

## Frontline First Aid

### Canadian Red Cross First Responder Instructor Course Preparation Overview



Instructor certification requires diligence, attention to detail and considerable preparation...before, during and after your Instructor course.

You must read through this Preparation Overview carefully, and ensure that you have completed all the steps and assignments required as you move closer to, and through the course.

**If there are any steps, requirements or components that you are unsure of...contact Frontline First Aid right away to get clarification.**

- [training@frontlinefirstaid.ca](mailto:training@frontlinefirstaid.ca)
- 250-470-0205



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# STEP 1: REGISTRATION & PREREQUISITES

## FIRST RESPONDER INSTRUCTOR SCOPE

Canadian Red Cross First Responder Instructor certification allows you to teach the following Canadian Red Cross courses, collectively referred to as the "[Professional Responder Programs](#)":

- First Responder  
(this includes authorization to administer BC EMALB First Responder Licensing Evaluations)
- Marine Advanced First Aid
- Advanced First Aid
- Oxygen Administration
- Basic Life Support | BLS  
(formerly referred to as "CPR HCP")

Accreditation to teach the "[Youth Programs](#)", "[Core Programs](#)" and "[Wilderness Programs](#)" is available through additional, separately obtained Instructor certifications.

### 1.1 REGISTRATION

- [Course Dates & Registration](#)
  - [CLICK HERE](#)
- Your Registration will be approved after submitting proof of Prerequisites



## 1.2 PROOF OF CERTIFICATION

You must provide proof of current Canadian Red Cross First Responder Certification.

- Documentation must be emailed to [training@frontlinefirstaid.ca](mailto:training@frontlinefirstaid.ca)
- Registration will not be approved until proof of prerequisite qualifications is received by Frontline

### PRIOR LEARNING ASSESSMENT REVIEW

If you do not have a current Canadian Red Cross First Responder certificate, but hold another certificate that you believe is equivalent in scope and nature, you can submit a [Prior Learning Assessment Review \(PLAR\)](#).

- You can download a copy of the [PLAR application form here](#).
- You are responsible for submitting the PLAR application to the Canadian Red Cross National Contact Center in accordance with the instructions on the form itself.
- Frontline First Aid is not directly involved with the PLAR application or approval process.
- The PLAR approval process can be lengthy, so you should begin the process as soon as possible.
- If you do not present Frontline First Aid with an approved PLAR, as issued through the National Contact Center, prior to Classroom Session 1 your registration will be cancelled.

## 1.3 SKILLS ASSESSMENT

### CLASSROOM SESSION “A”

The first session of your Instructor Certification program will be a Skills Evaluation and Assessment.

As a First Responder Instructor candidate, you must be able to accurately and correctly perform all the skills outlined in the [Canadian Red Cross First Responder Skills Checklists](#), without coaching or correction.

A Canadian Red Cross Instructor-Trainer or Teaching Experience Supervisor (TES) will conduct your Skills Assessment and document their Evaluation of your performance.

If, at any time during the Instructor development process, you are unable to perform any of the [First Responder Skills](#), you will not be permitted to continue the program.



# **INSTRUCTOR MATERIALS**

You will receive your printed materials after completing your Skills Assessment at Classroom Session “A”. You must bring these materials with you to Classroom Session “B”

## **Printed Materials included with Registration:**

- Instructor Guide: First Aid & CPR
- Fundamentals of Instruction First Aid Programs Workbook
- First Aid & CPR Student Manual
- CPR Student Manual
- Child Care First Aid Student Manual
- Online eLearning Modules
- First Responder Instructor Guide
- Canadian Red Cross Emergency Care Adobe Presentations
- Canadian Red Cross Emergency Care Manual

## **Online Resources and Downloads:**

- Fundamentals of Instruction eBook PDF
- Online Lesson Plan Generator/"Boulevard"  
(initially accessed through the "Pre-Course 1-Lesson Planning" section of your Online Fundamentals of Instruction eLearning Modules)
- National Program Standards PDF
- Comprehensive Guide to First Aid
- CPR HCP Supplement
- First Responder Workbook
- First Responder Skills Checklists
- First Responder Skill Summaries
- Emergency Care Manual Content Guide
- Emergency Care Scenarios

# **PRINTED COPIES OF ONLINE DOWNLOADS**

**You must arrive at Session “B” with printed copies of all the Online downloads and PDFs listed below:**

- Fundamentals of Instruction eBook PDF
- National Program Standards PDF
- Comprehensive Guide to First Aid
- CPR HCP Supplement
- First Responder Workbook
- First Responder Skills Checklists
- First Responder Skill Summaries
- Emergency Care Manual Content Guide
- Emergency Care Scenarios



## STEP 2: FUNDAMENTALS OF INSTRUCTION

### 2.1 FUNDAMENTALS OF INSTRUCTION ONLINE MODULES

[Online eLearning Modules - Fundamentals of Instruction](#)

- PIN and Password are issued with your Course Materials, after completing/submitted the Skills Evaluation
- Fundamentals of Instruction online Modules must be completed before **STEP 2.3** (Classroom Session "B")
- Estimated 8 hours to complete the Online Modules

### 2.2 PRE-COURSE ASSIGNMENTS

- First Responder Workbook
- Micro-Teach 1
- Micro-Teach 2
- Micro-Teach 3
- Micro-Teach 4
- Additional Homework

### COMPLETED FIRST RESPONDER WORKBOOK

- [Click here](#) to download a Canadian Red Cross First Responder student Workbook.
- You must submit a completed First Responder Workbook at the start of Classroom Session "B".

### ASSIGNED PARTICIPANT NUMBER

When your registration is approved, you will be assigned a specific Participant Number.

- This will be a number between 1-8.
- Your assigned Participant number will correspond with your assigned Micro-Teach topics



## **MICRO-TEACH ASSIGNMENTS**

### **Micro-Teach 1**

#### **5-minute Ice Breaker or Energizer**

- No specifically assigned topics

### **Micro-Teach 2 Topics**

#### **20-minute Knowledge Based Lesson**

- Participant 1: BC EMALB
- Participant 2: Blood Pressure
- Participant 3: Administering Medications
- Participant 4: Shock
- Participant 5: Pulse Oximetry
- Participant 6: Childbirth Complications
- Participant 7: OPQRST Questions
- Participant 8: COPD

### **Micro-Teach 3 Topics**

#### **10-minute Knowledge Based Lesson**

- Participant 1: Certification vs Licensure
- Participant 2: Stroke and TIA
- Participant 3: Diabetes
- Participant 4: Medical Supervision
- Participant 5: DNRs and Medical Directives
- Participant 6: Capillary Blood Glucose
- Participant 7: Head and Neck Injuries
- Participant 8: How AED's Function

### **Micro-Teach 4 Topics**

#### **20-minute Skill Based Lesson**

- Participant 1: 2-Rescuer Baby CPR
- Participant 2: 2-Rescuer Adult CPR with Airway Obstruction
- Participant 3: Administering Glucogel to an Unresponsive Patient
- Participant 4: Helmet Removal with Spinal Precautions
- Participant 5: Measuring Blood Pressure
- Participant 6: Traction Splinting
- Participant 7: Rolling from Prone to Supine with Spinal Precautions
- Participant 8: Choking Adult becomes Unresponsive



## ADDITIONAL HOMEWORK

Your Instructor-Trainer will do their best to be respectful of a Work/Life balance, but it is possible that you may need to utilize the evenings between your classroom sessions to work on course related assignments.

This could include:

- Making adjustments to previously created Lesson Plans
- Reviewing principles or practicing skills as necessary
- Finishing assignments started, but not completed in class
- Any other unforeseen course completion requirements

You must ensure that your schedule allows for several hours of uninterrupted study/project work outside of the classroom, throughout the course.

## 2.3 IN-CLASS FUNDAMENTALS OF INSTRUCTION

### CLASSROOM SESSION “B”: MICRO-TEACH 1

At the start of classroom session "B", you will need to hand in a written lesson plan for **Micro-Teach 1**.

- 5 minute "Ice Breaker" or "Energizer".
- You will lead your fellow participants through this Ice Breaker/Energizer at some point during the session.
- **[Click here for information and parameters on Micro-Teach preparation](#)**

### CLASSROOM SESSION “C”: MICRO-TEACH 2

At the start of Classroom Session “C”, you will be required to bring and hand-in two copies of a completed lesson plan for **Micro-Teach 2**.

You will conduct Micro-Teach 2 at some point during this session, with your fellow participants as the "students".

- 20 minutes in length  
(time management is an important factor)
- Knowledge based topic assigned according to your Participant Number
- Facilitated as though being presented to a group of new First Responder learners in a First Responder course
- In line with Canadian Red Cross First Aid materials and guidelines





### Micro-Teach 2 Topics

- Participant 1: BC EMALB
- Participant 2: Blood Pressure
- Participant 3: Administering Medications
- Participant 4: Shock
- Participant 5: Pulse Oximetry
- Participant 6: Childbirth Complications
- Participant 7: OPQRST Questions
- Participant 8: COPD

### Written Lesson Plan should include:

- A summary of any prior information the group would have hypothetically learned together already
- Essential content for the topic
- Teaching Time (20 minutes)
- Learning Activities
- Materials required
- Assessment and Evaluation strategies
- Variety of Activities that promote active participation
- Classroom layout/formation
- Teaching Aids

Try to utilize activities that allow participants to find/discover/organize the information themselves in a context that is relevant, meaningful and self-directed.

Present 20 minutes' worth of your topic. Do not try to cram every aspect of the topic into 20 minutes.

- For example...if your topic was "Diabetes", you could spend 20 minutes just on the causes of Diabetes, or the difference between Hypo & Hyperglycaemia.
- You would not have to cover Causes, Signs & Symptoms, Treatments, and Medication aspects all in a single 20 minute "Micro-Teach".

### Micro-Teach 2 Lesson Plan Resources:

- Instructor Guide: First Aid & CPR
- Fundamentals of Instruction First Aid Programs Workbook
- First Aid & CPR Student Manual
- CPR Student Manual
- Child Care First Aid Student Manual
- Online eLearning Modules
- First Responder Instructor Guide
- Canadian Red Cross Emergency Care Adobe Presentations
- Canadian Red Cross Emergency Care Manual
- Fundamentals of Instruction eBook PDF
- Online Lesson Plan Generator/"Boulevard"  
(initially accessed through the "Pre-Course 1-Lesson Planning" section of your Online Fundamentals of Instruction eLearning Modules)
- National Program Standards PDF

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- CPR HCP Supplement
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- First Responder Skills Checklists
- First Responder Skill Summaries
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- Emergency Care Scenarios



## STEP 3: DISCIPLINE SPECIFIC CONTENT

### IN-CLASS EMR INSTRUCTOR ACTIVITIES

#### CLASSROOM SESSION “D”: MICRO-TEACH 3

At the start of Classroom Session “D”, you will be required to hand in a completed lesson plan for **Micro-Teach 3**.

You will conduct Micro-Teach 3 at some point during this session, with your fellow participants as the "students".

- 10 minutes in length (time management is an important factor)
- Knowledge based topic assigned according to your Participant Number
- Facilitated as though being presented to a group of new First Responder learners in a First Responder course
- In line with Canadian Red Cross First Aid materials and guidelines

#### Micro-Teach 3 Topics

- Participant 1: Certification vs Licensure
- Participant 2: Stroke and TIA
- Participant 3: Diabetes
- Participant 4: Medical Supervision
- Participant 5: DNRs and Medical Directives
- Participant 6: Capillary Blood Glucose
- Participant 7: Head and Neck Injuries
- Participant 8: How AED's Function

#### Written Lesson Plan should include:

- A summary of any prior information the group would have hypothetically learned together already
- Essential content for the topic
- Teaching Time (10 minutes)
- Learning Activities
- Materials required
- Assessment and Evaluation strategies
- Variety of Activities that promote active participation
- Classroom layout/formation
- Teaching Aids

Try to utilize activities that allow participants to find/discover/organize the information themselves in a context that is relevant, meaningful and self-directed.



Present 10 minutes' worth of your topic. Do not try to cram every aspect of the topic into 10 minutes.

- For example...if your topic was "Diabetes", you could spend 10 minutes just on the causes of Diabetes, or the difference between Hypo & Hyperglycaemia.
- You would not have to cover Causes, Signs & Symptoms, Treatments, and Medication aspects all in a single 10 minute "Micro-Teach".

### Micro-Teach 3 Lesson Plan Resources:

- Instructor Guide: First Aid & CPR
- Fundamentals of Instruction First Aid Programs Workbook
- First Aid & CPR Student Manual
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## CLASSROOM SESSION "E": MICRO-TEACH 4

At the start of classroom session 5, you will be required to hand in a completed lesson plan for **Micro-Teach 4**.

You will conduct Micro-Teach 4 at some point during this session, with your fellow participants as the "students".

- 20 minutes in length (time management is an important factor)
- Skill based topic assigned according to your Participant Number
- Facilitated as though being presented to a group of new First Responder learners in a First Responder course
- In line with Canadian Red Cross First Aid materials and guidelines



### Micro-Teach 4 Topics

- Participant 1: 2-Rescuer Baby CPR
- Participant 2: 2-Rescuer Adult CPR with Airway Obstruction
- Participant 3: Administering Glucogel to an Unresponsive Patient
- Participant 4: Helmet Removal with Spinal Precautions
- Participant 5: Measuring Blood Pressure
- Participant 6: Traction Splinting
- Participant 7: Rolling from Prone to Supine with Spinal Precautions
- Participant 8: Choking Adult becomes Unresponsive

### Written Lesson Plan should include:

- A summary of any prior information the group would have hypothetically learned together already
- Essential content for the topic
- Teaching Time (20 minutes)
- Learning Activities
- Materials required
- Assessment and Evaluation strategies
- Variety of Activities that promote active participation
- Classroom layout/formation
- Teaching Aids

Try to utilize activities that maximize the amount of time participants spend performing the skills in a hands-on context.

Present 20 minutes' worth of your topic. Do not try to cram every aspect of the topic into 20 minutes.

- For example...if your topic was "Splinting", you could spend 20 minutes just on a Low Arm Triangular Sling, or a High Arm Triangular Sling.
- You would not have to cover every possible Arm Splint, Leg Splint, Hard Splint, Soft Splint, and Improvised Splint, in a single 20 minute "Micro-Teach".

### Micro-Teach 4 Lesson Plan Resources:

- Instructor Guide: First Aid & CPR
- Fundamentals of Instruction First Aid Programs Workbook
- First Aid & CPR Student Manual
- CPR Student Manual
- Child Care First Aid Student Manual
- Online eLearning Modules
- First Responder Instructor Guide
- Canadian Red Cross Emergency Care Adobe Presentations
- Canadian Red Cross Emergency Care Manual
- Fundamentals of Instruction eBook PDF
- Online Lesson Plan Generator/"Boulevard"  
(initially accessed through the "Pre-Course 1-Lesson Planning" section of your Online Fundamentals of Instruction eLearning Modules)
- National Program Standards PDF
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## STEP 4: TEACHING EXPERIENCE

### 4.1 TEACHING EXPERIENCE - ONLINE MODULE

After completing the Skill Assessment and Classroom Sessions of your Instructor course, you will be required to complete a Teaching Experience.

This includes completing the Teaching Experience Online eLearning Module.

### 4.2 PRACTICAL TEACHING EXPERIENCE

The last step in attaining your Instructor Certification is the Teaching Experience.

This involves teaching an actual First Responder course under the supervision of a qualified CRC Instructor-Trainer or Teaching Experience Supervisor.

- You will need to meet with your supervising instructor to discuss and arrange Pre-Course, During-Course, and Post-Course responsibilities.
- You will have one year from the completion of your Instructor course to complete your Teaching Experience.

## TRANSFER OPTIONS

If you already have training and experience as a First Aid Instructor or professional educator, you may qualify to by-pass specific components of the Instructor Development process.

- Canadian Red Cross Water Safety Instructors, or Teachers with an Education degree, can by-pass **STEP 2.3** (Classroom Sessions B & C).
- Existing Instructors with other recognized agencies may qualify to by-pass **STEP 3** (Classroom Sessions D & E)
  - Recognition of your existing Instructor qualifications must be obtained from the Canadian Red Cross directly, through the completion of a [Prior Learning Assessment Review \(PLAR\) form](#).

Proof of qualifications for either of the Transfer options must be emailed to [training@frontlinefirstaid.ca](mailto:training@frontlinefirstaid.ca)



## INSTRUCTIONAL EXPANSION

After obtaining your initial Canadian Red Cross Instructor Certification, you can obtain additional Instructor Certifications from the same discipline or other disciplines.

- The process to add new Instructor Certifications is shorter than the initial Certification.
- **CLICK HERE**...to see which steps are required, based on which Instructor Certification you start with and which Instructor Certification you wish to add.

## CERTIFICATION MAINTENANCE

Recertification is required every 3 years...[in an 8-hour Instructor Recertification Course](#)

### To qualify for Recertification...

- You must have taught at least 3 courses in the previous 3 years
- At least one of those must have been a First Responder course, to qualify for First Responder Instructor Recertification

If you hold Instructor Certification in [multiple Disciplines](#)...

- you must Recertify each one individually
- in a separate [Instructor Recertification Course](#)