

HLTAID012

Provide First Aid in an education and care setting

Theory Assessment Workbook

to be used with *Emergency First Aid for Carers and Teachers* by John Haines



DO NOT MARK THIS WORKBOOK



use the separate answer sheet provided

SAMPLE ONLY / PAGES REMOVED

INSTRUCTIONS

Getting started ...

Your learning resource is the book *Emergency First Aid for Carers and Teachers*, by John Haines.

Step 1

Please do NOT write in this question book – use the answer sheet to record your answers.

Step 2

Check the date printed on the answer sheet. You MUST return the completed answer sheet and question book to your provider before this date.

Step 3

Complete your personal details on the answer sheet. Please write clearly and legibly.

Step 4

Study carefully the information in your first aid manual, *Emergency First Aid for Carers and Teachers* by John Haines.

Step 5

Complete EVERY question by circling the relevant answer(s).

If you want to change your answer, put an X through the incorrect answer and circle the correct answer.

Step 6

When all questions have been answered, return the question book and answer sheet to your training organisation as advised.

Assessment

Your answers will be assessed and you will be notified of your results and any additional learning requirements. Practical skill assessment will be undertaken throughout the practical component of the course. You must achieve 100% in each section to attain competency and receive a Statement of Attainment.

Opportunity to correct any errors will be provided by your trainer.

No shortcuts!

It is strongly advised that you read and understand ALL required topics as shown on the next page.

If you take shortcuts, you risk placing yourself in a difficult position when attempting your practical skill assessments.

COURSE CONTENT

Before attempting to answer the questions,
study the following topics from
Emergency First Aid for Carers and Teachers
using the Contents and Index pages to find relevant information.

TOPICS

Principles of First Aid / Emergency Priorities

Legal Issues

Airway and Breathing Management

Cardiopulmonary Resuscitation (CPR)

Asthma

Allergic Reactions / Anaphylaxis

General Medical Conditions

Venomous Bites and Stings / Poisons

Infection Control / First Aid Kits

Wound Care / Control of Bleeding and Shock

Soft Tissue Injuries

Eye Injuries

Burns

Head, Neck and Spinal Injuries

Fracture Management

Extremes of Temperature

Monitoring Vital Signs / Handover

Debriefing / Review

Principles of First Aid / Emergency Priorities

- Question 1 What are the categories used to recognise a first aid illness or injury?
- (a) History, signs and diagnosis
 - (b) History, signs and symptoms
 - (c) Signs, symptoms and diagnosis
- Question 2 What are the key benefits of reassuring a conscious casualty?
- (a) To make them feel good and keep them quiet
 - (b) To decrease anxiety and heart rate, slow any blood loss and slow shock
 - (c) To give you time to think about correct first aid treatment
- Question 3 When should the principles of DRS ABCD begin in a first aid situation?
- (a) After calling for help
 - (b) When the ambulance arrives
 - (c) Immediately
- Question 4 When calling for emergency help in Australia, what number should you call?
- (a) 911
 - (b) 000
 - (c) 111
 - (d) 999
- Question 5 The steps in the Chain of Survival give a person in cardiac arrest the best chance of survival. Which of the following shows the steps in the correct order?
- (a) Early CPR, early ACCESS (000), early ADVANCED CARE, early DEFIBRILLATION.
 - (b) Early DEFIBRILLATION, early CPR, early ACCESS (000), early ADVANCED CARE.
 - (c) Early ACCESS (000), early CPR, early DEFIBRILLATION, early ADVANCED CARE.
- Question 6 What are some of the things you should note when contacting emergency services via triple zero? (choose all that apply)
- (a) Ask for the service you require: ambulance/fire/police.
 - (b) Immediately end the call if the casualty's condition gets worse.
 - (c) Answer all the operator's questions as best as you can.
 - (d) You can call triple zero at any time to practise the process.
- Question 7 You arrive at school and find a colleague lying on the ground. You should immediately...
- (a) check for a response from the casualty.
 - (b) phone the Principal and an ambulance.
 - (c) assess the situation for danger.
 - (d) assess the casualty for injuries.

Question 83 The best ways to help a child who is having a seizure is to...
(choose all that apply)

- (a) try to restrain the child to stop the seizure.
- (b) place a ruler or wooden spoon in their mouth so they don't bite their tongue.
- (c) remove any nearby objects that may cause an injury to the child.
- (d) when able, lay them on their side to protect their airway.
- (e) if caused by fever, ensure minimal clothing to keep them cool.

Question 84 Signs and symptoms relevant to low blood sugar (hypoglycaemia) include... (choose all that apply)

- (a) cold, pale, sweaty skin
- (b) rapid pulse rate
- (c) hot, dry skin
- (d) mental confusion
- (e) deteriorating level of consciousness

Question 85 A boy known to have diabetes has just completed a PE class. You find him sitting on the ground looking confused and talking to himself. You need to ...

- (a) give a sugary drink or lolly, monitor and seek medical advice if no improvement.
- (b) place him lying on his back and call an ambulance.
- (c) place him in a recovery position, follow the BLS flow chart and call an ambulance.

Question 86 What is the first aid management for a child suffering a diabetic episode who is unconscious but breathing?

- Give a sugar drink or sweet food and call an ambulance.
- Place into recovery position, follow BLS flow chart and call an ambulance.
- Lay the child on their back and administer insulin.



Venomous Bites and Stings / Poisons

- Question 87 What is the first aid management for a red-back spider bite?
- (a) Apply a cold compress to the area, immobilise and seek medical attention.
 - (b) Apply a heat pack to the area, immobilise and seek medical attention.
 - (c) Apply vinegar to the bitten area, immobilise and seek medical attention.
- Question 88 While on camp, a student is bitten on the lower leg by a snake. You should immediately...
- (a) rest the casualty, give reassurance, wash away any venom and apply a tourniquet above the bite site.
 - (b) rest the casualty, search for the snake and kill it for positive identification.
 - (c) rest the casualty, give reassurance and apply pressure immobilisation technique.
 - (d) rest the casualty, then cut the bitten area to assist drainage of the venom, then apply a firm crepe bandage over the bite site.
- Question 89 A child is stung on their leg by a bee. They are not allergic to the sting but it is hurting them. You should immediately...
- (a) Use tweezers or your fingers to pull out the barb.
 - (b) Scrape or flick out the barb.
- Question 90 Which of the following statements about tick bite are true? (choose all that apply)
- (a) Signs and symptoms usually only develop over several days.
 - (b) There is slow onset of muscle weakness and lethargy.
 - (c) The casualty may experience blurred vision.
 - (d) The casualty may have difficulty with swallowing and breathing.
 - (e) There is often some local irritation.
 - (f) Any allergic reaction will usually develop over several days.
- Question 91 A child has a tick embedded on their shoulder. To treat this you would...
- (a) use tweezers to carefully lift the tick off, then seek medical assistance.
 - (b) use tweezers to squeeze the tick to kill it, then seek medical assistance.
 - (c) use an ether-based spray to freeze the tick, remove it after 10 minutes and seek medical assistance.
 - (d) use any available sharp edge such as a pocket knife to scrape the tick off and seek medical assistance.
- Question 92 For which of the following bites/stings is compression bandaging (pressure immobilisation technique) recommended? (choose all that apply)
- (a) snake
 - (b) red-back spider
 - (c) funnel-web spider
 - (d) box jellyfish
 - (e) blue-ringed octopus

- Question 93 At a beach, a child runs from the waves screaming. There are swellings on the legs and tentacles of a bluebottle (non-tropical) jellyfish are attached to the legs. What should you do?
- (a) Pick off tentacles and apply a hot compress or hot water immersion.
 - (b) Rub off the tentacles with sand and apply ice.
 - (c) Pick off tentacles and apply vinegar to the legs.
 - (d) Pick off tentacles and apply fresh water to the legs.
- Question 94 In North Queensland, a boy comes out of the seawater with some attached tentacles, welts and a ladder pattern of sting marks on his right leg, and he is experiencing very severe pain. What has caused this and what is the ARC's recommended initial treatment?
- (a) Blue-ringed octopus: use the pressure immobilisation technique.
 - (b) Irukanji jellyfish: rinse the affected area with vinegar.
 - (c) Large box jellyfish: use hot water immersion.
 - (d) Large box jellyfish: rinse the affected area with vinegar.
- Question 95 Although there are many different types of poisonous substances, they all produce similar signs and symptoms.
- (a) True
 - (b) False
- Question 96 What is the first aid management for a conscious child who has swallowed a corrosive substance?
- (a) Make the child vomit, then call the Poisons Information Centre (13 11 26) and ambulance if advised.
 - (b) Give sips of water and call the Poisons Information Centre (13 11 26) and ambulance if advised.
 - (c) Give soapy water to drink, then call the Poisons Information Centre (13 11 26) and ambulance if advised.
- Question 97 A child has taken an unknown substance and later collapses unconscious. What first aid management should be given?
- (a) Sit them up and try to revive them by rubbing the skin.
 - (b) Place them in a recovery position and let them sleep it off.
 - (c) Lay them on their back to help them breathe.
 - (d) Place them in a recovery position and call an ambulance.
- Question 98 Poisoning may occur by inhalation, skin contact or ingestion (swallowing). What are some of the physiological differences that can lead to children being more greatly affected by poisons than adults? (choose all that apply)
- (a) Faster heart rate and breathing rate means they can absorb substances through the lungs more rapidly.
 - (b) They have thinner skin, which means they can absorb substances through the skin more rapidly.
 - (c) They have a higher metabolic rate, which means they will process substances swallowed more quickly.
 - (d) They have an immature immune system for fighting off viruses.

(b) there is a penetrating object in his eye.

(c) the boy is seeing ‘black spots’ in his vision that move when the eye moves.

(d) the eye appears bloodshot from contact with foreign material such as sand.

Question 123 A child has a grain of sand in their eye. The best way to treat the eye is to...
(choose all that apply)

(a) use tweezers to carefully remove the visible grain of sand.

(b) gently flush the eye with eye solution, sterile saline or clean water.

(c) cover the eye and apply a heat pack to soothe the eye.

(d) if unable to remove the grain of sand, cover the eye with a sterile dressing and seek medical advice.

Question 124 It is important to remove penetrating objects from the eyes.

(a) True

(b) False

- (a) the boy tells you his eye was impacted by a flying object.
- (b) there is a penetrating object in his eye.
- (c) the boy is seeing 'black spots' in his vision that move when the eye moves.
- (d) the eye appears bloodshot from contact with foreign material such as sand.

- use tweezers to carefully remove the visible grain of sand.
- gently flush the eye with eye solution, sterile saline or clean water.
- cover the eye and apply a heat pack to soothe the eye.
- if unable to remove the grain of sand, cover the eye with a sterile dressing and seek medical advice.

(a) True (b) False

Burns

Question 125 A superficial burn will appear...

- (a) pale, waxy, sometimes charred.
(b) red, swollen, sometimes blistered.

Question 126 A deep burn (all layers of skin) will appear...

- (a) pale, waxy, sometimes charred.
(b) red, swollen, sometimes blistered.

Question 127 Which of the following are classified as serious burns?

- (a) any deep burns
(b) superficial burns greater than 9% for adults or 5% for infants or children
(c) burns to hands, feet, armpits, genitalia or airway
(d) all of the above
(e) answers (a) and (b) only

Question 128 A student's clothing is on fire after trying to light a Bunsen burner. Tell them to...

- (a) run to the sink.
- (b) stop, drop and roll.
- (c) remove all clothing as quickly as possible.
- (d) stand still while you get the fire extinguisher.

Question 129 Boiling water is accidentally spilt over the front of a child. You should immediately...

- (a) remove the child's clothes, apply butter directly to the burn and seek urgent medical aid.
- (b) remove the child's clothes, apply ice directly to the burn area and seek urgent medical aid.
- (c) apply cold running water for 3 minutes, carefully remove the clothing, cover the area with a clean non-stick dressing and seek urgent medical aid.
- (d) apply cold running water for up to 20 minutes, carefully remove clothing, cover the area with a clean non-stick dressing and seek urgent medical aid.



Debriefing / Review

- Question 150 What are the benefits of having a professionally-led debriefing session following a First Aid emergency incident? (choose all that apply)
- (a) It provides an opportunity to criticise others.
 - (b) It provides recognition that you and others may be affected by the event.
 - (c) It provides an opportunity to discuss your feelings.
 - (d) It allows consideration of whether or not formal counselling is needed.
- Question 151 What support mechanisms are available to first aiders suffering from the psychological impact of their involvement in a critical incident? (choose all that apply)
- (a) understanding friends and family
 - (b) professional counselling services
 - (c) social media such as Facebook and Twitter
 - (d) telephone crisis support eg Lifeline 13 11 14
- Question 152 In a childcare centre, when children have witnessed a first aid incident requiring ambulance attendance, what actions may be needed? (choose all that apply)
- (a) Tell children 'everything is OK' and proceed with regular activities.
 - (b) Be calm and supportive and ask children if they want to talk about how they are feeling.
 - (c) Recognise the possible psychological impact and that some children may need professional help.
 - (d) Inform parents of what has happened.
- Question 153 What are the benefits of reviewing a workplace first aid emergency response? (choose all that apply)
- (a) It is a mandatory requirement in workplace health and safety (WHS) legislation.
 - (b) To confirm whether you have the most appropriate first aid kits and equipment.
 - (c) To confirm the effectiveness of the workplace first aid response plan.
 - (d) The first aid code of practice stipulates that a review must occur after every first aid incident.
- Question 154 When conducting a workplace review of a First Aid emergency response, the topics to be discussed should include... (choose all that apply)
- (a) organisational procedures and action plans
 - (b) the casualty's personal medical information
 - (c) communications for first aid emergencies
 - (d) staff responsibilities and training
 - (e) First Aid resources and equipment
- Question 155 People with a duty of care towards infants or children should undertake refresher training to maintain and update their First Aid skills, at least once every...
- (a) 3 years
 - (b) 5 years
 - (c) 10 years
- Question 156 The Australian Resuscitation Council (ARC) recommends refresher training for CPR should be undertaken ...
- (a) every 3 years
 - (b) every 5 years
 - (c) every 12 months

Course Information

HLTAID012

Provide first aid in an education and care setting

Course Outcome

This unit describes the skills and knowledge required to provide a first aid response to infants, children and adults in line with first aid guidelines determined by the Australian Resuscitation Council (ARC) and other Australian national peak clinical bodies. It applies to a range of workers within an education and care setting who are required to respond to a first aid emergency, including asthma and anaphylactic emergencies. This includes early childhood workers and educators who work with school age children in outside school hours care and vacation programs.

Entry Requirements

There are no prerequisite units or courses. Candidates will need oral communication skills that are sufficient to make an accurate verbal report of a first aid incident to emergency response services and workplace supervisor. It is recommended that participants have literacy and numeracy skills equivalent to Level 2 as described in the Australian Core Skills Framework.

Certification

To qualify for a nationally-recognised Statement of Attainment, students must successfully complete both knowledge and practical skill assessments for this unit.

The Statement of Attainment will be valid for 3 years and the Australian Resuscitation Council recommends refresher training for the CPR component of the course every 12 months.

Knowledge Assessment

The knowledge assessment is completed using the questions in this workbook, together with oral questioning and verbal and written reports associated with demonstrations of the practical skills and scenarios. All questions in the knowledge assessment must be answered correctly. This may mean allowing candidates an opportunity for re-assessment following discussions of where they went wrong.

In competency-based training, 'competent' means achieving 100%.

Candidates who don't achieve 100% in this workbook must have other evidence to show that they understand all requirements.

Skills Assessment

In addition to demonstrating they have the required knowledge for this unit, the candidate must demonstrate the ability to complete the required tasks, in line with regulatory requirements, Australian Resuscitation Council guidelines and workplace procedures.

Facilities and Equipment

Practical training should be conducted using resuscitation manikins (adult, child and infant), training AED, placebo puffer and spacer, training auto-injector (training EpiPen), a workplace first aid kit, different types of wound dressings and bandages, rescue blankets, personal protective equipment (PPE) and other first aid resources, action plans, incident forms and equipment as appropriate.

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