



HLTAID011 Provide First Aid

Student Instructions & Theory Questions

Content:
Student Instructions
Theory Questions

Rev Date: 23/06/22	Doc ID: 07. HLTAID011 Student Instructions & Theory Questions V2	Version #: 2	Approved By: D.Palazzi	Date Approved: 23/06/22	Page 1 of 24
Doc Location: Dropbox\SITETRAIN (1)\Resources\HLTAID011 Provide first aid\Assessment Documentation\					

Introduction

This Assessment Package outlines the requirements for the assessment of HLTAID011 Provide first aid holistically.

This unit of competency is a requirement for any person who will be exposed to providing first aid on the site.

This unit is designed by Sitetrain for an industrial setting particularly relevant to the mining sector and those industries that service mining.

Unit Information

The unit of competency being assessed is **HLTAID011 Provide first aid**. This competency is drawn from the HLT Resource and Infrastructure Industry training package.

The unit can be accessed at training.gov.au at the following link:
<https://training.gov.au/Training/Details/HLTAID011>.

The unit of competency is task oriented and the performance criteria expresses in detail the standard of performance and the sequence these tasks are usually performed. The **HLT** Training Package identifies the unit of competency as the benchmark for assessment.

This unit involves:

1. Written Theory of providing first aid (multiple choice and true/false questions).
2. Practical skills of administering relevant levels of first aid.
3. Clean up.

Entry Requirements

There are no entry requirements for this course.

Pre-requisites

The unit of competency has no pre-requisites units.

Licensing Requirements

There are no specified licensing requirements to undertake this unit.

Rev Date: 23/06/22	Doc ID: 07. HLTAID011 Student Instructions & Theory Questions V2	Version #: 2	Approved By: D.Palazzi	Date Approved: 23/06/22	Page 2 of 24
Doc Location: Dropbox\SITETRAIN (1)\Resources\HLTAID011 Provide first aid\Assessment Documentation\					

Assessment Overview

The completion of two knowledge assessments and four practical assessments will assess the units of competency.

There are four assessment activities for the assessment of this unit. These are:

Number	Method	Description
HLTAID011 Theory Assessment 1	Classroom 60 minutes	The student must provide a written or verbal response to multiple choice questions which address the knowledge requirement of the unit. The student must attempt to answer all questions. The assessment is supervised in a classroom setting and conducted over 1 hour
HLTAID011 Theory Assessment 2	Classroom 15 Minutes	The student must provide a written or verbal response to true/false choice questions which address the knowledge requirement of the unit. The student must attempt to answer all questions. The assessment is supervised in a classroom setting and conducted over 15 minutes
HLTAID011 Performance Assessment 1	Individual 10 minutes	Respond to an adult in a local shopping centre who has collapsed in the food court and is unresponsive and manage the unconscious, non-breathing casualty until paramedics arrive, including: <ul style="list-style-type: none"> • Recognising and assessing the emergency situation • Ensuring the safety of yourself, any bystander and the casualty • Place casualty in recovery position • Assessing the casualty and determining if there is a need for cardiopulmonary resuscitation (CPR) • Seeking assistance from emergency services • Performing CPR in accordance with ARC guidelines • Displaying respectful behaviour towards the casualty • Performing first aid in accordance with first aid principles • Using available resources and equipment to make the casualty as comfortable as possible • Operating an automated external defibrillator (AED) according to manufacturer's instructions. • Rotating to Paramedic with minimal interruptions to compressions • Reporting the details of the incident in line with workplace or site procedures
HLTAID011 Performance Assessment 2	Individual 10 minutes	Respond to an infant collapsed in a Child Care Centre where infant is unresponsive and manage the unconscious, non-breathing infant until paramedics arrive including: <ul style="list-style-type: none"> • Recognising and assessing the emergency situation • Ensuring the safety of yourself, any bystander and the casualty • Assessing the casualty and determining if there is a need for cardiopulmonary resuscitation (CPR) • Seeking assistance from emergency services • Performing first aid and CPR in accordance with ARC guidelines • Displaying respectful behaviour towards the casualty • Using available resources and equipment to make the casualty as comfortable as possible • Monitoring the casualty's condition and respond using first aid principles DRSABSD

Number	Method	Description
HLTAID011 Performance Assessment 3	Individual 15 minutes	Assess the student's knowledge essential to the management of the following conditions and injuries: <ul style="list-style-type: none"> ● anaphylaxis ● asthma ● non-life-threatening bleeding ● choking ● envenomation, using pressure immobilisation ● fractures, dislocations, sprains and strains, using appropriate immobilisation techniques ● minor wound cleaning and dressing ● nosebleed ● shock

Please note: An assessment of (Not Yet Satisfactory) for any performance/knowledge criteria will prevent a verdict of **competent** for this unit until the student can demonstrate competence in assessment activities. All final assessment results are to be recorded in the Assessor Performance Assessment and Results Document.

Reasonable Adjustment

Students may provide verbal responses to questions as a method of reasonable adjustment where this is required according to the student's needs.

Where students have provided verbal responses to clarify their written answers, the student must write that answer down and place an **initial** next to it. This indicates that reasonable adjustment has occurred for a question and is valuable data that can help Sitetrain improve its assessment tools and course delivery.

It is also not essential that the written responses provided by the student include correct spelling or grammar. The assessments seek to assess the student's knowledge of entering and working in confined spaces.

The student's ability to apply literacy skills is not being assessed. This requirement is consistent with how these tasks are performed in the workplace which do not usually involve higher writing skills.

Flexibility is encouraged, ensuring that candidates get the opportunity to demonstrate their ability to meet the competency.

Flexibility

What happens if I am assessed as NYC (Not Yet Competent) for any criteria (parts) of the assessments?

Your Assessor will strive to provide you with as much time as possible for you to demonstrate the required skills and knowledge during an assessment.

Your Assessor will provide you with feedback on your overall performance and provide constructive details on the elements where a NYC decision has been made.

If more time is required outside of the allotted time either for re-assessment due to NYC decisions or due to you being unable to complete the course for other reasons, your Assessor will discuss re-assessment strategies with you that are suitable to your needs, your workplace needs and consider factors such as workplace location and availability of resources.

You will be given up to three opportunities to undertake the assessment before extraordinary arrangements are required. It is the intent of the Sitetrain to provide additional training and assessment in order to allow for differences in learning requirements. Additional assessment arrangements can be made for any student in consultation with the CEO, Damien Palazzi by email damien@sitetrain.com.au or 0428 540 681.

Benchmark for Assessments

In accordance with the appropriate training package, the endorsed unit of competency is the benchmark for assessment. The unit of competency being assessed has been unpacked to identify the required knowledge and skills to be demonstrated by the student.

Assessment must also take into consideration the ARC Guidelines.

Model answers have been developed. Where assessment is performance based, observational performance guidelines have been developed for Trainer/Assessor to ensure reliability.

Theory Assessment

Knowledge Assessment 1 – Multiple Choice Questions 60 minutes

To support reliability in the theory assessment, model answers have been produced for knowledge assessment and should be used as the benchmark for assessment.

Knowledge Assessment 2 – True/False Questions 15 minutes

To support reliability in the theory assessment, model answers have been produced for knowledge assessment and should be used as the benchmark for assessment.

Performance Assessment

Performance Assessment 1 – Adult collapsed in a retail area – 10 Minutes Individual

The following forms the basis of the evidence that you need to collect from students for assessment in this assessment task. The task and specific assessment requirements that are given to students are also outlined.

- Ensure all outlined conditions of assessment requirements are met.
- For each assessment task, an Assessment Result Sheet form for the student is completed. This is located in the Student Performance Assessment Record and Assessment Summary Report.
- This Assessment Result Sheet allows the trainer/assessor to record the following items:
 - The outcome of the assessment tasks as either Satisfactory (S) or Not Satisfactory (NS).
 - Feedback to the student
 - The student declaration
 - The Trainer/Assessor declaration
- The trainer/assessor and the student must sign the Assessment Result Sheet to show that the student was provided with the task outcome.
- Once all assessment tasks allocated to this Unit of Competency have been undertaken, the Student's Assessment Plan is completed to record the unit outcome. The outcome will be either Competent (C) or Not Yet Competent (NYC).

Performance Assessment 2 – Infant collapsed in Child Care Centre - 10 Minutes Individual

The following forms the basis of the evidence that you need to collect from students for assessment in this assessment task. The task and specific assessment requirements that are given to students are also outlined.

- For each assessment task, an Assessment Result Sheet form for the student is completed. This is located in the Student Performance Assessment Record and Assessment Summary Report.
- This Assessment Result Sheet allows the trainer/assessor to record the following items:
 - The outcome of the assessment tasks as either Satisfactory (S) or Not Satisfactory (NS).
 - Feedback to the student
 - The student declaration
 - The Trainer/Assessor declaration
- The trainer/assessor and the student must sign the Assessment Result Sheet to show that the student was provided with the task outcome.
- Once all assessment tasks allocated to this Unit of Competency have been undertaken, the Student's Assessment Plan (point 5 in the Student Pack) is completed to record the unit outcome. The outcome will be either Competent (C) or Not Yet Competent (NYC).

Performance Assessment 3 – Specific conditions and injuries - 15 Minutes Individual

The following forms the basis of the evidence that you need in this assessment task. The task and specific assessment requirements that are given to students are also outlined.

- For each assessment task, an Assessment Result Sheet form for the student is completed. This is located in the Student Performance Assessment Record and Assessment Summary Report.
- This Assessment Result Sheet allows the trainer/assessor to record the following items:
 - The outcome of the assessment tasks as either Satisfactory (S) or Not Satisfactory (NS).
 - Feedback to the student
 - The student declaration
 - The Trainer/Assessor declaration
- The trainer/assessor and the student must sign the Assessment Result Sheet to show that the student was provided with the task outcome.
- Once all assessment tasks allocated to this Unit of Competency have been undertaken, the Student's Assessment Plan (point 5 in the Student Pack) is completed to record the unit outcome. The outcome will be either Competent (C) or Not Yet Competent (NYC).

Student Handbook

You can find the following information in the Student Handbook. This is available from your Trainer, by contacting Sitetrain directly or by downloading a copy from our website. www.sitetrain.com.au.

The following is not an exclusive list please see handbook for detailed list of content.

- USI details
- Your Privacy
- Fees Payable
- Refunds
- Access to Records
- Continuous improvement
- Language, Literacy & Numeracy Skills
- Making complaints & appeals
- RPL
- Assessment
- Re-Assessment
- Issue Statement of Attainments

Student Instructions

Knowledge Assessment 1 – Multiple Choice Questions

The Assessment Task

This task requires the student to complete a written or verbal response to 60 multiple choice questions. The questions within this assessment relate directly to the integrated knowledge contained within the unit of competency and are fundamental to the student’s ability to perform first aid correctly.

What’s Expected

Students are expected to achieve 100% on knowledge assessment.

Limitations

The following limitations apply:

- The student will have 60 minutes to complete the assessment.
- The assessment can be completed with access to references.
- You must read and respond to all questions.
- Student’s responses are to be recorded in writing or may be provided verbally (MP3 recorded format).

Your Assessor will be present for duration of the theory assessment and is available should you have any questions.

Please refrain from discussing answers with other students during assessment.

Knowledge Assessment 2 – True/False Questions

The Assessment Task

This task requires the student to complete a written or verbal response to 40 true or false choice questions. The questions within this assessment relate directly to the integrated knowledge contained within the unit of competency and are fundamental to the student’s ability to perform first aid correctly.

What’s Expected

Students are expected to achieve 100% on knowledge assessment.

Limitations

The following limitations apply:

- The student will have 15 minutes to complete the assessment.
- The assessment can be completed with access to references.
- You must read and respond to all questions.
- Student’s responses are to be recorded in writing or may be provided verbally (MP3 recorded format).

Your Assessor will be present for duration of the theory assessment and is available should you have any questions.

Please refrain from discussing answers with other students during assessment.

Student Instructions

Performance Assessments

These Performance Assessments require you to demonstrate your skills and knowledge about administering first aid to a casualty in line with first aid guidelines determined by the Australian Resuscitation Council (ARC) and other Australian national peak clinical bodies and knowledge regarding the following:

- Knowledge of guidelines and procedures including:
 - ARC guidelines relevant to the provision of first aid
 - first aid guidelines from Australian national peak clinical bodies
 - potential incident hazards and risk minimisation processes when providing first aid
 - infection control procedures, including use of standard precautions and resuscitation barrier devices
 - requirements for currency of skill and knowledge
 - first aid codes of practice
 - appropriate workplace or site procedures relevant to the provision of first aid
 - contents of first aid kits
- Knowledge of legal, workplace and community considerations including:
 - duty of care requirements
 - own skills and limitations
 - consent and how it relates to the conscious and unconscious casualty
 - privacy and confidentiality requirements
 - awareness of potential need for stress management techniques and available support for rescuers
- Knowledge of considerations when providing CPR, including:
 - upper airway and effect of positional change
 - appropriate duration and cessation of CPR
 - appropriate use of an AED
 - safety and maintenance procedures for an AED
 - chain of survival
 - how to access emergency services
- Knowledge of techniques for providing CPR to adults, children and infants including:
 - how to recognise that a casualty is unconscious and not breathing normally
 - rate, ratio and depth of compressions and ventilations
 - correct hand positioning for compressions
 - basic anatomy, physiology and the differences between adults, children and infants relating to CPR
- Knowledge of signs, symptoms and management of the following conditions and injuries:
 - allergic reaction
 - anaphylaxis
 - asthma
 - non-life-threatening and life-threatening bleeding
 - burns
 - cardiac conditions, including chest pain
 - choking
 - diabetes
 - drowning
 - envenomation - all current treatments
 - eye injuries
 - fractures, dislocations, strains and sprains
 - head, neck and spinal injuries
 - hypothermia
 - hyperthermia
 - minor wounds
 - nose-bleed

- poisoning
- seizures
- shock
- sharps injuries
- stroke.

Context of Assessment

- The assessments are conducted in a simulated area.
- The assessments are directly supervised by your Assessor.
- To be assessed as Satisfactory in all the Performance Assessment tasks, all questions must be answered correctly.

Knowledge Test 1

Multiple Choice Questions

1. In the ARC guidelines, what does the term CPR stands for?
 - a) Cardio Pulmonary Resource
 - b) Cardio Pulse Response
 - c) Cardio Pulmonary Resuscitation
 - d) Cardio Pulmonary Response

2. In the ARC guidelines what does the term DRSABCD stands for?
 - a) Danger, Defibrillation, Airway, Send for Help, Breathing, Compressions
 - b) Shake and Shout, Airway, Breathing, Circulation
 - c) COWS, Airway, Breathing, CPR
 - d) Danger, Response, Send for help, Airway, Breathing, Compressions, Defibrillation

3. Select the correct position of hand and depth of chest compressions when performing CPR?
 - a) Just below the right collar bone – 1/2 chest depth
 - b) On the lower half of the stomach – 1/3 chest depth
 - c) Top half of the sternum (breast bone) to the left of the chest – 1/3 chest depth
 - d) Lower half of the sternum (breast bone) in the centre of the chest at nipple line – 1/3 chest depth

4. Select the four steps of the chain of survival in order:
 - a) Early CPR, Early advanced life support, Early control of bleeding, Early reporting
 - b) Early rescue breaths, Early chest compressions, Early defibrillation, Early call for help
 - c) Early access(call for help), Early CPR, Early defibrillation, Early advanced life support
 - d) Early CPR, Early call for help, Early assistance, Early debriefing

5. A casualty requires CPR if they:
 - a) Are not breathing normally
 - b) Are not breathing normally, are unconscious and unresponsive
 - c) Are breathing normally
 - d) Are unconscious, unresponsive and breathing normally.

6. During and following any emergency situation you should:
 - a) Check for relevant hazards, maintain a safe environment, removing risk as they occur
 - b) Gain consent from the conscious casualty, remain culturally aware, be sensitive and respectful and maintain confidentiality regarding the situation
 - c) Debrief after situation and seek support if suffering signs of post-traumatic stress, e.g. anxiety, sleeplessness, depression or other stress related symptoms
 - d) All of the above

7. When should an automated external defibrillator (AED) be used?
 - a) On a casualty who is unconscious, unresponsive and not breathing normally
 - b) On a casualty who is breathing normally
 - c) During an asthma attack once the person can no longer talk in full sentences
 - d) On a casualty complaining of chest pain

8. After turning the AED on and following the prompts, it is important that when the heart rhythm is being analysed:
 - a) CPR continues
 - b) You shout, "Stand Clear", CPR stops, and nobody touches the casualty
 - c) You continue to give rescue breaths but stop compressions
 - d) You keep your finger depressed on the shock button

9. A casualty is found to be unconscious and unresponsive, has a clear airway and is breathing with no major blood loss. What should you do?
 - a) Call 000, place the casualty into the recovery position and continue to monitor
 - b) Call 000, lay the casualty on their back with their legs raised and monitor
 - c) Scream and run away
 - d) Do not touch the casualty and call 000

10. When performing CPR on adults, children and infants, which adjustments must be made?
 - a) Head tilt and size of rescue breaths
 - b) The number of hands/fingers used to compress chest
 - c) Both (a) and (b)
 - d) You do not make any adjustments, they are all the same

11. What is the correct ratio of chest compressions to breaths, while performing CPR?
 - a) 15 compressions: 2 breaths
 - b) 30 compression: 2 breaths
 - c) 5 compressions: 1 breath
 - d) 10 compressions: 2 breaths

12. After treating a casualty in a workplace, you must continue your Duty of Care by recording and reporting the details of the incident to your supervisor. The report must be confidential and include which of the following?
 - a) The casualty's details, what happened, injuries sustained, and any treatment given
 - b) The casualty's licence number and contact number
 - c) You do not have to fill out a report at work, that is for your supervisor to do
 - d) Nothing as it is all too personal and embarrassing for the casualty

13. When calling 000, the call taker will ask which of the following questions?
 - a) What happened?
 - b) How many casualties and their age?
 - c) The conscious level of the casualty/casualties?
 - d) All of the above

14. A conscious casualty is complaining of central chest pain, shortness of breath, and his skin appears clammy. What is the correct first aid treatment for this casualty?
 - a) Rush the casualty to the nearest hospital in your car
 - b) Reassure casualty, call 000, place casualty in a position of comfort, keep casualty calm and assist with the administration of prescribed relevant medications they have
 - c) Lay the casualty in the recovery position and call 000
 - d) Encourage the casualty to rest until the chest pain stops

15. A student you know who has a severe allergy is stung by a bee. He suddenly complains of difficulty in breathing, dizziness, abdominal pain. Should you?
 - a) Administer adrenaline to him, call an ambulance if he collapses
 - b) Let casualty sit up, prevent further exposure to the triggering agent if possible, administer adrenaline (epinephrine) via intramuscular injection and call an ambulance.
 - c) Perform back blows and chest thrusts to clear his airway, call 000 for an ambulance if this is unsuccessful, commence CPR if required
 - d) Apply a cold compress to his throat and administer adrenaline if he stops breathing

16. A known diabetic becomes confused and disorientated. What is the correct first aid treatment for this casualty?
 - a) Place the casualty in a comfortable position, reassure and give them a sugary drink or jelly beans
 - b) Place the casualty on their back with their legs raised and call 000, treat the cause of the shock
 - c) Place the casualty in a comfortable position and provide reassurance, but do not allow the casualty to eat or drink until they have seen a doctor
 - d) Place the casualty in the lateral position and assist them in administering their insulin

17. A casualty has splashed a chemical into their eyes. What is the first aid management?
 - a) Apply a cold compress to their eyes and call 000
 - b) Call 000, flush the eyes freely with tap water for at least 20 minutes and reassure the casualty
 - c) Cover both eyes with a bandage, reassure the casualty and call 000
 - d) Place casualty in a comfortable position, reassure the casualty and wait for the ambulance

18. A child at a school carnival suddenly collapses after running in a long-distance race. The child's skin is red, hot and dry to touch and is not sweating. You should immediately?
 - a) Position the casualty on their back, provide a cool, sweet drink and ring their parent to pick them up. Call 000
 - b) Position the casualty on a comfortable chair, provide a large, cool drink to rehydrate them quickly. Call 000,
 - c) Position the casualty in a comfortable position in a shady area, assist the casualty in removing excess clothing, soak with any available water, fan vigorously and apply cool sponges to the casualty's body and give frequent, small amounts of water to drink. Call 000
 - d) Call 000, position the casualty in the lateral position in a shady area to cool down and returned to your assigned duties

19. A person is rescued from icy water and is uncoordinated, shivering and has pale, cool skin. As well as calling 000, what is the correct first aid treatment for this?
 - a) Place the casualty in a comfortable position, remove from the cold environment, monitor their vital signs, dry and gently warm the body. Give warm fluids only if the casualty is fully conscious.
 - b) Place the casualty in the lateral position, monitor their vital signs, rapidly warm their body in front of a heater
 - c) Place the casualty in a comfortable position, monitor their vital signs, massage the casualty's limbs
 - d) Place the casualty in the lateral position

20. A young child has swallowed a household cleaner. What is the first thing you should do?
 - a) Try to find out how much has been taken and when you know, call 13 11 26 and follow the advice
 - b) Induce vomiting immediately, call 000
 - c) Give the child a drink of milk immediately, call 000
 - d) Walk the child around until the ambulance paramedics arrive

21. A young child has pulled a pot of boiling water off the stove. It has tipped over the body. How should you treat this injury?
 - a) Apply burn cream to the burn area and call 000
 - b) Cool the burn area with cool running water for at least 20 minutes, cover with clean lint-free dressing or plastic wrap, call 000
 - c) Apply burn cream and drive the patient to the nearest hospital
 - d) Cool the burnt area only with water for 20 minutes and then drive to the nearest hospital

22. A person collapses in front of you and appears to be having a seizure. What is the correct first aid treatment?
 - a) Roll the casualty onto their back, hold their tongue with your fingers, monitor vital signs, call 000
 - b) Roll the casualty into the lateral position, dial 000 and monitor their vital signs
 - c) Remove casualty from danger, hold their tongue with your fingers, monitor vital signs, call 000
 - d) Remove any objects that may cause an injury, dial 000, roll the casualty into the lateral position when practically possible. Note the time the seizure starts. Continuously monitor the casualty.

23. What are the treatment steps you should take if you suffer a needle stick injury (from a used needle)?
 - a) Say nothing. It's embarrassing and will only cause people to make jokes about you
 - b) Apply an ice pack for the pain and cover with a band-aid
 - c) Try to find the person who left the needle there so that you can find out if they have any communicable diseases that you should be worried about
 - d) Never squeeze blood from the site of injury, wash the area thoroughly with warm soapy water, apply antiseptic, cover with a band-aid and seek medical attention immediately

24. A conscious person suffering from a suspected stroke should be treated by:
- Giving aspirin, laying the casualty on their back with their head raised and call 000
 - Laying casualty flat on their back with their feet raised, call 000 and monitor
 - Calling 000, place casualty in a comfortable position, loosen tight clothing, support their head and shoulders if required, reassure and monitor
 - Laying casualty in the left lateral position with the head raised and call 000
25. After being hit in the head, a person is irritable, uncooperative, suffering from short-term memory loss and feeling tired. What should you do?
- Call 000, place patient in a comfortable position, reassure, keep still and support head, shoulders and neck
 - Think spinal injury, reassure and take vital signs as required. Suggest they see their GP within 24 hours
 - Keep them moving so they 'walk it off.'
 - Maintain an open airway, sit the casualty down, leaning forward and ask them to support the jaw. Call 000
26. You are out bushwalking with a friend. Your friend gets bitten by a snake. Should you?
- Catch the snake to see what type it is, then call 000
 - Apply a tourniquet as quickly as possible above the bite site, then call 000
 - You and your friend should run away quickly and get help
 - When safe, lay your friend down, reassure and apply a pressure-immobilisation bandage, then call 000
27. A casualty has been crushed by an object which is still in place; would you remove the object?
- Yes, immediately if possible and safe to do so. After doing so, assess the casualty and be prepared to perform CPR
 - Yes, if it were on the lower part of the body, but not if it was on the casualty's head or chest
 - No, it should not be removed
 - No, it should only be removed until emergency services arrive to assist
28. The correct treatment for bleeding includes which of the following?
- Direct pressure
 - Elevation
 - Run under cold water, then apply ice
 - Both a and b
29. A casualty presents with difficulty breathing, cannot speak in full sentences, appears distressed, is pale and possibly with a wheeze. How would you treat them?
- Sit the casualty in an upright position, give 4 puffs of reliever medication with 4 breaths after each puff, wait 4 minutes and if there is no improvement, repeat treatment and call an ambulance immediately
 - Tell them to sit down and get their breath back
 - Get them to lie on their back and raise their legs
 - Put them in the lateral position and administer back blows
30. Which of the following groups of signs and symptoms may indicate shock?
- Pale, cool, clammy skin, weak rapid pulse, increased breathing rate, nausea and or vomiting, deteriorating conscious state
 - Flushed, dry and hot skin, strong and fast pulse, headache and confusion
 - Pale skin, slow pulse, dizziness, nausea and loss of consciousness
 - Grey skin, breathlessness and anxiety
31. Rest, Ice, Compression, Elevation and Referral is the technique used for which type of injury?
- Obvious fractures and dislocations
 - Sprains, strains and contusions
 - Abdominal injuries
 - Bleeding

32. The correct first aid treatment for a fracture or a dislocation is to?
- Attempt to re-align the bone
 - Immobilise the injured joint or bone in the position found and treat for shock if required
 - Use the RICER technique
 - None of the above
33. You suspect a deep airway obstruction, and after encouraging the conscious casualty to cough, the casualty is becoming cyanosed, gasping for air and becoming extremely distressed. Should you?
- Call 000 and wait for the ambulance to arrive
 - Call 000, roll the casualty on their side and check their airway again
 - Reassure the casualty, call 000, Give 5 back blows, checking the airway after each blow, if airway still obstructed, deliver up to 5 chest thrusts checking the airway after each thrust
 - Call 000 and administer some Ventolin
34. If applying an AED to an infant, ensure that:
- The pads do not touch each other
 - Paediatric pads are used if available (place on the front of the chest/middle of the back)
 - The child is unconscious and not breathing normally
 - All of the above
35. Fill the gaps, using one of the statements below, in the following Resuscitation Summary Chart:
- Duration of breaths: 1 second; breaths: 2 breaths
 - Duration of breaths: 2 second; breaths: 1 breath
 - Duration of breaths: 1 second; breaths: 4 breaths
 - Duration of breaths: 2 second; breaths: 4 breaths

Resuscitation Summary Chart			
CPR	Adult (8 years of age and older)	Child (1-8 years of age)	Infant (Less than one year)
Check the scene Establish unresponsiveness	Is the scene safe to help? Wake and shout - gently squeeze or tap shoulders - are you OK?		
Compression location	Centre of chest		Just below nipple line on breastbone
Compression method	2 hands: heel of 1 hand, other hand on top (or 1 hand for children)		2 fingers: middle and ring
Compression depth	1/3 depth of chest		
Compression rate	100 per minute		
Compression breaths	30:2		
Duration of breaths	_____		
Breaths	_____		

36. How would you identify what your own skills and limitations are in relation to administering assistance to CPR? *
- The treatment I give is limited to what I have been taught
 - Regardless of my training, any attempt at CPR is better than no attempt
 - I should not attempt any medical procedure that could be a risk to the casualty
 - The accident scene is too overwhelming for me to attempt the CPR
37. Why is it imperative to debrief and evaluate your performance?
- To reduce the psychological stress, you experience from the incident
 - To share your experience and further development
 - To improve future response
 - All of the above.
38. What are two imperative things you must do prior to defibrillating a casualty?
- Touch the casualty
 - Give stand clear instructions loudly.
 - Visually inspect and ensure nobody is touching the casualty
 - Place your hand on the casualty
39. When managing a casualty, as a first aider, you must:
- Be culturally aware and sensitive
 - Communicate gently and in a respectful manner
 - Be understanding, calm and reassuring
 - All of the above
40. Once you have commenced CPR, what would be a valid reason to stop CPR?
- Physically exhausted to perform the CPR
 - Medical help arrives and takes over
 - The accident scene is no longer safe
 - All of the above
41. You are in a café when a fight occurs between two people. You notice one of them holding onto their abdomen, looking pale and there is blood coming through their fingers. What is your first action?
- Follow DRSABCD
 - Place the casualty on the back with knees slightly raised and supported
 - Loosen clothing, cover protruding organs with aluminium foil or plastic food wrap, or a large, non-stick sterile dressing, soaked in sterile saline (clean water if saline is not available), call 000
 - All of the above
42. What is the minimum age limit of a casualty for using an AED?
- The minimum age is 3 years old
 - The minimum age is 5 years old
 - No minimum age for using AED
 - The minimum age is 4 years old.
43. Select two anatomical differences between a child and an adult?
- The airway is funnel-shaped and narrowest at the level of the cricoid cartilage in children as compared to adults
 - Children have a large head, short neck and a prominent occiput.
 - The tongue is large in children as compared to adults
 - An adult heart is smaller than a child's heart
44. Select the correct first aid management for soft tissue injuries:
- Rest, Ice, Compression, Elevation
 - Sit the casualty in a comfortable position
 - Seek medical advice if the pain is severe
 - All of the above

45. List the best method to treat a casualty who is bleeding from a head injury?
- Apply direct pressure to the wound and call 000
 - Lay casualty on the ground, with wound facing downwards and call 000
 - Apply a wet towel to head and call 000
 - Check if the wound is spongy, and if not, carefully apply direct pressure and call 000
46. What are any four sign and symptoms of a fracture?
- Crack in the bone, Deformity, Shortening of the injured limb, loss of movement, pain
 - Pain, anxiety, increased heart rate, deformity
 - Unable to weight bear on the limb, pain, anxiety
 - Pain, nausea, vomiting, anxiety
47. FAST is a commonly used abbreviation for signs of a stroke. FAST stands for:
- First Aid, Airway, Send for Help, Tongue
 - Facial weakness, Arm weakness, Speech difficulty, Time to act fast
 - Faint, Allergy, Shock, Transient Ischaemic Attack [d] Faint, Allergy, Shock,
 - Faint, Allergy, Shock, Temperature
48. What are the signs and symptoms of a heart attack?
- Heavy pain in the chest / sometimes radiating
 - Fatigue / Dizziness
 - Nausea / Vomiting
 - All of the above
49. When the spinal cord is damaged, there may be:
- Floating sensations (described as if the patient has become detached from their body)
 - Loss of sensation or tingling and burning feelings. Loss of bladder or bowel control
 - Loss of control or weakness of the limbs. All movement may be absent.
 - All of the above
50. Assessment of the first aid scene includes the following steps:
- Identify any hazards within the environment or to the casualty
 - Assessment and recognising potential causes of risks
 - Classifying the types and severity of injuries
 - All of the above
51. Potential hazard in a first aid scenario includes:
- Bystanders, aggressive family members and other people involved at risk
 - Exposure to body fluids, vomit and blood
 - Dangling powerlines, traffic at a roadside accident fire, smoke and inhalation of dangerous fumes
 - All of the above
52. Reviewing a first aid incident should involve the following:
- A first aid officer with appropriate training and skills
 - Identifying signs of stress and referral to seek assistance
 - Documentation as per workplace requirements and follow-up actions for improvements.
 - All of the above
53. The psychological impacts of a stressful first aid incident can be:
- Emotional changes - anxiety, fear, anger, sadness or frustration.
 - Behavioural changes-irritability, substance abuse, anger issues
 - Both A and B
 - None of the above

54. You are going swimming with a friend. Your friend starts bleeding from the nose. You should:
- Apply pressure equally to both sides of the nose, over the soft part below the bony bridge (usually between the thumb and index finger).
 - Sit up the casualty with head leaning forward to avoid blood flowing down the throat.
 - Encourage the casualty to spit out blood rather than swallow it as swallowed blood irritates the stomach and causes vomiting, which can worsen the bleeding. If bleeding continues for more than 20 minutes, call an ambulance
 - All of the above
55. You are working in a warehouse. One of your colleagues has sustained an injury from a machine and is bleeding profusely. You have called an ambulance. What actions you would take as a first aider.
- Reassure and assist the casualty into a position of comfort, preferably lying down.
 - Keep the casualty warm, monitor the vital signs at frequent intervals. Administer oxygen if available and trained to do so
 - Treat shock. If the casualty becomes unresponsive and not breathing normally, start CPR.
 - All of the above
56. You are working in a remote location with a friend. Your friend has cut his arm with a saw and is bleeding. You have noticed signs of increased pulse rate, rapid breathing, pale and clammy skin. Your friend is almost collapsing. You have rung 000 and an ambulance is on the way. What actions should you take as a first aider while waiting for the ambulance?
- Reassure the casualty, assist the casualty into a position of comfort, preferably lying down. Control any bleeding promptly. Reassure and constantly re-check the person's condition for any change. Treat shock
 - Keep the casualty cold, monitor the vital signs at frequent intervals.
 - If the casualty becomes unresponsive and not breathing normally, Do not start CPR.
 - You should just monitor the casualty closely.
57. The common sign and symptoms of a near-drowning casualty include:
- Vigorous breathing efforts or holding of breath. Rapid heart rate.
 - Normal respiratory rate
 - Nausea and vomiting
 - Decreased heart rate
58. The common sign and symptoms of a diabetic casualty with hypoglycemia include:
- Sweating, pallor (pale skin), especially in young children, a rapid pulse;
 - Shaking, trembling or weakness, hunger, lightheadedness or dizziness;
 - Confusion, inability to concentrate, slurred speech, headache
 - All of the above
59. The major signs and symptoms of heat-induced illness:
- High body temperature, dizziness and faintness
 - Nausea, vomiting or diarrhoea, dry skin
 - Decreasing levels of consciousness, confusion or seizures.
 - All of the above

Knowledge Test 2

True or False Questions

The following statements require a True or False response – Circle the correct answer

1	All drowning casualties should be turned on their side to clear their airway.
2	Minor skin injuries <u>must</u> be washed with antiseptic before being covered with a clean dressing
3	Bruising, swelling, blood in urine or stools, pain and guarding are all possible signs and symptoms of abdominal injuries and required urgent medical attention.
4	An embedded object in a casualty's eye or an insect in a casualty's ear should be gently removed with tweezers or a cotton bud.
5	You are performing CPR on a lady who is heavily pregnant. She should be placed on her back with her right buttock slightly elevated.
6	The currency of First Aid skills must be in line with specific industry/state/legislative requirements
7	Use of standard precautions, including gloves, goggles, and resuscitation masks/face-shields reduce the risk of cross-infection of communicable diseases when treating a casualty
8	You must not stop CPR even if you are exhausted and your safety is at risk or the casualty begins to breathe normally
9	Wash your hands thoroughly with soap and water and put on gloves before encountering a wound, blood or other body fluids
10	All patient first aid records in the workplace are to be kept confidential and secure unless requested by a legal authority, the patient or an authorised person in the workplace.
11	A designated first aider in the workplace has a duty of care to provide first aid in the event of an emergency or illness/injury in that workplace.
12	Emergencies can often result in emotional stress, trauma, anxiety and distress. It is best that you seek assistance to help you with any of these issues.
13	As per the Australian Resuscitation Council, CPR training be completed at least annually.
14	As per Safe Work Australia, First Aid in the Workplace (Code of Practice), refresher training in first aid qualifications should be conducted every three years
15	Standard precautions such as PPE and eye shields do not help prevent contamination from a casualty's body fluids
16	A report should be kept confidential unless requested by a legally authorised person

17	Once you have commenced CPR, you have a legal obligation to fulfil your duty of care to the victim
18	In any emergency, a first aider may disclose personal information about a casualty's wellbeing without their consent to paramedics.
19	It is normal for an unconscious victim to take the occasional gasping breaths
20	An infant trachea is soft and pliable and could become compressed by an excessive backward head tilt
21	Always seek consent from a conscious casualty before proceeding with treatment
22	A conscious casualty who suffers a deep airway obstruction should receive CPR immediately
23	The airway can be blocked by the tongue relaxing and falling back against the throat
24	As a first aider, you should not be sensitive and respectful while assisting others
25	It is essential for the first aider to monitor the casualty's condition and respond in accordance with first aid principles
26	A poison may be injected, inhaled, ingested (through the mouth) or absorbed (through the skin)
27	Hypoglycaemia or low blood sugar in a diabetic casualty is often caused by missing a meal
28	The young child's tongue is relatively larger in the oropharynx than the adults.
29	Vomiting/Diarrhoea is the common effect of the poison or toxic substance in a child
30	Pale and clammy skin are typical symptoms of shock
31	You should not pinch the hard part of the nose for a nose bleed
32	Thighs and upper arm are the preferred sites for EPIPEN injection
33	Always follow and implement the legal workplace policies and procedures
34	Is it necessary to conduct a visual and verbal assessment of the casualty at the scene
35	First aid treatment improves the outcomes of all emergency situation.
36	The first aider has the responsibility of completing workplace documentation, including the incident form.
37	All first aid equipment needs to be serviced according to organisational guidelines and manufacturer's instructions and be in working condition.
38	The first aider should not position an unresponsive person who is breathing normally into a lateral, side-lying recovery (lateral recumbent) position to prevent airway compromise.
39	First aid kits should be placed in a prominent and accessible position in the workplace.
40	Assessment of an emergency situation is an important role of the first aider.

Student Instructions

Performance Assessments

The Assessment Task

These Performance Assessments require Students to demonstrate their skills and knowledge about administering first aid to a casualty in line with first aid guidelines determined by the Australian Resuscitation Council (ARC) and other Australian national peak clinical bodies.

Context of Assessment - The assessments are conducted in a simulated area.

Applicable Conditions

- You are required to perform given activities in this assessment task.
- You must attempt all activities of the scenario for your Trainer to assess your competence in this assessment task.
- This skill test is timed and is conducted as an open book assessment (this means you are able to refer to your textbook or other learner materials during the test).
- You will be assessed independently on this assessment task.
- No marks or grades are allocated for this assessment task. The outcome of the task will be Satisfactory or Not Satisfactory.
- As you complete this assessment task, you are predominately demonstrating your skills, techniques and knowledge to your Trainer.
- Your Trainer may ask you relevant questions during this assessment task
- Where a Student's answers are deemed not satisfactory after the first attempt, a resubmission attempt will be allowed.
- The student may speak to their Trainer if they have any difficulty in completing the tasks and require reasonable adjustments.
- For more information, please refer to the Training Organisation's Student Handbook.

What's Expected

You are expected to demonstrate the application of the steps involved in administering first aid to a casualty according to the various scenarios outlined for each Performance Assessment.

Your Assessor will be present for duration of each assessment and is available should you have any questions.

Performance Assessment 1 – Adult collapsed in a retail area

10 minutes – Individual

You are working as a security guard at your local shopping centre. A person has collapsed in the food court and is unresponsive. You are the only first aider present. Your task is to manage the unconscious, non-breathing casualty in line with ARC guidelines until paramedics arrive.

Your assessor will act as a bystander and observe you perform the following activities. A person will also act as a paramedic.

In this activity, you are required to respond to an emergency situation and communicate the details of the incident to emergency services. This includes:

- Recognising and assessing the emergency situation
- Ensuring the safety of yourself, any bystander and the casualty
- Assessing the casualty and determining if there is a need for cardiopulmonary resuscitation (CPR)
- Seeking assistance from emergency services
- Performing CPR in accordance with ARC guidelines
- Displaying respectful behaviour towards the casualty
- Performing first aid in accordance with first aid principles
- Using available resources and equipment to make the casualty as comfortable as possible
- Operating an automated external defibrillator (AED) according to manufacturer's instructions.
- Rotating to Paramedic with minimal interruptions to compressions
- Accurately conveying the incident details to the emergency services
- Reporting the details of the incident in line with workplace or site procedures
- Maintaining privacy and confidentiality of information in, line with statutory or organisational policies

Student must also fill out the following documents after completing the scenario and while waiting for other students to complete the scenario:

- A First Aid Incident Report Form
- Review Form

These forms can be found in the Student Assessment Answer Sheet.

Performance Assessment 2 – Infant collapsed in child care centre

10 minutes Individual

You are working in an Early Learning Centre. You have just found one of the infants, Isabella, on the floor in the play area. The child is unresponsive. Your task is to manage the unconscious, non-breathing infant in line with ARC guidelines until paramedics arrive. The Centre Manager is already on the phone calling 000 for an ambulance.

Your assessor will act as a bystander and observe you perform the following activities.

In this activity, you are required to respond to an emergency situation and manage, in line with ARC guidelines and unconscious non-breathing infant. This includes:

- Recognising and assessing the emergency situation
- Ensuring the safety of yourself, any bystander and the casualty
- Assessing the casualty and determining if there is a need for cardiopulmonary resuscitation (CPR)
- Performing first aid and CPR in accordance with ARC guidelines
- Displaying respectful behaviour towards the casualty
- Using available resources to make the casualty as comfortable as possible
- Monitoring the casualty's condition and respond using first aid principles, DRSABSD?

Student Knowledge – Specific conditions and injuries

15 minutes Individual

You are required to manage casualties and provide first aid treatment as per the scenarios listed below. Your assessor will observe how you provide treatment to the casualty.

Your assessor will act as a bystander and observe you perform the following activities. A person will act as the casualty.

During and after the activities, you will answer any verbal questions posed by the Trainer. The list outlines the tasks you need to perform and your assessor will observe.

Activity 1 – Anaphylaxis

Activity 2 – Asthma

Activity 3 – Non-life-threatening bleeding

Activity 4 – Choking

Activity 5 – Envenomation using pressure immobilisation

Activity 6 – Fracture, dislocation, sprain or strain using appropriate immobilisation techniques

Activity 7 – Minor wound cleaning and dressing

Activity 8 – Nosebleed

Activity 9 – Shock

Activity 1 – Anaphylaxis

A person who is highly allergic to bees is stung on the arm. The arm begins to swell and a rash starts to form on the body. After 10 minutes, the person complains of abdominal pain, nausea and difficulty breathing. What action will you take?

Demonstrate first aid treatment.

Activity 2 – Asthma

A person appears to be in respiratory distress and is finding it hard to speak. What questions will you ask? What action will you take?

Demonstrate first aid treatment.

Activity 3 - Non-life-threatening bleeding

One of the kitchen staff members has cut their finger. There appears to be a lot of blood and you don't know how deep the gash is. What action will you take?

Demonstrate first aid treatment.

Activity 4 – Choking

One of your colleagues starts coughing violently during lunch. Several minutes later, the person stops coughing, is clutch at the throat and is looking very distressed. What action will you take?

Demonstrate first aid treatment.

Activity 5 – Envenomation, using pressure immobilisation

A person has been bitten on the leg by a snake. What action will you take?

Demonstrate first aid treatment.

Activity 6 – Fracture, dislocation, sprain or strain using appropriate immobilisation techniques

You are working and a colleague trips on the stairs, twists his foot and falls to the ground. He clutches his ankle and complains of severe pain. What actions will you take?

Demonstrate first aid treatment.

Activity 7 – Minor wound cleaning and dressing

You are working as a first aider on a school playground. One of the students has fallen over and scraped his knee badly. What actions will you take?

Demonstrate first aid treatment.

Activity 8 – Nosebleed

A player has been hit on the nose by a cricket ball and is bleeding profusely. You are the first aider at the game. What actions will you take?

Demonstrate first aid treatment.

Activity 9 – Shock

You have just managed to stop the cricket player's nose bleed, when you notice that he has become very pale, is clammy and shaking. What actions will you take?

Demonstrate first aid treatment.