

Anaphylaxis Management: School Training Checklist

This checklist is designed to assist schools to understand their role and responsibilities regarding anaphylaxis management and to be used as a resource during the delivery of *Course in Verifying the Correct Use of Adrenaline Injector Devices 22579VIC*.

Principal

Stage	Responsibilities	✓ or ✗
Ongoing	Be aware of the requirements of MO706 and the associated guidelines published by the Department of Education and Training.	
Ongoing	Nominate appropriate school staff for the role of School Anaphylaxis Supervisor at each campus and ensure they are appropriately trained.	
Ongoing	Ensure all school staff complete the <i>ASCIA Anaphylaxis e-training for Victorian Schools</i> every 2 years, which includes formal verification of being able to use adrenaline autoinjector devices correctly.	
Ongoing	Ensure an accurate record of all anaphylaxis training completed by staff is maintained, kept secure and that staff training remains current.	
Ongoing	Ensure that twice-yearly Anaphylaxis School Briefings are held and led by a member of staff familiar with the school, preferably a School Anaphylaxis Supervisor .	

Staff training

Staff	Training requirements	✓ or ✗
School Anaphylaxis Supervisor	To perform the role of School Anaphylaxis Supervisor staff must have current approved anaphylaxis training as outlined in MO706. In order to verify the correct use of adrenaline autoinjector devices by others, the School Anaphylaxis Supervisor must also complete and remain current in <i>Course in Verifying the Correct Use of Adrenaline Injector Devices 22579VIC</i> (every 3 years).	
School staff	All school staff should: <ul style="list-style-type: none"> complete the <i>ASCIA Anaphylaxis e-training for Victorian Schools</i> (every 2 years) and be verified by the School Anaphylaxis Supervisor within 30 days of completing the ASCIA e-training as being able to use the adrenaline autoinjector (trainer) devices correctly to complete their certification. 	

School Anaphylaxis Supervisor responsibilities

Ongoing	Tasks	✓ or ✗
Ongoing	Ensure they have currency in the <i>Course in Verifying the Correct Use of Adrenaline Injector Devices 22579VIC</i> (every 3 years) and the <i>ASCIA Anaphylaxis e-training for Victorian Schools</i> (every 2 years).	
Ongoing	Ensure that they provide the principal with documentary evidence of currency in the above courses.	
Ongoing	Assess and confirm the correct use of adrenaline autoinjector (trainer) devices (both EpiPen® and Anapen®) by other school staff undertaking the <i>ASCIA Anaphylaxis e-training for Victorian Schools</i> .	
Ongoing	Send periodic reminders to staff or information to new staff about anaphylaxis training requirements.	
Ongoing	Provide access to the adrenaline autoinjector (trainer) devices (both EpiPen® and Anapen®) for practice use by school staff.	
Ongoing	Provide regular advice and guidance to school staff about allergy and anaphylaxis management in the school as required.	
Ongoing	Liaise with parents or guardians (and, where appropriate, the student) to manage and implement Individual Anaphylaxis Management Plans.	
Ongoing	Liaise with parents or guardians (and, where appropriate, the student) regarding relevant medications within the school.	
Ongoing	Lead the twice-yearly Anaphylaxis School Briefing	
Ongoing	Develop school-specific scenarios to be discussed at the twice-yearly briefing to familiarise staff with responding to an emergency situation requiring anaphylaxis treatment; for example: <ul style="list-style-type: none"> • a bee sting occurs on school grounds and the student is conscious • an allergic reaction where the child has collapsed on school grounds and the student is not conscious. Similar scenarios will also be used when staff are demonstrating the correct use of the adrenaline autoinjector (training) device.	

Further information about anaphylaxis management and training requirements in Victorian schools can be found at: <https://www2.education.vic.gov.au/pal/anaphylaxis/policy>

School Supervisors' Observation Checklist

An observation record must be made and retained at the school for each staff member demonstrating the correct use of the adrenaline autoinjector (trainer) device. Certification that the device is used correctly can only be provided by the appropriately trained School Anaphylaxis Supervisor.

Name of School Anaphylaxis Supervisor: _____	Signature: _____
Name of staff member being assessed: _____	Signature: _____
Assessment Result:	Competent or Not competent (select as appropriate)
Assessment date: _____	

Verifying the correct use of Adrenaline Autoinjector (trainer) Devices

Stage	Actions	✓ or ✗
Preparation	Verification resources, documentation and EpiPen® and Anapen® adrenaline autoinjector (trainer) devices and equipment are on hand and a suitable space for verification is identified.	
Preparation	Confirmation of the availability of a mock casualty (adult) for the staff member to demonstrate use of the adrenaline autoinjector devices on. Testing of the device on oneself or the verifier is not appropriate.	
Demonstration	Successful completion of the <i>ASCIA Anaphylaxis e-training for Victorian Schools</i> within the previous 30 days is confirmed by sighting the staff member's printed ASCIA e-training certificate.	
Demonstration	Confirmation the staff member has had an opportunity to practise use of the EpiPen® and Anapen® adrenaline autoinjector (trainer) devices prior to the verification stage.	
Demonstration	To conduct a fair appraisal of performance, the verifier should first explain what the candidate is required to do and what they will be observed doing prior to the demonstration, including a scenario for the mock casualty. This ensures the candidate is ready to be verified and clearly understands what constitutes successful performance or not.	

Practical Demonstration

Stage	The staff member:	Attempts ✓ or ✗		
		1	2	3
Prior to use: <i>Identifying the components of the EpiPen®</i>	Correctly identified components of the adrenaline autoinjector (although some of these are not available on the trainer device, they should be raised and tested): School Anaphylaxis Supervisors to ask the below questions. <ul style="list-style-type: none"> • Where is the needle located? • What is a safety mechanism of the EpiPen®? • What triggers the EpiPen® to administer the medication? • What does the label of the EpiPen® show? 			

Stage	The staff member:	Attempts ✓ or ✗		
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		1	2	3
Prior to use: <i>Demonstrated knowledge of the appropriate checks of the EpiPen®</i>	Demonstrated knowledge of the appropriate checks of the adrenaline autoinjector device (although these are not available on the trainer device, they should be raised and tested): School Anaphylaxis Supervisors to ask the below questions. <ul style="list-style-type: none"> • Prior to administering the EpiPen® what should you check? • What do you check the viewing window for? • What do you check the label for? 			
Demonstration: <i>Correct positioning when applying anaphylaxis first aid</i>	Positioned themselves and the (mock) casualty correctly in accordance with ASCIA guidelines ensuring the: <ul style="list-style-type: none"> • casualty is lying flat unless breathing is difficult or placed in a recovery position if unconscious or vomiting • casualty is securely positioned to prevent movement when administering the adrenaline autoinjector device • person administering the adrenaline autoinjector device is facing the casualty. 			
Demonstration: <i>Correct administration of the EpiPen®</i>	Administered the adrenaline autoinjector device correctly (this example is for an EpiPen® device): <ul style="list-style-type: none"> • formed a fist to hold the EpiPen® device correctly • pulled off blue safety release • applied the orange end at right angle to the outer mid-thigh (with or without clothing), ensuring pockets and seams were not in the way • activated the EpiPen® by pushing down hard until a click is heard • hold the EpiPen® in position for 3 seconds after activation • removed EpiPen®. 			
Demonstration:	Demonstrated correct use in a realistic time period for treatment in an emergency situation.			
Post use: <i>Handling used EpiPen®</i>	Demonstrated knowledge of correct procedures post use of the adrenaline autoinjector devices: School Anaphylaxis Supervisors to ask the below questions. <ul style="list-style-type: none"> • What information should you record at the time of administering the EpiPen®? • What do you do with the used EpiPen® once it has been administered? 			

Stage	The staff member:	Attempts ✓ or ✗		
		1	2	3
Prior to use: <i>Identifying the components of the Anapen®</i>	Correctly identified components of the adrenaline autoinjector (although some of these are not available on the trainer device, they should be raised and tested): School Anaphylaxis Supervisors to ask the below questions. <ul style="list-style-type: none"> • Where is the needle located? • What is a safety mechanism of the Anapen®? • What triggers the Anapen® to administer the medication? • What does the label of the Anapen® show? 			

Stage	The staff member:	Attempts ✓ or ✗		
		1	2	3
Prior to use: <i>Demonstrated knowledge of the appropriate checks of the Anapen®</i>	Demonstrated knowledge of the appropriate checks of the adrenaline autoinjector device (although these are not available on the trainer device, they should be raised and tested): School Anaphylaxis Supervisors to ask the below questions. <ul style="list-style-type: none"> • Prior to administering the Anapen® what should you check? • What do you check the viewing window for? • What do you check the label for? 			
Demonstration: <i>Correct positioning when applying anaphylaxis first aid</i>	Positioned themselves and the (mock) casualty correctly in accordance with ASCIA guidelines ensuring the: <ul style="list-style-type: none"> • casualty is lying flat unless breathing is difficult or placed in a recovery position if unconscious or vomiting • casualty is securely positioned to prevent movement when administering the adrenaline autoinjector device • person administering the adrenaline autoinjector device is facing the casualty. 			
Demonstration: <i>Correct administration of the Anapen®</i>	Administered the adrenaline autoinjector device correctly (this example is for an Anapen® device): <ul style="list-style-type: none"> • formed a fist to hold the Anapen® device correctly • pull off the black needle shield • pull off grey safety cap (from red button) • place needle end firmly against at right angle to the outer mid-thigh (with or without clothing), ensuring pockets and seams were not in the way • press red button to activate the Anapen® • hold the Anapen® in position for 3 seconds after activation • removed Anapen®. 			
Demonstration:	Demonstrated correct use in a realistic time period for treatment in an emergency situation.			
Post use: <i>Handling used Anapen®</i>	Demonstrated knowledge of correct procedures post use of the adrenaline autoinjector devices: School Anaphylaxis Supervisors to ask the below questions. <ul style="list-style-type: none"> • What information should you record at the time of administering the Anapen®? • What do you do with the used Anapen® once it has been administered? 			

Test Outcome

Certifying the correct use of the adrenaline autoinjector (training) device	✓ or ✗
Where checking and demonstration is successful the verifier will: <ul style="list-style-type: none"> • sign and date the staff member's ASCIA e-training certificate • provide a copy to the staff member • store the staff member's ASCIA certificate and this observation record in a central office location to ensure confidentiality is maintained • update school staff records for anaphylaxis training. 	
If the adrenaline autoinjector (trainer) device has NOT been checked or administered correctly through successfully completing all the steps above, the verifier cannot deem the staff member competent. The staff member should be referred back to the <i>ASCIA Anaphylaxis e-training</i> for further training and re-present for verification: <ul style="list-style-type: none"> • this action should be recorded in staff records • the verifier must not provide training to correct practice. 	