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**First Response Training  
International  
Standards and Procedures Manual**

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**FIRST RESPONSE TRAINING INTERNATIONAL**

firstresponse-ed.com

First Response Training International Standards and Procedures

Part 1: Introduction

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First Response Training International  
Standards and Procedures Manual

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**Revision History**

| Revision Number | Date        | Changes   |
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| 0918            | 08/03/2018  | Initial Standards   |
| 0519            | 05/21/2019  | 6.1 Referenced section changed from 7.13 to 6.13.<br>6.13 Changes made to "Two Year Renewal/Refresher Policy".  |
| 0120            | 01/01/2020  | 6.13 "Note" Expanded upon.  |
| 0121            | 01/01//2021 | No Changes  |
| 0221            | 02/01/2021  | No Changes  |
| 0122            | 01/01/2022  | 6.1 Clarified requirement for instructors to possess required materials for courses.<br>6.13 Clarified how to maintain Instructor Trainer status.                                   |
| 0123            | 08/25/2022  | 6.1.5 Item added for Membership agreement.<br>6.3.4 Clarified teaching requirement for instructors to maintain active status.<br>6.7 Added suspension/termination for cause clause. |
| 0124            | 01/01/2024  | 1. Clarified order and registration procedures  |
| 0125            | 01/01/2025  | No Changes  |

# 1. Standards and Procedures Manual

This manual contains all pertinent information necessary to do business as a First Response Training International Instructor. All the information enclosed is also available online at [firstresponse-ed.com](http://firstresponse-ed.com) in the members' area.

Please retain this manual as a handy reference guide. Forms may be copied as needed to process orders, register students, etc. We recommend that you keep the originals intact or check the forms online and use them as master copies when you need them.

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Orders may be submitted by email to your regional office 24 hours a day. Registrations should be processed in the members area of [firstresponse-ed.com](http://firstresponse-ed.com).

Our staff of professionals will be happy to handle your business needs, questions, or concerns. We appreciate your business and look forward to giving you the best service we possibly can!

## **2. A Brief Overview**

International Training Inc (ITI) formed First Response Training International to fill a need in the layperson rescuer market. ITI was experienced in developing materials and support for instructors conducting several courses in various activities, some practically and technically complex. ITI took that knowledge and applied it to the outdated and underdone layperson rescuer market in hopes of creating a better, more informed, rescuer.

### **3. First Response Training International Code of Ethics and Conduct**

- We believe an individual should not be qualified as a First Response Training International lay rescuer unless those empowered to qualify the person would allow them to render first aid or teach their loved ones lay rescuer courses.
- The First Response Training International Professional always maintains their personal, physical, and mental fitness as they relate to good role modeling.
- The First Response Training International Professional always maintains their equipment and never begins a course with defective equipment.
- The First Response Training International Professional strives to maintain an attitude of professionalism and objectivity.
- The First Response Training International Professional will make every effort to pass on their knowledge to the community if requested to do so, whether through formal instruction, answering questions or via appropriate publication in books, journal and magazines.
- The First Response Training International Professional, by virtue of their voluntary membership in First Response Training International, recognizes a responsibility and obligation to promote First Response Training International and support the official decisions adopted by First Response Training International. In fulfilling this obligation to the organization, the First Response Training International Instructors and Instructor Trainers shall:
  - Publicly support First Response Training International as an organization
  - Make every effort to bring about necessary changes in a professional manner by direct contact with those fellow First Response Training International Members who are in positions of authority and responsibility.
- Every First Response Training International Member has an obligation to report violations of the Standards and of the Code of Ethics.
- Every First Response Training International Member should strive to set an example of professional behavior and ethical conduct in all activities including public speaking, articles and books, and various forms of Internet style discourse.
- Unwarranted critical comment and deliberate inflammatory statements of peers is inappropriate and undesirable.

### **3.1 Introduction**

As an instructor for First Response Training International, you are part of the most progressive training agency in existence. Founded by International Training, Parent company of: Technical Diving International (TDI), the largest and most advanced technical dive agency in the world, Scuba Diving International (SDI) the fastest growing sport scuba diving agency in the world, and Emergency Response Diving International (ERDI) the largest public safety diving training agency. First Response Training International was created with the philosophy that past practices should be re-evaluated in the light of new technology and that lay rescuer instruction should reflect the actual needs of students.

Standards that ensure genuine learning are the foundation of First Response Training International training programs. First Response Training International has re-examined limits that are arbitrary or based solely on tradition and developed new guidelines using scientific data and common sense. First Response Training International believes providers should be trained from the beginning to take advantage of new technologies.

### **3.2 You and First Response Training International**

As an instructor, your role in the First Response Training International family is the most important of all. You are the ambassador who will deliver enlightened and innovative instruction to providers. Your ideas and experiences are a vital part of First Response Training International 's growth and we value your input to help keep us on the leading edge.

Our job is to provide you with the tools to transfer that knowledge to students. They would be overwhelmed if they tried to absorb, in one course, even a part of the knowledge you have gained throughout your career. Therefore, it is vital that we be selective and make sure that new students receive the training they actually need. This body of knowledge is so vital that First Response Training International has focused a great amount of research and effort to determine which knowledge and skills are most important.

First Response Training International will help you select the information that is most vital to students and show you proven ways to teach them. It's up to you to use your abilities as an instructor to deliver this critical core package to the student. It's a partnership between First Response Training International and YOU.



## 4. Using Your Instructor Manual

### 4.1 Purpose

Your First Response Training International Instructor Manual is intended to be your guide to providing safe and enjoyable training programs. It is your reference for the standards and procedures that First Response Training International instructors implement to achieve consistency and quality.

It outlines the vital “core knowledge” that each of your students needs to achieve First Response Training International certification. Finally, but no less important, it is intended to help you effectively deliver the skills and knowledge your students will actually need.

Your First Response Training International Instructor Manual is meant to be a “living manual” - updated on a regular basis, it is meant to grow and change with you throughout your career. From time to time, you will receive updates for your manual, and you should be sure to incorporate these updates promptly so that your manual is always up to date.

### 4.2 How to Use this Manual

Your manual has intentionally been kept brief but concise. The manual consists of several parts.

These parts are:

1. Course Standards.
2. Leadership Standards.

#### **Part 1, Introduction covers:**

- **The Need for Standardized Instruction:**  
Explaining First Response Training International’s progressive approach to consistency and excellence in instruction.
- **The Role of Instructor:**  
Emphasizes your important role in the First Response Training International family.
- **Risk Management:**  
Directs you to further information that will help you protect yourself against a problem that could consume your career. Of course, you want to be the best instructor possible, so:
  - **Tips to Becoming a Great Instructor:**  
Tips that offer information that can help you be a better teacher and a respected professional.
  - **How to Conduct a First Response Training International Course:**  
Covers the general approach to scheduling a course and enrolling students. It

focuses on the logistics and details of scheduling your training sessions, organizing your students, collecting class fees and motivating your students to show up for all of the sessions.

**Part 2, Course Standards covers:**

- The list of the current courses offered through First Response Training International.

**Part 3, Leadership Standards covers:**

- The list of the current leadership courses offered through First Response Training International.

## **5. First Response Training International - Professional Instruction**

### **5.1 *The Need for Standardized Instruction***

Instructors are individuals, and as such, they will naturally have individual teaching styles. It is First Response Training International 's goal to grant you the freedom to project your own style and personality into your teaching, provided your students are exposed to the same core knowledge and proven methods of instruction as all other First Response Training International students. It is this concept of a carefully chosen body of knowledge delivered consistently with a proven method of instruction that is reflected in the First Response Training International instructor certification course.

Several benefits are obvious when you use a standardized course content and method of instruction.

- Since the course structure is standardized, you can focus on more important things like individual student needs, etc.
- You are less likely to be drawn into the trap of spending too much time on some topics at the expense of others. Naturally, students judge a topic's importance by the amount of time you spend on it.
- You are less likely to entirely omit teaching something important.
- In the event of a lawsuit, your actions can be more successfully defended if you have instructed your students using a proven, standardized program developed by a respected international instruction agency.
- Your presentations will look far more practiced and professional.
- You will look more professional, and you will be.

### **5.2 *The Role of the Instructor***

OK, so there are tremendous benefits to instructing using the First Response Training International curriculum and methods of instruction, but what's left for you the instructor to do? Plenty! Even the best program of instruction is only as good as the people who present it. Why? Because even though your curriculum may be efficient and predictable, your students and environment are not! You will be the only one in the course with the training, experience, and judgment to put it all together. As an instructor, only you can combine these three elements into a safe and enjoyable, high quality learning experience!

Beginning with the decision to start a lay rescuer class, you must make a series of judgment calls:

- How big will the class be and how much help will you need?

- Who will be in your class and what mix of ages (15 - 72)?
- Will relationships (controlling parents, hovering significant other) interfere?
- What atmosphere will you teach best in?
- Will you incorporate videos or primarily lecture?
- How will you blend the online learning and classroom sessions?
- How do you know who really understands and how can you help those who don't?
- Do you certify the marginal student?

It's up to your judgment! It's obvious that even with the solid base of First Response Training International's balanced curriculum and proven teaching methods, the most important factor in teaching students is you.

### **5.3 *Becoming a Great Instructor***

A great instructor is first of all a professional. Think about the people you most admire in almost any aspect of life, and it is likely that they share many highly professional characteristics. In instruction, professionalism is so vital to both our success and our safety that it is important that we each ask the question - what are the hallmarks of a professional?

- A professional acquires the knowledge and skills necessary to offer and attract business - i.e., the business of lay rescuer training.
- A professional keep abreast of the latest technology and changes in his/her profession.
- A professional charge a fee for services rendered.
- A professional endeavor to be open-minded and fair.
- A professional is a member of a self-policing organization.
- A professional is a role model who:
  - Is physically fit.
  - Is ethical.
  - Has a positive attitude.
  - Shows consideration for others (i.e., is on time).

No one is "born" a professional and it doesn't usually "come naturally" either. For most of us, *becoming a professional* takes hard work and long-term commitment to a set of quality goals. Just as important, *remaining a professional* means a career-long commitment to supporting the best principles of your profession - while remaining open to new ideas and technology. The most challenging parts of being a professional instructor have little to do with lay rescuer training. For most of us, the real challenges are more closely related to the personal aspects of human relations; *patience, tolerance, self-control*, a willingness to deal with our own feelings and the ability to embrace *change*.

- Change is inevitable. It is sometimes fun, often painful and usually expensive. Since it will occur in our industry as in others, we must learn to make the very best of it.
- If a new idea is good, then why not be a part of it.
- If we believe a new idea is not good, then we should argue honestly and resist reasonably. If we are right, a poor idea will disprove itself and go away.
- Count on change happening - that way you won't be disappointed.
- If you have a better idea - then act on it and make change happen yourself!

**Our own feelings** can create a world of trouble for us. We won't always like the people or situations we deal with and that can affect our behavior in destructive ways. Sometimes we don't even know it is happening! Therefore, it is vital to try to recognize, be honest about and deal with our own feelings. The goal is to emerge from the situation self-satisfied and productive.

**Self-control** is essential to professionalism. We all have strong feelings and emotions about some issues, but your students will look to you for balance and common sense. Avoid extremes of behavior or opinion and do not publicly criticize your competitors or your students. You will harm yourself more than them.

**Tolerance** is a sign of maturity and experience. Professionals are expected to deal with "all kinds" of people. Many will not be as sensible or well-rounded as you, but that's one reason why you're the instructor.

**Patience** is a trait shared by the greatest teachers. People learn in different ways and at different speeds. If you move too slowly, you may bore some of your students, but, if you move too fast, you will lose others altogether. More importantly, if you appear impatient with your students' progress, you are likely to embarrass them. They may lose their ability to concentrate and ultimately resent you. If you are patient, most will become competent lay rescuer providers, enjoy themselves and respect your professionalism.

## **5.4 Risk Management**

### **5.4.1 Teaching Defensively**

Probably the single best advice an instructor can follow is to "expect the unexpected". In other words, never assume that everything will go right or as planned. You should never take for granted that all directions you convey will be followed. Always presume your students will suddenly divert into behavior exactly opposite to what has been briefed; therefore, try to continuously think ahead to the countless contingencies that may be spontaneously presented and plan how to quickly respond in order to prevent accidents.

**Remember:** the whole purpose of supervision is to give the student a chance to learn the skills and, if mistakes are made, the instructor is right there to help turn those mistakes into positive learning experiences instead of grim survival tests.

It is vital that instructors conduct all programs in accordance with agency standards. These provide a proven curriculum of academics and skills that progress the student on the path of self-sufficiency and independent activity.

Training standards also are the boiler plate of defensibility should an accident occur, and an instructor needs to justify his conduct in a lawsuit. It is your responsibility to teach in compliance with current standards and to update your course content as changes are made periodically. If you have any doubt about course standards, contact the Training Department of First Response Training International, for an explanation. If you feel you need to deviate from some aspect of standards due to local laws or regulations, equipment in use, or any other possible non-standard situation, you must obtain a written waiver from HQ for your request. These are evaluated on a case-by-case basis. Never deviate from a course standard without seeking prior approval.

It would be great if we could purchase insurance and then teach the best course, we are capable of teaching, with the confidence that even if an accident were to happen the insurance company would pay for a top-notch defense. We would also like to believe that any reasonable jury would be convinced that we did the best job of training that we could, and they would acquit us of any wrongdoing. But in the real world that rarely happens so simply. We have become a litigious society and it's best to learn the protocols that can alleviate our professional risk.

## **5.5 Introduction**

Over three decades ago, it was already standard practice to require a participant to sign a Waiver and Release document in which they acknowledged an understanding of such risks and that it was their specific intent not to hold the ski resorts or their instructors liable if they were injured. As the popularity of other potentially dangerous sports became more widespread (think snowmobiling, ATV's, skateboard parks, skydiving, hang gliding, and even youth football and baseball leagues) the use of waivers and accompanying risk management practices to warn participants in advance of hazards became routine.

In today's society of litigation there is nothing more important to professional instructors than "risk management". Luckily there are some relatively simple steps that instructors can take to help balance the odds in their favor. The obvious first step is to acquire professional instructor liability insurance.

In today's world where even, a stubbed toe is an excuse for a lawsuit, the specter of a negligence claim resulting from an accident is sobering. Without specific insurance coverage for our particular and very explicit needs, there is no protection from what the staggering costs of a lawsuit can be. Indeed, the cost of successfully defending an innocent instructor could very well bankrupt the individual or his business without the protection of insurance. But in addition to obtaining insurance, it's important to have a fundamental grasp of the facets of risk management in order to conduct yourself with all possible caution and to protect your students, providers in your care, and yourself.

### **5.5.1 Elements of a Lawsuit**

Okay, it's time for Basic Personal Injury Law 101. Four things have to happen to allow a plaintiff (the individual or his heirs that have filed suit against you) to recover money:

1. He or she must be able to show damages, either financial or physical, or both.
2. He or she must be able to show that you had a duty to provide training or supervision in an atmosphere of reasonable safety.
3. That by acts of commission or omission, you breached that duty.
4. Finally, that his damage was caused by your negligent performance.

Of course, you give them a waiver to sign where they are asked to assume the risk for the activities, they will take part in. This is the basis of "informed choice" wherein an individual is advised of risks associated with an activity and makes a deliberate decision to participate, with full knowledge of potential hazards that could lead to injury or death. That's why a properly executed waiver and release form is absolutely vital as part of your risk management.

### **5.5.2 Proper Use of Waivers**

Look at this tool as your first line of defense. It's a contract between you and your student that essentially states: "There are potential dangers and here's a list of all the ways you can kill or injure yourself; you understand these risks and agree not to sue me if an accident happens." Is it really that simple? Not quite, but we're getting there. Now let's look at procedures for waivers and how to make them work for you.

We have reviewed the basic elements that make up a lawsuit. Now let's take a stroll through some of the front-line risk management precautions that can help to nip a lawsuit before it ever gets into court or alleviate damages later on down the line. We're talking proactive use of the arsenal of waiver & release forms available to the instructor. These will generally include at least a general release of liability and assumption of risk agreement. No instructor or provider should conduct their activities without proper use of such documents. They will be vital to any successful defense should an accident occur.

The whole idea of waivers and releases is to establish a contract between the student and instructor that stipulates certain understandings as to the nature of the activities about to take place in training. However, it's not enough to simply pass around a bunch of forms to be and hope for the best.

In many states, asking a student to execute such a release without time for sufficient contemplation or under threat of monetary loss will alone be grounds to deny applicability.

First and foremost, the student must be made aware of the inherent risks and hazards associated with providing care. (The waivers are available in the Members Area of [firstresponse-ed.com](http://firstresponse-ed.com)) You will note upon examining its content that this document contains

a variety of information that specifically identifies assorted dangers that might reasonably be anticipated to crop up. And, in no uncertain terms, the document explains that these things could happen to you if you decide to participate.

That, in a nutshell, is the whole basis of upholding such documents: Did the person signing understand the risk and was he capable of assuming that risk? Secondly, did the person know that by signing such a release he had legally abandoned his right to sue for anticipated hazards even including negligence on the part of the instructor?

A detailed explanation of all First Response Training International waivers will be provided in the next section.

But if you're counting on that to protect you in the U.S. where people sue each other in such nonsense as dog paternity actions, well, I suggest you take a reality pill and settle in for a grim introduction to the wonderful world of personal injury litigation. Bring your lunch cause you're going to be awhile. And you better hope you packed some properly executed waivers & releases. Otherwise, it's heartburn.

Use the risk management tools available and teach defensively. You can take that advice to the bank.

### **5.5.3 Sign on the Dotted Line, Please**

Now let's get into the nuts and bolts of making a waiver & release valid.

The student is entitled to a reasonable atmosphere of reflection and thought before being asked to enter into such a serious contract. The instructor should advise all students at the time of enrollment that a waiver & release will be required as a condition of participation. Then the document should be offered well in advance of the actual course.

Asking a class to sign waivers shortly before the activities begin does not meet the spirit of the release, especially if it is implied that a student may forfeit any fees already paid if they refuse to sign. Duress of any kind, whether emotional, peer pressure or financial loss, will probably cause a judge to cast a less than sympathetic eye on the release should the student meet with a mishap on that day.

Handling execution of the waiver & release documents is one of the most important parts of your relationship with students participating in post-certification activities. Explain at the outset that this is a formal contract that affects their legal rights and the rights of their family. Re-affirm that this is a potentially hazardous activity and that accidents can happen both during the course and after the course during emergency situations. Have the students read the waiver and initial/sign where requested.

The student should understand that providing first aid in an emergency situation can be dangerous and expose them to blood or other bodily fluids which could lead to potential illness.



Minor children must have their parents or legal guardian sign the release as well, since they are considered too young to independently execute a legal document waiving their rights to sue. It is recommended that you have the parents either attend the first session of class or send the waiver home with the minor and then call the parent to brief them just as you would an adult class participant.

Do not allow students to make any changes to the waiver documents as this could serve to invalidate them. Make certain that all information is completely filled out, initialed, dated properly, and signed. In some states, waivers may be disallowed as a first line of defense where an attorney files a motion for summary judgment to have the lawsuit dismissed. The waiver will still be admissible later at trial as an exhibit for the jury to consider. This exhibit will be used to determine if the student was properly informed, and if he was fully aware of the risk and his decision to assume that risk while participating in training.

#### **5.5.4 Student Training Sheet**

Be sure to utilize the student training record sheet to preserve written evidence of the student's successful completion of tests and skills. This file is also the place to safeguard forms, quizzes, exams, and waiver documents. These files should be preserved for a period of seven years. Obviously, if an accident were to occur during training they would be of immediate use. But they have additional importance if an accident were to occur after certification and a lawsuit was filed with allegations that the original course was lacking full content or that the student failed certain academic topics or skills without proper reinforcement or review to ensure the student's complete understanding or proper mastery of skills. Be vigilant in keeping your paperwork up to date as the training program proceeds and always be sure to review any incorrect performance by a student until it is properly completed.

#### **5.5.5 Summary**

Risk management is serious stuff. It's necessary to cover all aspects soberly and professionally without any distractions. Teach your programs in strict observation of the agency's course standards and try to anticipate situations where accident scenarios could arise. Sometimes this can be a difficult reality, but you may save a student from themselves in the process.

Accidents can happen. They may be due to conditions beyond anyone's control or ability to foresee. But if you're counting on that fact to protect you from a lawsuit in the U.S., where people sue each other over nothing and anything, be prepared for a grim introduction to the wonderful world of personal injury litigation. Make sure you have those properly executed waivers & releases and complete student records.

**Use the risk management tools that are available and teach defensively.**

## **6. First Response Training International General Membership Standards**

All the following criteria apply to First Response Training International Leadership positions:

- Instructor
- Instructor Trainer

### **6.1 General**

1. Instructor and Instructor Trainers must comply with the "Two Year Renewal/Refresher Policy" detailed in 6.13 in these General Standards.
2. Members must ensure they are in renewed, active teaching status and that they hold the appropriate instructor level prior to teaching any First Response Training International course. First Response instructors and instructor candidates must also possess all required materials as listed in course standards in Parts 2 and 3 of this manual for any course they conduct or take.
3. All courses must be completed within 12 months unless otherwise stated.
4. Recommendation for all First Response Training International Courses - Any student must demonstrate skills required in previous courses to the new instructor.
5. Any new member must submit a signed Membership Agreement with leadership level registration documents.

### **6.2 Regional Office Affiliation Procedures**

1. Members (Instructors and IT's) are required to be affiliated with the Regional Office (RO) that is managing their country of residence with the following guidelines:
2. Members reside in the region for a period of 4 months or longer.
3. If a member travels to a different region to teach, they are not considered a part of that Regional Office unless they are spending more than 4 months in the location continuously.
4. All new members are required to be registered and affiliated with the Regional Office of their country of residence:
5. Instructor Trainers must submit leadership application paperwork to the appropriate regional office.
6. Instructor Trainers who are unsure of the region to register a new Instructor should contact First Response Training International World Headquarters for directions.

7. Members must have an address in their user profile that coincides with the region they are affiliated with.
8. It is strongly recommended that any member that is traveling outside their region they are affiliated with to conduct courses, contact the Regional Office in the area they are teaching in to become familiar with local law, rules and regulations should they apply and as a courtesy to the local Regional Office.

### **6.3 Active Teaching Status**

**An instructor given the designation of Active Teaching Status must agree to the following criteria:**

1. Annual dues must be paid in full.
2. All account balances from previous year must be paid in full.
3. Submit proof of current liability insurance in accordance with applicable local regulations.
4. Having taught or assisted in at least one First Response course in the last two years. All instructors must hold Active Teaching Status to be authorized to teach First Response Training International courses and to certify First Response Training International users.
5. Ability to perform all the leadership skills.

### **6.4 Probation Status**

**An instructor may be placed on Probation Status for any of the following reasons:**

1. Account balance is 90 days or more.
2. Failed to meet the contractual obligations of Active Teaching Status.
3. Violated teaching standards.

An instructor placed on Probation Status is authorized to teach First Response Training International courses and to certify First Response Training International users. Further standards violations can result in an instructor being moved from Probation Status to Suspended or even Expelled Status.

### **6.5 Non-Teaching Status**

**An instructor can be placed on Non-Teaching Status for any of the following reasons:**

1. Account balance is 90 days or more.
2. Temporarily placed on suspension.

3. Failed to meet the contractual obligations of Active Teaching Status.

**Instructors placed on Non-Teaching Status are not authorized to teach First Response Training International courses or certify First Response Training International users.**

## **6.6 *Suspended Status***

**An instructor can be placed on Suspended Status for any of the following reasons:**

1. Account balance is 120 days or more with no attempt to rectify the situation.
2. Failed to meet the contractual obligations of Active Teaching Status.
3. Violated teaching standards.

**An instructor placed on Suspended Status is not authorized to teach First Response Training International courses or to certify First Response Training International users. Further standards violations can result in an instructor being moved from Suspended Status to Expelled Status.**

## **6.7 *Expelled Status***

**An instructor can be placed on Expelled Status for any of the following reasons:**

1. Account balance is 120 days or more with no attempt to rectify the situation.
2. Placed on Suspended or Probation Status on more than one occasion.
3. Failed to meet the contractual obligations of Active Teaching Status.
4. Violated teaching standards.
5. Displayed conduct unbecoming a professional Instructor.

**An instructor placed on Expelled Status is no longer authorized to teach First Response Training International courses or to certify First Response Training International users. An instructor placed on Expelled Status is no longer a member of First Response Training International.**

**Note:** First Response Training International reserves the right to suspend, expel or terminate an individual based upon the determination that standards violations have occurred.

**Suspension or Termination for Cause** - International Training may suspend or terminate membership for Member's commission of any act:

(i) involving (A) a felony or (B) repeated use of drugs or intoxicants; or (ii) which disparages the business integrity of International Training, its parent corporation or subsidiaries or affiliates or their officer directors, employees or customers, and materially and adversely affects the business reputation of International Training.

## **6.8 First Response Training International Quality**

Assurance (QA) Procedures Quality assurance issues are handled at First Response Training International World Headquarters by the Training Department. This is to ensure that Regional Offices and Sales Managers remain neutral in the final decision.

### **6.8.1 General Quality Assurance Procedures**

General quality assurances are defined as random Q&A letters sent out to students who were recently registered by members in good standing. General Q&A letters are sent out to maintain the quality of instruction and ensure that proper training materials were used.

- Letters are sent with a self-addressed, return postage paid envelope or via electronic e-mail course survey form.
- All course survey letters are forwarded to First Response Training International World Headquarters Training Department.
- Non-English speaking student's letters are translated to the student's language.

There are four possible actions that may be taken when a First Response Training International Professional's standing comes into question. They are:

1. No Action Required
2. Probation
3. Suspension
4. Expulsion

### **6.8.2 No Action Required**

No Action Required means that the information provided to the Training Department was insufficient or unfounded.

### **6.8.3 Probation**

Probation status requires that a course survey letter be sent to every student the member registers; it does not restrict or preclude the member from teaching courses. This status can be placed on the member without notification and is generally only short term. Probation status is used when information is brought to the attention of the Training Department that suggests a member may not be conducting themselves according to the standards or ethics of First Response Training International. A member may also be placed on probation without written documentation by the complainant, at the discretion of the Training Department.

### **6.8.4 Suspension**

Members placed on suspension status are not allowed to teach at any level for a period of time or under conditions determined by the Training Department. These conditions, along with the reasons they are being placed on suspension, will be provided to the Member in writing. Members can only be placed on suspension after they have been given a fifteen-day period to respond to the allegations against them and after the Training Department has performed a complete investigation into the allegations.

### **6.8.5 Expelled**

Expelled members are indefinitely prohibited from teaching First Response Training International programs. Members are expelled only after all attempts to correct their actions have been exhausted or their actions deem that expulsion is the only correction. Expulsions can only be approved by the president of International Training after the Training Department has performed a complete investigation.

All QA issues are to be kept confidential and not shared with outside instructors or facilities unless authorized by HQ Training Department. Regional Offices and Sales Managers may be asked to assist in acquiring information about the QA issues.

A provisional status or remedial training requires the file be kept open until all requirements have been met.

### **6.8.6 HQ Quality Assurance Steps**

**Step 1:** The HQ Training Department receives a written letter or course survey alleging a standards or ethics violation. The letter must be signed (electronic signature is acceptable) by the individuals who witnessed the alleged standards or ethics violation. Phone conversations will not be accepted.

**Step 2:** First Response Training International HQ Training Department will check the database for current status of the professional in question. Once HQ has all contact information, they will notify the individual that a complaint has been filed against them. Notification will be attempted first by phone or email and then by letter.

**Step 3:** The notification letter will contain the alleged quality assurance violations. The individual will be notified they have fifteen (15) days to reply.

**Step 4:** HQ will send course surveys to former students. If the individual submitting the complaint is an instructor, letters will be sent to their students also.

**Step 5:** When all information has been submitted and reviewed, a final decision will be made as to what action will be taken. First Response Training International World HQ Training Department will compose a letter and inform the member as to their decision.

**Step 6:** The member's status will be noted in the database. All feedback on the material used and quality of instruction will be noted in the instructor's file in the database at HQ.

## **6.9 Definitions**

### Supervision

1. Direct supervision: Visual observation and evaluation of participant skill introduction and development during activities by an instructor. Direct supervision requires personal observation and evaluation of the skills introduced and developed in the program. During skills introduction and development, direct supervision requires the participant to be accompanied.
2. Indirect supervision:  
The overall control, general observation, evaluation and direction of the participant skill performance and participant activities. The instructor must be personally present at the location and be prepared to come to the aid of a participant.

## **6.10 Forms**

First Response Training International forms, provided for use by members, are to be used for training courses where applicable. Equivalent documents, not produced by First Response Training International, are not acceptable without prior authority from First Response Training International Headquarters. Authority to use non-First Response Training International forms must be applied for prior to commencement of training and will only be granted under circumstances such as:

1. Form not available in a language the student or instructor understands.
2. Form is superseded by document(s) produced under local regulations.

## **6.11 Exams**

The required score for all students taking any First Response Training International user level or leadership course exam is 80%, with 100% remediation of any incorrect answers required by the course instructor. Alternate exams, where produced, are also to be used when a student's score is below 80%.

## **6.12 Requirements for Professional Crossovers**

Professionals associated with another recognized first aid training agency must provide a copy of their current rating with the other agency. If they are inactive, and have been for less than five years, they must secure a letter from that agency, stating what requirements must be completed prior reinstatement with that agency. They must then complete the

online program (if it is available in their language) complete the appropriate crossover application and submit it along with proof of current leadership rating(s), insurance (if required in their geographical location) and documentation they have completed the online program.

If they have been inactive for *more than five years*, they must secure a letter from that agency stating what requirements must be completed prior reinstatement with that agency.

Due to the length of inactivity, they will be required to complete an IEC for the level they wish to crossover to.

### **6.13 Two Year Renewal/Refresher Policy**

#### **Biannual Peer Review**

Every Instructor must go through and successfully complete a biannual peer review with an instructor/Instructor Trainer with equal or greater certification(s). The peer review shall consist of the Required Skill Performance and Graduation Requirements of the specific course as outlined in course standards. Upon successful completion, the peer will sign off on the First Response Training Instructor registration/Upgrade Form. The form must then be submitted to the Instructor's/Instructor Trainer's Regional office or World Headquarters. Instructor Trainers maintain their IT status by conducting at least one course at their highest level every two years.

#### **Renewal Policy for Inactive Members of First Response Training International**

1. For an instructor who is a member of First Response Training International and has not renewed for 2 or more years *but has been teaching with another recognized first aid certification agency*, the requirement for renewal includes All of the following:
  - a. Successfully complete the on-line course(s) (code issued by headquarters).
  - b. Purchase or verify possession of all current teaching materials for ratings held.
  - c. Complete and submit membership renewal and agreement form for the current year.
  - d. Submit a First Response Training International Member Update Form detailing activity as an instructor during the period, including verification of teaching activity at equivalent ratings with another recognized agency during the past 2 years.
  - e. Verify no quality assurance issues with any other agency during the period of inactivity with First Response Training International.
2. For an instructor who is a member of First Response Training International *and has **not** renewed for 2 or more years and has not been teaching with another recognized first aid certification agency*, the requirement for renewal includes ALL the following:



- a. Successfully complete the on-line course(s) (code issued by headquarters).
- b. Purchase or verify possession of all current teaching materials for ratings held.
- c. Complete and submit membership renewal and agreement form for the current year.
- d. Verify no quality assurance issues with any other agency during the past 2 years.
- e. Complete First Response Training International Instructor Evaluation Course (IEC) as an update with a qualified active teaching status First Response Training International Instructor Trainer
- f. Submit a completed Member Update form, signed by the instructor trainer who completed the update.

### **Active Teaching Status Policy for First Response Training International Members**

#### **Who Have Maintained Renewal**

1. For an instructor who is a member of First Response Training International and has maintained renewal but not taught or assisted at their highest level for 2 or more years and has been teaching at an equivalent level with another recognized first aid certification agency, the requirements for regaining active teaching status are as follows:
  - a. Purchase or verify possession of all current teaching materials for ratings held.
  - b. Submit a First Response Training International Member Update form detailing activity as an instructor during the period, including verification of teaching activity at equivalent ratings with another recognized agency during the past 2 years.
  - c. Verify no quality assurance issues with any other agency during the period.

#### **Or**

- a. Have a current and active First Response Training International Instructor Trainer (qualified to the same levels) submit a Member Update form verifying an update has been completed.
2. For an instructor who is a member of First Response Training International and has maintained renewal but not taught or assisted at their highest level for 2 or more years and *has **not** been teaching at an equivalent level with another recognized first aid certification agency*, the requirements for regaining active teaching status are as follows:
  3. Verify no quality assurance issues with any other agency during the past 2 years.

4. Complete First Response Training International Instructor Evaluation Course (IEC) as an update with a qualified active teaching status First Response Training International Instructor Trainer.
5. Submit a completed Member Update form, signed by the instructor trainer who completed the update.

**Note:** Additional requirements and documentation may be required once the application for renewal has been reviewed by First Response Training International Headquarters Training Department (or Regional Office). Members who have been inactive for 5 or more years may have additional requirements to regain active status and must contact the Training Department.

**Online codes can be obtained from headquarters for any and all of the aforementioned procedures at no charge.**

**Instructor Trainers** wishing to renew IT status after an inactive period of 2 years or longer at that level must attend an Instructor Trainer Workshop (*or IT crossover program*) conducted by First Response Training International Headquarters Training Department Staff (no charge is made for this). Additionally, the requirements of renewing at the corresponding instructor level must also be met.