form is to be completed within 10 working days of course completion.

### RETURN COMPLETED FORM TO:

Send the form to the Red Cross unit where the course was taught. If you do not have the address for the local chapter you can call them or locate them on the Red Cross Web site at [www.redcross.org](http://www.redcross.org) under "Your Local Red Cross."

### INSTRUCTOR INFORMATION

Provide all the information requested. The "Instructor ID Number" is provided by the Red Cross chapter you teach for and can be substituted for the signature if the form is e-mailed. Please check the box if the address or phone number provided is new.

### AUTHORIZED PROVIDER INFORMATION

In this section provide the requested information. The Authorized Provider Client ID is currently optional. Contact the local chapter for the number and to see if it is needed for your facility.

### COURSE INFORMATION

In this section provide the requested information for each course taught. There is to be only one course per line. Information on specific columns is below:

Place a check under the course name.

In the box under the course name and code place a check mark for the course taught. There should only be one check per line.

### Number Passed

For that course note the number passed.

### Number Enrolled

List the number of students enrolled in each course

### Date Started and Date Completed

For that course list the start and completion date.

### Name of Co-Instructor or Instructor Aide:

If there was a co-instructor, list that person next to the course. If an Instructor Aide assisted with the course list the name of that person and place an "A" next to their name.

### CHERS Class Number

This is for chapter use and the chapter is to enter the CHERS Class number that is generated when the course is entered into CHERS.

# American Red Cross

# HIV/AIDS Education Instructor Activity Report

This form can only be used with the courses/presentations listed below.

<p><b>CHAPTER INFORMATION</b>                  [Chapter Contact] _____                  [Chapter Name] _____                  American Red Cross _____                  [Street Address] _____                  [City, State Zip Code] _____                  [E-mail Address] _____                  Fax Number [Enter Fax Number Here] _____</p>	<p><b>INSTRUCTOR INFORMATION</b>                  Instructor Name _____                  Street Address _____                  City, State Zip Code _____                  (A/C) [Phone Number] _____                  Instructor Telephone No. _____                  Instructor ID No. _____                  Instructor's Chapter of Authorization _____                  Check here if new address or phone number. <input type="checkbox"/></p>																
<p><b>AUTHORIZED PROVIDER INFORMATION</b>                  Authorized Provider Name _____                  Authorized Provider ID No. _____</p> <p><b>TRAINING SITE INFORMATION</b>                  Organization Name _____                  City, State Zip Code _____</p> <p>Below provide the information requested for the course or presentation conducted. By submitting this form, the instructor acknowledges that the course or presentation was conducted according to American Red Cross standards.</p>	<p><b>CO-INSTRUCTOR INFORMATION</b>                  Instructor Name _____                  Street Address _____                  City, State Zip Code _____                  (A/C) [Phone Number] _____                  Instructor Telephone No. _____                  Instructor ID No. _____                  Instructor's Chapter of Authorization _____                  Check here if new address or phone number. <input type="checkbox"/></p>																
<p><b>COURSE/COMMUNITY SESSION INFORMATION</b>                  Check the presentation offered.  <input type="checkbox"/> Workplace HIV/AIDS Presentation (3501)  <input type="checkbox"/> HIV/AIDS Basic Fundamentals Community Session (3513)  <input type="checkbox"/> HIV/AIDS Basic Prevention Skills (3514)  <input type="checkbox"/> Hispanic HIV/AIDS Fundamentals Community Session (3515)  <input type="checkbox"/> African American HIV/AIDS Fundamentals Community Session (3517)  <input type="checkbox"/> Act SMART Module I (3519)  <input type="checkbox"/> Act SMART Module II (3520)  <input type="checkbox"/> Act SMART Module III (3521)</p>	<p><b>ETHNIC ORIGIN INFORMATION OF PARTICIPANTS</b></p> <table border="1" style="width:100%; border-collapse: collapse;"> <tr> <td>White</td> <td>Asian/Pacific Islander</td> </tr> <tr> <td>Black</td> <td>American Indian/Alaska Native</td> </tr> <tr> <td>Hispanic</td> <td>Did Not Report</td> </tr> <tr> <td>Gender</td> <td>Male</td> </tr> <tr> <td></td> <td>Female</td> </tr> </table> <p><b>For Red Cross Use Only</b></p> <table border="1" style="width:100%; border-collapse: collapse;"> <tr> <td>Red Cross Branch</td> <td>Chapter Use</td> </tr> <tr> <td>Date Received</td> <td>Date Recorded</td> </tr> <tr> <td>Recorded by</td> <td></td> </tr> </table>	White	Asian/Pacific Islander	Black	American Indian/Alaska Native	Hispanic	Did Not Report	Gender	Male		Female	Red Cross Branch	Chapter Use	Date Received	Date Recorded	Recorded by	
White	Asian/Pacific Islander																
Black	American Indian/Alaska Native																
Hispanic	Did Not Report																
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	Female																
Red Cross Branch	Chapter Use																
Date Received	Date Recorded																
Recorded by																	

Form 6418(HIV)(Beta Test)



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**HIV/AIDS Education Presentation Reporting Form  
Form 6418(HIV) (Beta Test)  
General Directions for Instructors**

**Use of the Form**

The form is intended to be used only for those courses listed on the form. Other education sessions, such as HIV/AIDS Education Instructor courses, Starter Facts and Facts Practice, must be reported on the appropriate *Course Record* (6418) and *Course Record Addendum* (6418AR).

This form can be accepted by fax, e-mail or regular mail. This form is to be completed within 10 working days of the completion of the education session.

**RETURN COMPLETED FORM TO:**

Send the form to the location indicated on the form. If you do not have the address for the local chapter, you can call them or locate them on the Red Cross Web site at [www.redcross.org](http://www.redcross.org) under “Your Local Red Cross.”

**INSTRUCTOR/CO-INSTRUCTOR INFORMATION**

Provide all the information requested. The “Instructor ID Number” is provided by the Red Cross chapter you teach for. If the chapter has not issued you a number, you may leave this space blank.

Please check the box if the address or phone number provided is new. So this can be sent via e-mail, the signature seen on other report forms is not required on this form.

**AUTHORIZED PROVIDER INFORMATION**

Provide the requested information. The Authorized Provider Client ID should be on your Authorized Provider Agreement. If you do not have it, you can contact your local chapter.

**TRAINING SITE INFORMATION**

Provide the name of the organization that the training was conducted for with the city, state, and zip code.

**COURSE/COMMUNITY SESSION INFORMATION**

Provide the requested information for each course taught. Information on specific columns is below.

**Check the presentation offered**

In the box next to the presentation or community session name and code, place a check mark for the one taught. Report only one presentation or community session per form.

**Start Date and End Date**

List the start and completion date of the presentation or community session.



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### **Number Enrolled**

List the number of participants enrolled in the course or presentation.

### **Ethnic Origin Information**

**This information is optional** and can be obtained from the Statistical Information Worksheet. The number of individuals in each category is based on information provided by the participants. If participants do not provide their ethnicity, they should be counted as “Did Not Report.”

### **Course Demographics**

Enter the correctly category for the location of the course, module, presentation or education session based on the definitions below.

Select the age group (youth or adult) that best describes the participants and then select the appropriate location category within that age group. If the participants are both youth and adult, select the age group (youth or adult) that best describes the majority of the participants.

*Youth* refers to young people under the age of 25.

- School K-12 refers to courses, modules, presentations and education sessions given in a classroom setting in K-12 schools while school is in session and where the majority of the participants are under the age of 25.
- College/University refers to courses, modules, presentations and education sessions given in a higher education setting (including community colleges and universities) where the majority of the participants are under the age of 25.
- Other refers to courses, modules, presentations and education sessions given in all other settings, such as youth organizations, religious institutions and clubs, where the majority of the participants are under the age of 25. This category includes youth reached in a school building when school is not in session (e.g., after school hours).

*Adults* refer to individuals who are age 25 and older.

- Community refers to courses, modules, presentations and education sessions given in locations other than the workplace, such as the chapter or a community center, where the majority of the participants are 25 years of age and older. This category includes adults reached in K-12 and in colleges/universities.
- Workplace refers to courses, modules, presentations and education sessions given at a particular business location where the majority of the participants are 25 years of age and older. This category also includes Workplace HIV/AIDS Program session delivered at a chapter to employees from multiple businesses or to employees of K-12 schools and colleges and universities.

### **CHaper Environment Resource System (CHERS) Class Number**

This is for chapter use and the chapter is to enter the CHERS Class number that is generated when the course is entered into CHERS.



## Administrative Terms and Procedures

The following information has been condensed from the *Health and Safety Services Manual of Administrative Policy and Procedures* (MAPP) (ARC A3530) and is intended to define some American Red Cross terminology and provide some background in course administration. Contact your local Red Cross chapter for further clarification.

**Audit**—Audit should be entered as the final grade for a participant who has chosen the self-evaluation option for testing. This participant is allowed to choose his or her own level of participation and does not receive a course completion certificate. This should not be substituted for a Fail for a participant who attempts certification but is unable to pass the completion requirements.

**Authorized**—To be accepted by a local American Red Cross chapter to teach an American Red Cross course in that chapter’s jurisdiction. To become authorized, the Health and Safety Services Instructor Certificate (F5736) and the Instructor Agreement (F6574) must be signed by the instructor and an official from the chapter of authorization.

**Authorized Provider**—An outside company, organization or individual that provides Red Cross instructional programs as outlined in the signed Authorized Provider Agreement (F6575). (See also Third-Party Instructor.)

**Authorized Provider Agreement (F6575)**—An agreement between the Red Cross and a third-party provider of Red Cross instructional courses outlining the responsibilities of each party.

**Certificate**—Formal recognition that an individual has passed an American Red Cross course of record.

**Certified**—Term used to describe the circumstance when a course participant passes an American Red Cross course and is issued a completion certificate.

**Code of Conduct**—A code that all paid and volunteer staff of the American Red Cross, in delivering Red Cross services, shall meet. It is signed, as part of the Instructor Agreement, by every authorized American Red Cross instructor, and it serves as a general agreement between the instructor and the local American Red Cross chapter.

**Co-teach**—Sharing full participation in course leadership and instruction with one or more co-instructors; also known as team teaching.

**Course of Record**—A course taught, properly reported and accepted by the American Red Cross chapter in the jurisdiction where the course was conducted.

**Course Record (F6418R)**—A form that lists demographic information and is completed by an instructor and turned in within 10 days after course completion to the local American Red Cross chapter in whose jurisdiction the course was taught. This record is used to document certificate issuance, instructor teaching activity, and service activity for statistical reports.

**Course Record Addendum (F6418AR)**—A form that lists demographic information on participants and grades received for a course. Should be used in addition to the *Course Record* (F6418R).

**Extended Authorization**—Permission granted by a local American Red Cross chapter to an American Red Cross instructor from another jurisdiction to teach within that chapter’s jurisdiction. Instructors must request and receive extended authorization from the new chapter prior to teaching.

**Fail**—A course grade signifying that a participant has not passed ALL the required skills and/or written tests and prefers not to be retested or does not pass a retest.

**Incomplete**—A course grade signifying that a participant is unable to complete the course because of certain circumstances, such as illness or death in the family. An incomplete is given only when arrangements to complete the training have been made.

**Instructor**—A member of a select group of individuals authorized by the American Red Cross to teach American Red Cross basic level courses and impart knowledge and skills consistent with American Red Cross policies, procedures, standards, and guidelines.

**Instructor Agreement (F6574)**—A form to be signed by American Red Cross instructors before being authorized to teach an American Red Cross course. It explains the rights and responsibilities of both the instructor and the American Red Cross chapter of authorization.

**Instructor Aide**—An individual who successfully completes instructor-aide training to help an instructor with a basic level course.

**Instructor Course Record**—On successful completion of an American Red Cross instructor course, the original copy of an Instructor Certificate (F5736) is signed by the instructor trainer and issued to the instructor candidate. This must be endorsed by the local American Red Cross chapter before the instructor begins teaching. Endorsement by the local Red Cross chapter authorizes the instructor candidate to teach and issue the appropriate American Red Cross certificates within the jurisdiction of that administrative chapter.

**Instructor Trainer (IT)**—A member of a select group of individuals who exemplify the qualities of the American Red Cross and serve as role models for instructors and other instructor trainers. ITs are authorized by the local American Red Cross chapter to teach American Red Cross instructor courses and the Fundamentals of Instructor Training (FIT) course or its national Health and Safety Services replacement within that chapter's

jurisdiction. An IT may assist the local Red Cross chapter with training updates, recruitment or other leadership responsibilities.

**Minimum Enrollment for Courses**—Each course must have enough participants to provide course participants with sufficient skills practice to accomplish the course objectives.

**Pass**—A course grade signifying that a participant has successfully completed ALL the required skills and written tests according to national standards.

**Reauthorization**—To become authorized again by teaching or co-teaching at least one course during an authorization period. A new Health and Safety Services Instructor Authorization Certificate (C3005) is issued upon reauthorization.

**Record Card**—A card maintained by a local Red Cross chapter (also called an Instructor Record) that contains general demographic information, American Red Cross teaching history and current authorizations of an instructor or instructor trainer. May be maintained on hard copy or on a computer.

**Suspension**—The temporary withholding of an instructor's authorization by a local Red Cross chapter while formal steps are undertaken to determine whether to continue or withdraw the instructor's authorization.

**Third-Party Instructor**—An authorized instructor who teaches American Red Cross courses under the supervision of an authorized provider. (See also Authorized Provider.)

**Transfer of Authorization**—When a local American Red Cross chapter accepts a current instructor from another local American Red Cross chapter to teach within the accepting chapter's jurisdiction on a permanent basis. Contact the new American Red Cross chapter for further information on how the American Red Cross can transfer teaching records to the new location.

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**Unit of Authorization**—The chapter that initially endorses an instructor, that maintains his or her instructor records and is responsible for reauthorizing an instructor.

**Volunteer**—An individual who, beyond the confines of paid employment and normal responsibilities, contributes time and service to the American Red Cross to assist in the accomplishment of its mission.

**Withdrawal of Authorization**—The removal of an instructor’s authorization to teach within the American Red Cross chapter’s jurisdiction for due cause. Due cause generally means that the instructor does not or will not abide by the standards, policies or procedures of the American Red Cross organization and its programs or in some way abuses the position of an authorized American Red Cross instructor.



## Customer Satisfaction Questionnaire

### CUSTOMER SATISFACTION QUESTIONNAIRE Health and Safety Services Training

The American Red Cross is interested in learning about your experience with health and safety training. Please help us by answering the following questions.

- Which of the following courses did you take today? *(CHECK ONLY ONE.)*
  - First Aid only
  - CPR only
  - Both First Aid and CPR
  - Lifeguard Training
  - Water Safety
  - HIV/AIDS Prevention Education
  - Child Care
  - Foundations for Caregiving
  - Other: \_\_\_\_\_
- Where did the training take place?
  - At the Red Cross chapter
  - At work
  - At school
  - At a recreation center or pool
  - At another community service organization
- Did you need certification for a job, school, a volunteer position, or another requirement?
  - Yes     No

- Thinking about your experience with this Red Cross course, please rate the following:

<i>Circle one number for each phrase below.</i>	Excellent	Very Good	Good	Fair	Poor	Does Not Apply
Quality of instructor	5	4	3	2	1	0
Inclusion of skills and information that you needed	5	4	3	2	1	0
Quality of course books and videos	5	4	3	2	1	0
Effectiveness in helping you learn skills	5	4	3	2	1	0
Cost of the course to you	5	4	3	2	1	0
Length of the course	5	4	3	2	1	0
Overall rating of this Red Cross course	5	4	3	2	1	0

- | <i>Check one response for each question below.</i>                           | Definitely would         | Probably would           | Undecided                | Probably would not       | Definitely would not     |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 5. Would you recommend this Red Cross course to a friend?                    | <input type="checkbox"/> |
| 6. If needed, would you feel comfortable using the skills you learned today? | <input type="checkbox"/> |
| 7. If asked, would you volunteer for the American Red Cross?                 | <input type="checkbox"/> |
| 8. If asked, would you donate money to the American Red Cross?               | <input type="checkbox"/> |
|  | 5                        | 4                        | 3                        | 3                        | 1                        |

FOR RED CROSS CHAPTER OFFICE USE ONLY: This course was conducted by a Red Cross (CHECK ONE) <input type="checkbox"/> Authorized Provider Instructor <input type="checkbox"/> Volunteer Instructor <input type="checkbox"/> Paid Instructor
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## Course Planning Checklist

- Become authorized by the local American Red Cross chapter to teach the course.
- Sign the *Instructor Agreement* and, if appropriate, the Authorized Provider Agreement.
- Register the course with your local chapter following local procedures.
- Reserve a classroom.
- Schedule any additional instructors, if necessary.
- Advertise the course in the chapter's newsletter and/or in local press, as appropriate.
- Send a preliminary letter to those who have registered for the course giving information such as time and location.
- Obtain a sufficient number of—
  - Participant's materials (manuals, skill cards, booklets).
  - Equipment (review the participant-to-equipment ratios provided in specialty course equipment checklists).
- Obtain course supplies, such as—
  - Course videos.
  - *Course Record* (F6418R) and *Course Record Addendum* (F6418AR), or other appropriate reporting forms, as required by local chapter policy.
- Participant course evaluation forms (one for each participant).
- Appropriate course certificates (one for each participant).
- American Red Cross posters to put up in the classroom.
- Name tags or name tents for each participant.
- Permanent markers, pens, and pencils.
- Newsprint and easel.
- VCR and monitor.
- Carefully review the lessons in the specialty instructor's manual a few days before teaching the class.
- If possible, check the facility a day or two in advance, or arrive for class sufficiently early to check the classroom to be certain that the necessary equipment and enough chairs for the participants are available. Locate emergency exits, restrooms and telephones so you can tell the participants where they are. Be sure you know the building's policies about smoking.



## Self-Study Guide for Educators and Trainers

### Lesson 1

#### INTRODUCTION

1. Review the Course Purpose in Lesson 1 in the participant’s manual on page 1.
2. Review the Learning Objectives for this course in Lesson 1 in the participant’s manual on page 1.

### Lesson 2

#### HISTORY AND MISSION OF THE AMERICAN RED CROSS

##### Lesson Objectives

After completing this lesson, instructor candidates should be able to—

- Identify the lines of service in the American Red Cross in a matching exercise.
- Describe the qualities or characteristics of Red Cross heroes and relate them to concepts of volunteerism and community involvement.

1. Become familiar with the description and mission of the American Red Cross.
  - The American Red Cross is a humanitarian organization, led by volunteers and guided by its Congressional Charter and the Fundamental Principles of the International Red Cross and Red Crescent Movement.
  - It is the mission of the American Red Cross to provide relief to victims of disaster and help people prevent, prepare for and respond to emergencies.
2. Watch the Fundamentals of Instructor Training video segment: “History and Heroes of the Red Cross” (8:57).
3. Turn to the exercise, “Lines of Service,” in Lesson 2 in the participant’s manual on page 3 and complete the matching exercise. Then check your answers—they should have been D, C, F, A, B, E, in that order.
4. Read Appendix A, American Red Cross Historical Heroes, on page 25 in the participant’s manual as a supplement to the video.
5. It is important to be aware that—
  - What the American Red Cross does cannot be accomplished without our greatest resource—the people of the American Red Cross.
  - The American Red Cross has many heroes—historical and modern day— throughout our Lines of Service.

- Our most familiar hero is Clara Barton. Because of her devotion and dedication in founding the American Red Cross and throughout its early years, the organization has served Americans since 1881 in wartime and in times of peace during natural disasters and national calamities.
  - The lines of service have heroes throughout history. Examples are the individuals highlighted in the video who identified needs in their communities and volunteered to become involved to address those needs.
  - The spirit of volunteerism and community involvement continues with the paid and volunteer staff that make up the American Red Cross today.
  - Modern-day heroes of the American Red Cross are making a difference in their communities and around the world.
6. Turn to the exercise, “Heroes of the American Red Cross,” on page 4 in the participant’s manual. Identify and list three characteristics of heroes and explain how these characteristics relate to concepts of volunteerism and community involvement.

### Lesson 3

## CHAPTER PRIORITIES

### Lesson Objective

After completing this lesson, instructor candidates should be able to identify key chapter priorities.

1. Read the following information to understand the structure of the Red Cross.
  - The International Red Cross and Red Crescent Movement is the largest humanitarian, volunteer organization in the world, with over 175 member countries.
  - Seven guiding principles provide direction for the movement and all Red Cross and Red Crescent Societies must adhere to them.
  - These principles include the following:
    - Humanity
    - Impartiality
    - Neutrality
    - Independence
    - Voluntary Service
    - Unity
    - Universality

- The American Red Cross is not a governmental agency.
  - It relies on the generosity of the American people to offer its services.
  - The American Red Cross is required by Congressional Charter to provide—
    - Relief to victims of disaster.
    - Emergency communications and assistance to members of the Armed Forces and their families.
  - Consistent with the seven guiding principles of the International Red Cross and Red Crescent Movement, the American Red Cross helps people prevent, prepare for and respond to emergencies.
  - Volunteer leadership and guidance is provided to national headquarters by a Board of Governors.
  - National headquarters of the American Red Cross provides direction and materials to the local Red Cross chapters.
  - National headquarters reserves the right to control and monitor a chapter's operations, courses and use of materials to ensure quality and consistency with national goals and priorities.
  - A local chapter is chartered by the American Red Cross and is responsible for providing American Red Cross programs and services within its assigned jurisdiction.
  - Most chapters have a paid staff. However, the chapter is governed by a local volunteer board of directors, and primary service delivery is accomplished by volunteers.
2. Turn to Appendix B, The International Red Cross and Red Crescent Movement, on page 31 in the participant's manual for more information about the seven guiding principles.
  3. Turn to the exercise, "Local Chapter Priorities," on page 5 in the participant's manual. Fill in the name of your local Red Cross chapter and mark the boxes for the services and activities that you think your local Red Cross chapter may offer. Your local chapter representative will review this material with you after you have completed this self-study guide. At that time, also ask your chapter representative to let you know about its priorities, major fundraising events and/or other special events it may sponsor.
  4. Turn to Appendix C, American Red Cross Health and Safety Services Programs and Courses, on page 33 in the participant's manual. This is a listing of most Red Cross programs and courses. Contact your local chapter if you are interested in any of the programs and courses listed.

## Lesson 4

### STYLES OF LEARNING AND INSTRUCTION

#### Lesson Objectives

After completing lessons 4 and 5, instructor candidates should be able to identify appropriate teaching methods and facilitation skills used in American Red Cross courses.

1. Review these definitions of learning and the types of learning included in American Red Cross courses.
  - There are diverse definitions of “learning.”
  - Most would agree that learning—
    - Involves the process of change.
    - Requires acquisition of new knowledge, skills or attitudes.
    - Comes from study and/or life experiences.
    - Occurs over a period of time.
    - Is a lifelong process.
  - Red Cross courses include three types of learning:
    - Affective: Change in attitudes and/or behavior
    - Cognitive: Introduction of new facts, concepts and skills
    - Psychomotor: Introduction of new motor skills
2. Be aware that in most cases, American Red Cross courses have standardized instructor outlines with required and/or recommended activities and strategies allowing instructors to provide consistent, high-quality instruction that meets the learners’ need for accurate information, builds correct psychomotor skills and facilitates the learners’ ability to make decisions and solve problems. Through preplanning and ongoing evaluation during a class, instructors can address individual learning needs and characteristics through the use of specific strategies to enhance learning and overcome barriers. You need to know these strategies, remembered with the mnemonic **MARS**, that are used throughout American Red Cross courses to enhance learning.

**MARS**

The mnemonic MARS (motivation, association, repetition and senses) can help you remember these four concepts of learning.

- Motivation** Participants learn more effectively when they find value in the subject and/or are goal directed.
- Association** Participants learn more readily when they can associate the information with previous experiences or learning.
- Repetition** Review, summary and practice provide repetition that helps participants learn.
- use of Senses** Learning occurs more rapidly when participants are engaged and actively involved in the learning process through the use of as many senses as possible.

3. Turn to the exercise in Lesson 4, “Motivations to Learn,” on page 7 in the participant’s manual. Fill in some motivations to learn that participants might have and give examples of American Red Cross courses a participant might choose to take given that motivation. Then read the bullets below for some suggested answers.

<b>Motivation</b>	<b>Examples of American Red Cross courses</b>
● To learn job skills	Babysitter’s Training, Lifeguarding, Personnel Practices for Supervisors
● Interested in the subject	Adult CPR/AED
● Have health concerns	HIV/AIDS Prevention Skills
● To learn “how-to” skill	Learn-to-Swim
● Required by or for job	Workplace Training: Standard First Aid, Serving the Diverse Community
● For self-improvement	Learn-to-Swim, The Inclusive Leader

4. It should be noted that—
- In many American Red Cross courses participants learn through reading, completing written exercises, watching videos, practicing skills and/or participating in group activities.
  - Participants learn in different ways and at different speeds and bring to class diverse characteristics that affect their ability to learn.
  - Some participants in American Red Cross classes may have specific disabilities, such as visual impairment, hearing impairment or limitations in mobility, strength and/or coordination.
  - No person shall be deprived of American Red Cross service because of his or her color, sex, race, religious beliefs, sexual orientation, national origin or physical or mental disability.
  - Instructors must be flexible and creative to accommodate the special needs of these learners and enable them to meet the objectives of the course.

5. Turn to the exercise in Lesson 4, “Diverse Characteristics of Learners,” on page 8 in the participant’s manual and complete the chart. Then check your answers against the bullets below.

<b>Characteristic</b>	<b>Instructor Plan/Response to Enhance Learning</b>
● Education	Use simple, clear terms. Check often for understanding. (R) Use visuals when possible. (S)
● Reading ability	Minimize reading of written materials. (S) Use visual aids when possible. (S) May need to give oral examinations. (S)
● Cultural background	Be aware and sensitive to cultural differences, and make certain other participants respect the differences during class.
● Strength/flexibility	Allow more rest between activities. Make certain body position is correct and help the participant adjust based on his or her physical ability.
● Language	Have an interpreter. Use culturally specific program materials, if available.
● Interest	Keep the pace moving. (M) Keep participants active and engaged. (M) Show interest yourself. (M, A) Know the audience and make the subject matter applicable, when possible. (M, A)
● Health/fitness	Do not push participants beyond their ability. Give frequent breaks. Make reasonable accommodations for participants with disabilities.
● Attitude	Do not ignore, but try to involve apparent ‘trouble maker’ in class. (M) Try to make course content applicable to participants’ lives. (A) If there is a problem, try to understand what it is and attempt to minimize the impact.
● Coordination	Repeat the demonstration several times. (R) Partner a participant that has mastered the skill with a participant who is having trouble.

6. Turn to Appendix D, Americans with Disabilities Act—Course Modification Guide, on page 39 in the participant’s manual and read the general guidance for accommodating participants in Red Cross courses.
7. Turn to Appendix E, Administering Oral Examinations, on page 43 in the participant’s manual and read the guidance for dealing with participants who may have reading or language difficulties.
8. Be aware that instructor specialty courses provide specific information on how to make changes and accommodations in areas such as skills practice and testing, and local chapter Health and Safety Services program administrators can serve as a resource to instructors in planning and implementing accommodations to learners with special needs.

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## Lesson 5

### THE LEARNING ENVIRONMENT: THE INSTRUCTOR’S PERSPECTIVE

#### Lesson Objective

After completing lessons 4 and 5, instructor candidates should be able to describe ways an instructor can respond appropriately to individual and group learning needs.

1. Consider that the role of an effective instructor is to help students learn, and instructors have or can develop qualities and skills to fulfill that role.
2. Think back to previous teachers, instructors or facilitators you have known who helped you to learn. What are some qualities these effective teachers had that encouraged learning? Write them on page 9, “Characteristics of an Effective Instructor,” in the participant’s manual. Then look at some suggested possibilities listed below.
  - Good communication skills
  - Enthusiasm
  - Knowledge of the subject
  - Patience
  - Flexibility
  - Good listening skills
  - Positive attitude
  - Encouraging
  - Ability to make material interesting and challenging
  - Talent for engaging students in participating in the learning experience
  - Values the opinions and views of participants
  - Neutral and nonjudgmental
  - Treats all participants with respect

3. Note that instructors in American Red Cross programs—
  - Are guided by the commitment to provide education in ways that are nonjudgmental and culturally sensitive.
  - Maintain a nonjudgmental perspective that accepts the right of all people to have their own values, attitudes and beliefs.
  - Are culturally sensitive, recognizing that groups and communities have their own sets of values, attitudes, beliefs and traditions that influence how group members understand and respond to the world.
  - Should give information and answer questions in ways that show respect for all participants.
  - Should not include their own values, attitudes or beliefs as they give information and answer questions, but should respond with factual information as contained in the specific course outline and instructional materials.
  - Possess the ability to communicate clearly.
  - Know that good communication involves both verbal and nonverbal components.
  - Are sensitive to the diversity participants bring to a class, and remember that different life experiences may affect whether the person receiving and processing information understands it in the way that is intended by the person communicating the information.
4. Consider ways that an instructor can check to see if participants understand the information that has been communicated. Some suggestions are—
  - Asking for questions about what has been said.
  - Observing facial expressions or body language that indicates puzzlement.
  - Asking students to demonstrate skills that have been demonstrated to them.
  - Asking open-ended questions that encourage students to display their understanding of material.
5. Think about what kind of nonverbal communication may enhance an instructor's communication with a class. Possibilities include—
  - Smiling, friendly demeanor.
  - Nodding, providing positive affirmation to participants.
  - Making eye contact with participants.
  - Leaning toward the participants.
  - Open arms, rather than crossing arms.
  - Moving among participants during activities.
6. Read Appendix F, Instructional Aids, on page 45 in the participant's manual to become familiar with teaching tips for the effective use of instructional aids.
7. You can be confident that, by the time you teach an American Red Cross course, you will have been well prepared. Remember that—
  - Instructors, like participants, are diverse in the abilities they bring to a class.
  - You will have an opportunity in the instructor specialty course to practice instructing/facilitating, and you will receive feedback on your strengths and areas for development.

- Opportunities are available in many Red Cross chapters for instructors to develop skills by co-teaching with experienced instructors and/or taking additional courses or workshops to improve skills.
  - Instructor’s manuals and the Fundamentals of Instructor Training (FIT) participant’s manual have valuable information that will help you gain knowledge and understanding of effective instructor qualities.
  - A critical element of what makes an instructor effective is the presentation of the course content, and you will have a firm grasp of various instructional strategies. Note that common instructional strategies used in Red Cross courses are—
    - Presenting information.
    - Facilitating discussions.
    - Facilitating task groups.
    - Teaching psychomotor skills.
8. Read over the following common instructional strategies used in American Red Cross courses to communicate course information and facilitate learning:
- All Red Cross courses include some presentation as part of teaching a course.
  - Most courses have a standardized lesson plan with the points of the presentation prepared and identified as “Key Points.”
  - Some courses, such as Learn-to-Swim and Canoeing, require that the instructor develop his or her own lesson plans—in these cases, it is important to prepare the presentation and key points prior to the course.
  - When preparing for and delivering a presentation—
    - Practice and time the delivery, speaking clearly and modulating your voice so that it is not monotone.
    - Arrange the seats so that all participants can see and hear.
    - Plan how you will stand, sit or move about in the front of the group, trying to remain as close to the participants as possible.
9. Watch the video segment, “Presentations” (4:51), and consider the advantages and disadvantages of using a presentation in class. Some **advantages** are that a presentation—
- Covers a large amount of information to convey facts.
  - Can be used with a large group of people.
  - Can be used when an expert needs to present material not readily available to participants.
- Some **disadvantages** to a presentation are that it—
- Does not encourage participant involvement.
  - Limits instructor’s assessment of participants’ learning needs.
  - Offers no or little opportunity for immediate feedback.
  - Allows little opportunity to assess participants’ understanding.

10. Review the following points regarding facilitating discussions and task groups:

- Facilitation is used frequently in Red Cross courses in discussions and task groups.
- Good facilitation of learning includes the use of push, pull and balance. They are defined as—



**Push**

When information flows mostly from the facilitator to participants.



**Pull**

When the facilitator engages participants in interactive exercises, asking and answering questions, or using other processes that actively involve participants in their own learning.



**Balance**

Ensuring that neither push nor pull overtakes the class so that neither you nor your participants are talking too much. Balancing may involve correcting misinformation, keeping on topic, keeping a nonjudgmental atmosphere, managing how participants speak to one another and minimizing distractions.

- Too much push and not enough pull leads to minimal participation and less likelihood of students remembering and applying information.
- Too much pull and not enough push may result in confusion, misinformation and misunderstanding.

11. Watch the video segment, “Facilitating a Discussion and Facilitating a Task Group” (9:23), and consider what push, pull and balance skills were used by the instructor in each segment. Review the following possible answers:

**Facilitating a Discussion:**

**Push:**

- Reviewing ground rules
- Giving key point information
- Summarizing information

**Pull:**

- Asking open-ended questions
- Listening to participants’ questions and comments
- Repeating or rephrasing to clarify a participant’s question

**Balance:**

- Mix of push and pull
- Managing time
- Keeping class on topic
- Maintaining a nonjudgmental perspective and climate

**Facilitating a Task Group:****Push:**

- Giving instructions for task groups
- Summarizing information

**Pull:**

- Asking open-ended questions
- Facilitating task group activities
- Repeating or rephrasing to clarify a participant's question

**Balance:**

- Mix of push and pull
- Managing time

**12. Review the following material concerning teaching psychomotor skills in American Red Cross courses:**

- Many Red Cross courses focus on teaching participants how to perform psychomotor skills.
- Psychomotor skills are taught by providing an explanation and demonstration followed by guided student practice.
- Explanation and demonstration are important so that the participant understands what is to be performed and has a model to follow.
- Guided participant practice allows the participant to try the skill and, with corrective feedback, to make refinements and improve the skill.
- In most Red Cross courses that teach psychomotor skills, the course video provides a uniformly consistent explanation and demonstration of the skill.
- The video is followed by a skill practice session.
- During the skill practice sessions, participants are learning and perfecting skills.
- The skill practice sessions should include—
  - Direction and instruction.
  - Ample practice time.
  - Reinforcement from the instructor.
  - Corrective feedback.
  - Encouragement to ensure the participants' success.
- In general, skill practice sessions involve either instructor-led practice or reciprocal (partner) practice.
- Other types of skill practice, such as drills, task practice and station practice, are used in the specialty courses.
- You will have the chance to set up and “practice teach” a variety of types of skill practice during the instructor specialty courses.

13. Watch the video segment, “Conscious Choking” (1:46), and refer to Appendix G, Sample Skill Practice Session, Conscious Choking Skill Sheet, on page 49 of the participant’s manual to see how a skill sheet is used to demonstrate a new skill. Also read the skill sheet in Appendix G, Sample Skill Practice Skill, Warm-up and Neck and Head Exercises, on page 51 in the participant’s manual. In a classroom setting, the instructor would—
  - First demonstrate the warm-up exercise once. Then slowly lead the participants through the warm-up exercise once.
  - Next demonstrate each exercise for the neck and head. Then slowly lead the participants through each exercise once.
14. Refer to Appendix H, How to Run Skill Practice Sessions, on page 53 in the participant’s manual to learn how instructors set up and run skill practice sessions.
15. Think about how you would manage a classroom. In addition to applying specific teaching strategies, an effective instructor must also have the ability to manage the class and provide a good learning environment. The instructor must manage the classroom, the participants and the learning process. Consider these suggestions on how an instructor might effectively manage a class and think of more if you can:
  - Make participants feel welcome and comfortable.
  - Have equipment ready for use at the start of the class.
  - Know the subject matter and the flow of the course.
  - Give clear, easy-to-understand directions.
  - Set up skill sessions in an organized manner, if applicable.
  - Give feedback appropriately.
  - Stay within the allotted time.
16. Review these strategies, easily remembered with the mnemonic BASIC, that are used in all American Red Cross courses to help instructors provide a good environment for learning:
  - Bridging
  - Assigning tasks
  - Summarizing
  - Intervening
  - Climate setting
17. Watch the video, “Effective Classroom Management” (8:24), and, for your own review, complete the following exercise (note that these are “open-ended” questions, a technique used in American Red Cross courses to encourage discussion and reinforce the learning process):
  - How would you describe bridging?
  - What was one new concept that was introduced to you in this video?
  - What is an example of how intervening was used in the video?

If you need to watch the video again to answer these question, do so.

**18.** Review the following points concerning providing feedback:

- Feedback is a way to correct mistakes in a positive manner.
- There are two types of feedback that are effective in training: positive and corrective.
- Positive feedback is an acknowledgment of a correct participant response or action.
- It can be a gesture, a nod, a smile or a statement that gives positive feedback.
- Corrective feedback is given by identifying an error and giving the correction.
- Corrective feedback is done in a nonjudgmental and positive manner.
- In giving corrective feedback—
  - Identify the error or behavior in a nonjudgmental way.
  - Define the results.
  - Provide or describe the corrective action or lead the participant to provide his or her own correction.

**19.** If it is feasible for you, in order to get an idea of how you will feel when you begin teaching a class, and to reduce some of the anxiety surrounding the practice-teaches that you will be doing in the specialty course, try “teaching” a short session with family or friends. Make a presentation of about two minutes on a topic you are knowledgeable on, such as serving a tennis ball, setting a table, or discussing your favorite dish. Consider the best instructional strategy for the topic. After you have done this exercise, think about—

- How you felt about the experience.
- If you were able to apply any of the concepts learned so far in this self-study guide.
- What challenges you faced in this activity.

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**Lesson 6**

**PERFORMANCE STANDARDS AND ASSESSMENT**

**Lesson Objectives**

After completing this lesson, instructor candidates should be able to—

- Recognize standard processes in American Red Cross courses for assessing participant progress and providing feedback.
- Respond appropriately to a specific learner concern.

**1.** Be aware that—

- In most American Red Cross courses, standards of performance are established. During courses, you will find yourself constantly evaluating the class progress and checking to see that—
  - Learning is occurring.
  - Course objectives are being met.
  - Participants are able to apply knowledge and skills to meet the objective.

- At the end of the course, participants will be evaluated through a written tool—either a written examination or self-assessment. To assess the progress of participants’ psychomotor skills, evaluation takes place during the skill practice sessions.
- Instructor’s manuals and guides for the specialty courses provide instructors with resources to—
  - Lead participants step-by-step through the skills.
  - Evaluate the participants’ abilities in performing the skills.
  - Check off skills as participants complete them.
- Many courses that result in certification clearly identify for instructors in the program instructional materials the “critical” elements of motor skills, such as sequence, timing, duration and technique.
- The skills must be demonstrated correctly by participants without coaching or assistance to complete course requirements successfully and receive a completion certificate.
- These critical skill elements are often identified in a “Skill Chart,” “Critical Skills Chart” or as a “Critical Component” in the instructor’s manual and can help instructors focus on critical elements when evaluating their students’ skills performance.
- Each participant must be able to demonstrate successfully the required skills in accordance with skill charts.
- If a participant is having difficulty with performing a skill and you cannot easily correct the problem before the end of the course, counsel the participant and encourage enrollment in another class at a later date.
- You will need to teach to the standard and test to the objective. Consider that—
  - The Americans With Disabilities Act (PL 101-336) has led to an increased awareness that people with disabilities and other conditions can perform such skills as first aid and CPR.
  - The skills needed to prevent injury or to save a life may need modification, but the result is the same.
  - This awareness challenges instructors to focus on the *critical* components of a skill that are needed to successfully complete an *objective*, rather than focusing on perfecting every part of a skill.
  - For example, a person with one arm cannot perform a “head-tilt/chin-lift” using two hands. However, he or she may be able to perform a modified “head-tilt/chin-lift” using one hand. The objective for the rescuer is to open the victim’s airway; the person with one arm may fully satisfy that objective without using a traditional technique.
  - Instructors should always teach to the *standard* (teach the skill exactly as represented in video, skill chart and/or participant’s manual), but be aware that participants may modify how a skill is accomplished and still meet the *objective*.

2. Be sure you are familiar with Appendices G and H in the participant’s manual on pages 49–57. Look at Appendix I in the participant’s manual on page 59 and note that it is a blank Participant Progress Log for your use in teaching future courses should you need it.
3. Understand that many American Red Cross courses require you to give a written or oral examination at the end. Generally—
  - Participants may not use course materials as a resource when taking the examination.
  - To pass the examination, participants must correctly answer 80 percent of the questions.
  - If a participant does not achieve a score of at least 80 percent, he or she has the opportunity to take an alternate examination.
  - In courses that do not include a certification with a validity period, a self-assessment is sometimes used.
  - A self-assessment is a tool designed to help participants’ measure their understanding of the material presented.
  - Participants are not asked to turn in a self-assessment, nor does the instructor grade it.
  - Instructors may allow participants who passed the exam to review questions they missed. Graded answer sheets and most exams must be returned to the instructor.
  - As with assessing psychomotor skills, modifications should be made in assessing knowledge for persons with disabilities.
  - Oral examinations may be given if the instructor determines that a participant has reading or language difficulty.
4. Remember that Appendix E, Administering Oral Examinations, on page 43 in the participant’s manual (referred to in Lesson 4) provides some guidance for dealing with participants who have reading or language challenges.

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## **Lesson 7**

### **AMERICAN RED CROSS STANDARDS OF QUALITY PERFORMANCE**

#### **Lesson Objective**

After completing this lesson, instructor candidates should be able to identify ways the American Red Cross ensures quality and consistency in course delivery.

1. Understand that quality, consistency and standardized delivery of courses is a priority of the Red Cross. This ensures that all Red Cross course participants receive the same quality training regardless of the location or chapter in which the course is delivered. Red Cross courses are designed with lesson plans based on well-defined objectives. It is a responsibility of the instructor to follow the lesson plan when teaching and not stray from the course content or learning objectives.

2. Note that in order to ensure standardized course delivery an instructor's manual or guide generally includes—
  - An administration section that—
    - Describes the organization of the program.
    - Provides administrative information on the training.
    - Helps prepare instructors to teach.
  - A teaching tools section that—
    - Contains specific course notes.
    - Outlines learning objectives.
    - Provides comprehensive lesson plans for conducting the course.
  - Appendices that contain written examinations and forms, such as participant course evaluations, and supporting information, such as administrative terms and procedures.
3. Know that—
  - Some Red Cross courses require prerequisites for participating in the course.
  - The prerequisites could be—
    - Minimum age.
    - Certification in another course.
    - Successful completion of a pre-course session.
  - The prerequisites are established to ensure a minimum level of knowledge and/or skill that is necessary for the course.
4. Be aware that, because the Red Cross is serious about the quality of its instructors, in most lines of service instructors will be asked to sign an *Instructor Agreement* that outlines commitments and expectations for both the Red Cross and the instructor. This agreement contains a Code of Conduct.
5. Turn to and read Appendix J, *Instructor Agreement and Code of Conduct*, on page 61 in the participant's manual.
6. Be aware that, in an effort to expand and improve the systems of delivering Red Cross Health and Safety programs and courses, many are taught by instructors in facilities and workplaces other than Red Cross chapters. These instructors are trained and authorized by the American Red Cross. Outside companies, organizations or individuals that provide Red Cross instructional programs are called “authorized providers.” Instructors who teach courses for authorized providers are still considered representatives of the Red Cross and must abide by the *Instructor Agreement* as if they were teaching a course directly sponsored by the local Red Cross. Authorized providers are significant contributors in expanding the reach of Red Cross courses.
7. Turn to and read Appendix K, *Authorized Provider Agreement*, on page 65 in the participant's manual.

8. Familiarize yourself with the records used to show that participants have completed a Red Cross course. These include the *Course Record* and *Course Record Addendum* forms, and other shorter forms including the *Water Safety Instructor Activity Report* and the *HIV/AIDS Education Instructor Activity Report*. You will learn when to use each type of reporting form in your specialty course. Refer to Appendix L, Record Keeping, on page 73 in the participant's manual for directions on how to complete each type of form and examples of courses and presentations appropriate for each form. Generally, local Red Cross chapters request the forms be turned in within 10 working days of completing the course.
9. Consider reasons that careful record keeping is important, including the following:
  - Reporting statistics
  - Budget requests (critical information needed for funding by United Way and other organizations)
  - Ensuring that Red Cross performance standards are met
  - Documenting program impact in the community
  - Documenting course completion so the local chapter can verify completion in case course certificate is lost, or to supply information for employment
  - Documenting that course requirements were met and proper procedures were followed in case of legal questions
  - Documenting course activity for instructor reauthorization
10. Review the following points concerning instructor certification and authorization:
  - Certification occurs when an instructor candidate successfully completes the instructor course in a specialty area and receives the original of the completed Instructor Certificate signed by the instructor candidate and the instructor trainer.
  - The candidate's signature on the Instructor Certificate indicates his or her willingness to conduct courses according to the requirements and procedures established by the American Red Cross.
  - The certification of an instructor indicates that all requirements have been met on the date that the instructor candidate completes the instructor course in a specialty area.
  - Certified instructors may not teach until they have applied for and received authorization from a chapter.
  - After successful completion of an instructor course, the new instructor may be authorized by a chapter to teach the applicable courses within its jurisdiction.
  - In the Health and Safety Line of Service, to become authorized and before a new instructor can teach, the new instructor and a chapter official must sign the Instructor Agreement.
  - As a new instructor, you should receive information on chapter specific issues, policies and procedures before teaching.
  - The chapter that initially authorizes an instructor to teach is often the instructor's unit of authorization.

- If an instructor wants to teach in another chapter’s jurisdiction, he or she must get permission from that chapter prior to teaching.
  - If an instructor teaches in another jurisdiction, it is his or her responsibility to provide copies of the Course Record to his or her unit of authorization.
11. Turn to Appendix M, Administrative Terms and Procedures, on page 83 of the participant’s manual to better understand administrative terms and procedures used in connection with Red Cross courses.
  12. Turn to and read Appendix N, Customer Satisfaction Questionnaire, on page 85 in the participant’s manual. These evaluation forms are completed at the end of the course by participants, giving them an opportunity to evaluate the process and content of the course and the instructor’s preparation and teaching ability. Forms should be completed anonymously and turned in before participants leave. This information is for your use, and the local chapter may also use the information. Do not forward these forms to national headquarters.
  13. Turn to the exercise in the participant’s manual on page 21, “Ensuring Quality and Consistency,” and complete the True/False quiz. Then check your answers—they should be: 1. F; 2. T; 3. F; 4. T; 5. T; 6. T; 7. F; 8. T; 9. F; 10. T.

## Lesson 8

### PUTTING IT ALL TOGETHER

#### Lesson Objective

After completing this lesson, instructor candidates should be able to articulate how they can serve their communities.

1. Consider that—
  - After you complete your instructor specialty training and begin teaching, you will be a representative of the American Red Cross.
  - You may be the first Red Cross representative with whom your course participants have come in contact.
  - You will need to present yourself as an ambassador and a role model as you teach courses for the American Red Cross.
  - Ethics is an important part of your commitment to the Red Cross.
  - As a representative of the organization, it is important that you model the following fundamental standards of ethical behavior:
    - Tell the truth
    - Keep promises
    - Respect individuals
    - Be fair

- Each of us is responsible for maintaining the highest standards of ethics when we represent the American Red Cross.
  - No matter what your affiliation is with the Red Cross, as paid or volunteer staff, your actions should reflect the “Five Key Commitments.”
  - These commitments are—
    - Commitment to the *organization*, to help build and support it and its management;
    - Commitment to *customers*—those individuals whom we serve or teach, both internal and external to the organization;
    - Commitment to the *task* or mission, to keep the right focus, to be action oriented, to break work into achievable components, and to be committed to excellence in the achievement of that task;
    - Commitment to the *people*—individuals with whom you come in contact and the team with whom you work—to allow them to use innovative ideas and to show them positive concern and recognition for what they accomplish; and
    - Commitment to *yourself* as a “manager” of tasks, acting on constructive advice to learn and grow and develop your own talents.
  - These elements describe the commitments expected of paid and volunteer staff as they execute their responsibilities as Red Cross instructors.
2. Turn to and read Appendix O, Course Planning Checklist, on page 91 in the participant’s manual for a guide to planning to teach a course.
  3. Turn to and complete the exercise, “Serving the Community,” on page 24 of the participant’s manual.
  4. You now will need to take the Self-Assessment on pages 115–118 of this appendix. Use the answer sheet provided on page 112 at the beginning of the self-assessment. You may refer to this guide to complete the self-assessment. The self-assessment is not graded. It is for your benefit to reinforce your learning. The answer key follows the self-assessment in this appendix on page 119.
  5. After completing the self-assessment, read and sign the verification form at the end of this appendix on page 122 and return it to your local chapter. You will be given an *American Red Cross Universal Certificate* indicating “Fundamentals of Instructor Training.” Remember that you must complete an instructor specialty course *within one year* of the date of completion of this course, and that the Fundamentals of Instructor Training certificate has no expiration as long as your national or nationally approved American Red Cross instructor authorization remains current.



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**Self-Study Guide for Educators and Trainers**  
**Self-Assessment Answer Sheet**

**Lesson 2**

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_

● \_\_\_\_\_ ●

**Lesson 3**

- 4. \_\_\_\_\_  
\_\_\_\_\_
- 5. \_\_\_\_\_
- 6. \_\_\_\_\_

● \_\_\_\_\_ ●

**Lesson 4**

- 7. a, b, c
- 8. a, b, c
- 9. a, b, c
- 10. a, b, c

● \_\_\_\_\_ ●

**Lesson 5**

- 11. Climate Setting
  
  
- 12. Assigning Tasks
  
  
- 13. Bridging

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**14. Intervening**

**15. Summarizing**

**16. T F**

**17. T F**

**18. T F**

**19. T F**

**20. T F**

**21. T F**

**22. T F**

**23. T F**

**24.**

**25.**

**26.**

**27.**

**28.**

**29.**

**30.**



**Lesson 6**

- 31. \_\_\_\_\_
- 32. \_\_\_\_\_
- 33. \_\_\_\_\_
- 34. \_\_\_\_\_
- 35. \_\_\_\_\_
- 36. \_\_\_\_\_
- 37. \_\_\_\_\_
- 38. \_\_\_\_\_
- 39. \_\_\_\_\_
- 40. \_\_\_\_\_

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**Lesson 7**

- 41. \_\_\_\_\_
- 42. \_\_\_\_\_
- 43. \_\_\_\_\_
- 44. \_\_\_\_\_
- 45. \_\_\_\_\_
- 46. \_\_\_\_\_ and \_\_\_\_\_
- 47. \_\_\_\_\_

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**Lesson 8**

- 48. \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.
- 49. \_\_\_\_\_
- 50. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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## Self-Study Guide for Educators and Trainers

### Self-Assessment

You may use the self-study guide text, participant's manual and appendices to complete this self-assessment. Record your answers on the answer sheet, page 112, and after you have completed the self-assessment check your answers against the answer key on page 119.

#### Fill in the blanks:

##### (Lesson 2)

1. It is the mission of the American Red Cross to \_\_\_\_\_ and help people prevent, prepare for and respond to emergencies.
2. \_\_\_\_\_ is the founder of the American Red Cross.
3. Henry Dunant won the first Nobel Peace Prize for his work in establishing the International Red Cross after witnessing the suffering in the aftermath of the \_\_\_\_\_.

##### (Lesson 3)

4. List the seven guiding principles of the American Red Cross.
5. Its Congressional Charter requires the American Red Cross to provide relief to victims of disaster and \_\_\_\_\_.
6. A local chapter is governed by \_\_\_\_\_.

##### (Lesson 4)

#### Multiple choice:

7. Affective learning involves—
  - a. Change in attitudes and/or behavior.
  - b. Introduction of new facts, concepts and skills.
  - c. Introduction of new motor skills.
8. You might suspect that a participant has reading difficulties if he or she seems—
  - a. Inattentive.
  - b. Boisterous.
  - c. Nervous or apprehensive.
9. In giving an oral exam, you should—
  - a. Read the possible correct answers to multiple choice questions verbatim.
  - b. Ask questions so that the respondent can answer in his or her own words.
  - c. Coach the participant if it seems necessary.
10. In the mnemonic MARS that is used to identify strategies used in Red Cross courses, the letter A stands for—
  - a. Alliteration.
  - b. Action.
  - c. Association.

**(Lesson 5)**

**Summarize these strategies used in American Red Cross courses that were demonstrated in the video:**

11. Climate Setting
12. Assigning Tasks
13. Bridging
14. Intervening
15. Summarizing

**True or false:**

16. T F One facilitation skill used in teaching Red Cross courses is “push,” that is, when information flows mostly from the facilitator to participants.
17. T F Another facilitation skill is “pull,” when the facilitator sets and maintains a climate for learning, includes an appropriate level of student participation and ensures that content is covered in ways participants can understand.
18. T F The third facilitation skill is “balance,” when the facilitator engages participants in interactive exercises, asking and answering questions or using other processes that actively involve participants in their own learning.
19. T F Guided student practice is a component of teaching psychomotor skills.
20. T F A skill practice session is not the place for corrective feedback.
21. T F When using transparencies, try to get as much text as possible on each line to conserve resources.
22. T F To demonstrate a psychomotor skill, you need either a skill sheet or a skill chart, but not both.
23. T F You will have a chance to set up and “practice teach” a variety of types of skill practice during the instructor specialty courses.

**Answer the following questions:**

The following circumstances may arise while you are teaching. Please describe how you would handle the situation.

24. **Scenario 1**—You are teaching a class that contains group exercises and a written examination. You believe that a participant in the course has reading difficulty. What would you do?
25. **Scenario 2**—In a class discussion, one participant while stating his opinion makes incorrect statements that are insensitive and/or hurtful to others in the class. What would you do?

26. **Scenario 3**—In a skill practice session, a participant is consistently practicing the skill incorrectly. Her partner is not correcting the errors. What would you do?
27. **Scenario 4**—You have given participants an assignment to be done in a task group. As you circulate to one of the groups, you hear one of the more outspoken class participants repeating the instructions incorrectly. How do you proceed to give feedback and redirect the group?
28. **Scenario 5**—While teaching a class, each time a break is given the participants return later than the allotted time. As a result, the class is running longer than planned. What do you do to provide feedback and to manage the timeline?
29. **Scenario 6**—You are teaching a course that includes the topic of preventing disease transmission. You ask the class, “Why do we need to wear gloves to provide first aid care?” A participant responds, “In case you need to help a street person.” How do you provide feedback to this comment?
30. **Scenario 7**—You are conducting a skill practice session on care for a conscious choking adult victim. You have given instructions for practice and have reminded participants not to give actual abdominal thrusts. You notice that two participants who came to class together are goofing around and performing actual abdominal thrusts on each other. How do you manage this situation?

**Fill in the blanks:**

**(Lesson 6)**

31. In courses designed to teach participants how to perform psychomotor skills, evaluation of those skills takes place during \_\_\_\_\_.

In many courses that result in certification, the “critical” elements of motor skills are identified in instructional material. These could include—

32. \_\_\_\_\_.
33. \_\_\_\_\_.
34. \_\_\_\_\_.
35. \_\_\_\_\_.
36. If a participant is having difficulty with performing a skill and you cannot easily correct the problem before the end of the course, counsel the participant and \_\_\_\_\_.
37. The Americans With Disabilities Act (PL 101-336) has led to an increased awareness that people with disabilities and other conditions can perform such skills as first aid and CPR. This awareness challenges instructors to focus on the \_\_\_\_\_ of a skill that are needed to successfully complete an objective, rather than focusing on perfecting every part of a skill.
38. In teaching psychomotor skills, often a \_\_\_\_\_ is used to keep track of participants’ successful completion of course skills.
39. If the course you are teaching requires that you give a written or oral examination at the end, participants must correctly answer \_\_\_\_\_ percent of the questions.

40. If a participant does not pass the exam, he or she may \_\_\_\_\_.

(Lesson 7)

41. Quality, consistency, and \_\_\_\_\_ of courses is a priority of the Red Cross.

An instructor's manual or guide generally includes—

42. \_\_\_\_\_.

43. \_\_\_\_\_.

44. \_\_\_\_\_.

45. Some Red Cross courses require prerequisites for participating in the course including \_\_\_\_\_, certification in another course and successful completion of a precourse session.

46. Records are used to show that participants have completed a Red Cross course. These include the \_\_\_\_\_ and \_\_\_\_\_ forms, and other shorter forms including the Water Safety Instructor Activity Report and the HIV/AIDS Education Instructor Activity Report.

47. \_\_\_\_\_ are authorized by the local American Red Cross chapter to teach American Red Cross instructor courses and the Fundamentals of Instructor Training (FIT) course or its national Health and Safety Services replacement within that chapter's jurisdiction.

(Lesson 8)

48. As an American Red Cross instructor, it is important that you model the following fundamental standards of ethical behavior: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.

49. There are \_\_\_\_\_ commitments you need to make before you become a Red Cross instructor. (Be sure you know what they are.)

50. Before you teach your specialty course, you need to, (you should be able to come up with six responses.

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**American Red Cross: Fundamentals of Instructor Training**  
**Self-Study Guide for Educators and Trainers**  
**Self-Assessment Answer Key**

1. provide relief to victims of disaster
2. Clara Barton
3. Battle of Solferino
4. Humanity, Impartiality, Neutrality, Independence, Voluntary Service, Unity, Universality
5. emergency communications and assistance to members of the Armed Forces and their families
6. a local volunteer board of directors
7. a
8. c
9. b
10. c
11. Climate Setting—Providing, at the beginning of the teaching experience, a framework in which effective learning can take place. It includes planning so that the learning environment has the required equipment and materials, but goes beyond the physical environment. It also involves planning your teaching strategy in such a way that a positive learning environment is established and maintained throughout the entire course.
12. Assigning tasks—An instructor function performed whenever students are asked to do an activity. The task may be an exercise, a game, a case study or a discussion. Tasks may be done in large or small groups, but in the Red Cross they are frequently done in small groups.
13. Bridging—Linking ideas from one section of the course to another, supporting learning by association. It connects ideas and allows for learning to be tied to other ideas and teaching.
14. Intervening—Stepping in during the course to ensure positive outcomes by clarifying a point; redirecting, strengthening or modifying the learning process; keeping the subject on track; helping the class to be more effective as a group; focusing on specific content; focusing on overall accomplishments or outcomes of the group; testing an individual student’s knowledge or understanding; providing feedback; providing the opportunity to ventilate feelings and closing a topic when time needs to be managed.
15. Summarizing—Used to clarify the key learning concepts or objectives presented or, in some cases, to test for learning. This is done at the closing of a session or segment of a course and helps to reinforce learning and gives a sense of closure to a segment or topic.
16. T
17. F
18. F
19. T
20. F

21. F
22. F
23. T
24. Make certain you are clearly describing the directions for group exercises. If a participant appears to be having reading problems, speak to him or her privately. Offer to give an oral exam following guidelines as described in Appendix E in the participant's manual.
25. Correct any incorrect statements. Immediately redirect the discussion and keep the class on track. At the next break, speak privately to the participant who made the statements explaining that his or her statements were inappropriate.
26. Intervention is required. Provide corrective feedback and encouragement. Provide a demonstration of the skill for both participants to observe. Redirect them to follow the directions and illustrations on the skills sheets and to continue to practice the skill. Monitor the participants to make certain they are now practicing correctly.
27. Indicate to the group that you wish to clarify your instructions for the task assignment. Direct the group back to any written instructions and re-explain the task. Ask if there are any questions about the assignment. Monitor the group to see if the situation is resolved.
28. Set the tone by beginning the class on time. Let participants know how you are doing on schedule. Emphasize that longer breaks result in a longer class. Stick to the length of break time that you have stated. Begin recalling participants so that class can begin again on time. If necessary, speak to offenders privately.
29. Remind participants that precautions must be taken when providing first aid care to anyone to prevent disease transmission.
30. Move to the pair of participants and stop them immediately. This is an immediate safety risk. Speak to them personally about the safety risk of actually performing this skill on a person who does not need it. Lead them through the practice of the skill correctly (without actually performing abdominal thrusts). Reinforce their correct response with positive feedback.
31. the skill practice sessions
32. sequence
33. timing
34. duration
35. technique
36. encourage enrollment in another class at a later date
37. critical components
38. participant progress log
39. 80
40. take an alternate examination
41. standardized delivery
42. an administration section

- 
43. a teaching tools section
  44. appendices
  45. minimum age
  46. *Course Record* and *Course Record Addendum*
  47. Instructor trainers
  48. tell the truth, keep promises, respect individuals and be fair.
  49. Five Key Commitments (Please refer back to Lesson 8 if you are unsure of what these commitments are.)
  50. Your responses should include the following:
    - Successfully complete the instructor specialty course
    - Become authorized by the local American Red Cross chapter to teach the course
    - Sign the *Instructor Agreement*
    - Sign an Authorized Provider Agreement (or be sure one has been signed by someone from your organization)
    - Register the course with your local chapter following local procedures
    - Review the specialty course written materials and videos



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## **Self-Study Guide for Educators and Trainers—Verification**

I, \_\_\_\_\_, hereby certify that I have completed all the steps listed in the Self-Study Guide for Educators and Trainers text, taken the Self-Assessment and verified my answers—correcting them, if necessary—with the answer key provided. I believe I have understood and successfully completed the requirements of the American Red Cross Fundamentals of Instructor Training course.

Signature \_\_\_\_\_ Date \_\_\_\_\_