

Change Notice

BLS Instructor Manual

Print ISBN 978-1-68472-311-9, AHA Product Number 25-1103

eBook ISBN 978-1-68472-319-5, AHA Product Number 25-3103

| Print Page Number | Location | Original Text | Change | When Change Was Identified |
|-------------------|--|--|---|----------------------------|
| vi | BLS Instructor Resources > Precourse Materials > Add 2 items before BLS Course Agenda | NA | BLS Course Roster BLS Science Summary Table | 10/22/25 |
| vi | BLS Instructor Resources > Course Materials > Add 3 items before Team Dynamics Diagram | NA | BLS Course Evaluation ACLS BLS Card Course Evaluation PALS BLS Card Course Evaluation | 10/22/25 |
| 30 | Course Audience > Instructor-to-Student Ratio > 1 st paragraph > Add sentence | For optimal practice... | In BLS courses, a minimum of 3 students per class is highly recommended to support team dynamics course objectives. For optimal practice... | 10/22/25 |
| 30 | Course Audience > Instructor-to-Student Ratio > 1 st paragraph > 1 st sentence | ...class, each student should have their own manikin... | ...class, it is ideal for each student to have... | 10/22/25 |
| 30 | Instructor-to-Student Ratio > 3 rd paragraph > delete last sentence | This would change the ratio to 9 students to 3 manikins to 1 instructor. | NA | 10/22/25 |
| 40 | Course Agendas > BLS Course Agenda description > add new paragraph with 2 new sentences | 4½ hours (with breaks) | 4½ hours (with breaks) The student-to-instructor ratio and student-to-manikin ratio are suggestions for optimal student learning. For more information about instructor-to-student ratio, please refer to Part 2: Preparing for the Course in the Instructor Manual. | 10/22/25 |

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| 40 | Course Agendas > Time and lesson table > 2 nd column > 6 th row (9:28–9:57) > last line > add parenthetical | Students Practice: Team Activity | Students Practice: Team Activity (A minimum of 3 students is highly recommended to support team dynamics course objectives.) | 10/22/25 |
| 42 | Course Agendas > BLS Renewal Course Agenda description > add new paragraph with 2 new sentences | 4 hours (with breaks) | 4 hours (with breaks) The student-to-instructor ratio and student-to-manikin ratio are suggestions for optimal student learning. For more information about instructor-to-student ratio, please refer to Part 2: Preparing for the Course in the Instructor Manual. | 10/22/25 |
| 42 | Course Agendas > Time and lesson table > 2 nd column > 6 th row (9:04–9:34) > last line > add parenthetical | Students Practice: Team Activity | Students Practice: Team Activity (A minimum of 3 students is highly recommended to support team dynamics course objectives.) | 10/22/25 |
| 44 | Course Agendas > HeartCode® BLS Instructor-Led and Virtual Instructor-Led Hands-On Skills Session Agenda > Description | ...student-to-instructor ratio 2:1; student-to-manikin ratio 1:1;... | ...student-to-instructor ratio 3:1; student-to-manikin ratio 1:1;... | 10/22/25 |
| 44 | Course Agendas > HeartCode® BLS Instructor-Led and Virtual Instructor-Led Hands-On Skills Session Agenda > Description > add new paragraph with 2 new sentences | 45 minutes (with break) | 45 minutes (with break) The student-to-instructor ratio and student-to-manikin ratio are suggestions for optimal student learning. For more information about instructor-to-student ratio, please refer to Part 2: Preparing for the Course in the Instructor Manual. | 10/22/25 |
| 44 | Course Agendas > Time and lesson | Students Practice: Team Activity | Students Practice: Team Activity (Optional) | 10/22/25 |

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| | table > 2 nd column > 5 th row (8:45–9:05) > last line > add parentheses | | | |
| BLS LP_18 | Part 6: BLS Course Lesson Plans > Lesson 5 High-Performance Teams > Students Practice: Team Activity > 1 st bullet, 1 st subbullet, add sentence | – Divide students into groups for the scenario. | – Divide students into groups for the scenario. A minimum of 3 students per class is highly recommended to support team dynamics course objectives. | 10/22/25 |
| BLS Renewal LP_15 | Part 6A: BLS Renewal Course Lesson Plans > Lesson 5 High-Performance Teams > Students Practice: Team Activity > 1 st bullet, 1 st subbullet, add sentence | – Divide students into groups for the scenario. | – Divide students into groups for the scenario. A minimum of 3 students per class is highly recommended to support team dynamics course objectives. | 10/22/25 |
| HeartCode BLS LP_1 | Part 7 > Title page > Change name | HeartCode® BLS Lesson Plans | HeartCode® BLS Instructor-Led and Virtual Instructor-Led Hands-On Skills Session Lesson Plans | 10/22/25 |
| HeartCode BLS LP_17 | Part 7 > Lesson 5 High-Performance Teams > Students Practice: Team Activity > add text | Students Practice: Team Activity | Students Practice: Team Activity (Optional) | 10/22/25 |
| HeartCode BLS LP_17 | Part 7 > Lesson 5 High-Performance Teams > Students Practice: Team Activity > 1 st subbullet, add sentence | – Divide students into groups for the scenario. | – Divide students into groups for the scenario. A minimum of 3 students per class is highly recommended to support team dynamics course objectives. | 10/22/25 |
| HeartCode BLS LP_18 | Part 7 Lesson 5 High-Performance Teams > Discussion: High-Performance Teams Activity Debriefing > add parentheses | ... Activity Debriefing | ... Activity Debriefing (Optional) | 10/22/25 |

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| 54 | Infant CPR Skills Testing Checklist (1 of 2) > In-Hospital Scenario | “You see a person run through the door carrying an infant. They shout, ‘Help me! My baby’s not breathing.’ You have gloves and a pocket mask. You send your coworker to activate the emergency response system and to get the emergency equipment.” | “You see a person run through the door carrying an infant. They shout, “Help me! My baby’s not breathing.” You check that the scene is safe and then approach the infant. You have gloves and a pocket mask. You send your coworker to activate the emergency response system and get the emergency equipment. Demonstrate what you would do next.” | 10/29/25 |
| 56 | Infant CPR Skills Testing Critical Skills Descriptors > 2. Performs high-quality chest compressions... > 6th bullet > delete subbullet | – Delivers 2 breaths so less than 10 seconds elapses between last compression of one cycle and first compression of next cycle | – Delivers 2 breaths so less than 10 seconds elapses between last compression of one cycle and first compression of next cycle | 10/29/25 |
| 56 | Infant CPR Skills Testing Critical Skills Descriptors > add new 3. | N/A | 3. Provides 2 breaths using a barrier device <ul style="list-style-type: none"> • Opens airway adequately • Delivers each breath over 1 second • Delivers breaths that produce visible chest rise • Avoids excessive ventilation • Resumes chest compressions in less than 10 seconds | 10/29/25 |
| 56 | Infant CPR Skills Testing Critical Skills Descriptors > 3. Provides effective ventilations ... > Move current text to the bottom of the numbered list and renumber 3. as 7. | 3. Provides effective ventilations with bag-mask device during 2-rescuer CPR <ul style="list-style-type: none"> • Opens airway adequately • Delivers each breath over 1 second | 7. Provides effective ventilations with bag-mask device during 2-rescuer CPR <ul style="list-style-type: none"> • Opens airway adequately • Delivers each breath over 1 second | 10/29/25 |

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| | | <ul style="list-style-type: none"> • Delivers breaths that produce visible chest rise • Avoids excessive ventilation • Resumes chest compressions in less than 10 seconds | <ul style="list-style-type: none"> • Delivers breaths that produce visible chest rise • Avoids excessive ventilation • Resumes chest compressions in less than 10 seconds | |
| 56 | Infant CPR Skills Testing Critical Skills Descriptors > 4. Switches compressions... > Add new 4. and renumber 4. as 5. Switches... | 4. Switches compression technique... | 4. Performs same steps for compressions and breaths for Cycle 2 5. Switches compression technique... | 10/29/25 |
| 56 | Infant CPR Skills Testing Critical Skills Descriptors > 5. Performs high-quality chest... > Change 5. to 6. | 5. Performs high-quality chest... | 6. Performs high-quality chest... | 10/29/25 |
| 56 | Infant CPR Skills Testing Critical Skills Descriptors > 5. > 7 th bullet > Delete | <ul style="list-style-type: none"> • Delivers 2 breaths so less than 10 seconds elapses between last compression of one cycle and first compression of next cycle | <ul style="list-style-type: none"> • Delivers 2 breaths so less than 10 seconds elapses between last compression of one cycle and first compression of next cycle | 10/29/25 |
| 30 | Part 2 > Course Audience > Instructor-to-Student Ratio > 2 nd and 3 rd paragraphs | New instructors can facilitate a class with a maximum of 6 students to 2 manikins, with only 1 instructor. With this ratio, 1 instructor observes 2 manikin stations at a time during video-led manikin practice (practice while watching). This would make the ratio 3 students to 1 manikin to 1 instructor. Experienced instructors can facilitate a class with a | New instructors may facilitate a class with a maximum ratio of 6 students to 1 instructor. During video-led manikin practice (practice while watching), 1 new instructor may observe up to 2 students practicing skills at the same time and the student-to-manikin ratio may not exceed 3:1. Experienced instructors may facilitate a class with a maximum ratio of 9 students to 1 instructor. During video-led manikin practice (practice while | 12/19/25 |

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| | | maximum of 9 students to 3 manikins, with only 1 instructor. With this ratio, 1 instructor observes 3 manikin stations at a time, while the students practice. | watching), 1 experienced instructor may observe up to 3 students practicing skills at the same time and the student-to-manikin ratio may not exceed 3:1. | |
| 40 | Part 3 > Course Agendas > BLS Course Agenda > Student Ratios | 6 students, 2 BLS Instructors; student-to-instructor ratio 3:1; student-to-manikin ratio 1:1; total time: approximately 4½ hours (with breaks) | Total time: approximately 4½ hours (with breaks) | 12/19/25 |
| 40 | Part 3 > Course Agendas > BLS Course Agenda > Student Ratios | The student-to-instructor ratio and student-to-manikin ratio are suggestions for optimal student learning. For more information about instructor-to-student ratio, please refer to Part 2: Preparing for the Course in the Instructor Manual. | For more information about instructor-to-student ratio, please refer to Part 2: Preparing for the Course in the Instructor Manual. The instructor-to-student ratio and student-to-manikin ratio are suggestions for optimal student learning. | 12/19/25 |
| 42 | Part 3 > Course Agendas > BLS Renewal Course Agenda > Student Ratios | 6 students, 2 BLS Instructors; student-to-instructor ratio 3:1; student-to-manikin ratio 1:1; total time: approximately 4 hours (with breaks) | Total time: approximately 4 hours (with breaks) | 12/19/25 |
| 42 | Part 3 > Course Agendas > BLS Renewal Course Agenda > Student Ratios | The student-to-instructor ratio and student-to-manikin ratio are suggestions for optimal student learning. For more information about instructor-to-student ratio, please refer to Part 2: Preparing for the Course in the Instructor Manual. | For more information about instructor-to-student ratio, please refer to Part 2: Preparing for the Course in the Instructor Manual. The instructor-to-student ratio and student-to-manikin ratio are suggestions for optimal student learning. | 12/19/25 |

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| 44 | Part 3 > Course Agendas > HeartCode® BLS Instructor-Led and Virtual Instructor-Led Hands-On Skills Session Agenda > Student Ratios | 6 students, 2 BLS Instructors; student-to-instructor ratio 3:1; student-to-manikin ratio 1:1; total time: approximately 2 hours and 45 minutes (with break) | Total time: approximately 2 hours and 45 minutes (with break) | 12/19/25 |
| 44 | Part 3 > Course Agendas > HeartCode® BLS Instructor-Led and Virtual Instructor-Led Hands-On Skills Session Agenda > Student Ratios | The student-to-instructor ratio and student-to-manikin ratio are suggestions for optimal student learning. For more information about instructor-to-student ratio, please refer to Part 2: Preparing for the Course in the Instructor Manual. | For more information about instructor-to-student ratio, please refer to Part 2: Preparing for the Course in the Instructor Manual. The instructor-to-student ratio and student-to-manikin ratio are suggestions for optimal student learning. | 12/19/25 |
| 50 | Part 4 > Adult CPR and AED Skills Testing Critical Skills Descriptors > 2. Performs high-quality chest compressions... > 4 th bullet | <ul style="list-style-type: none"> • Minimizes interruptions in compressions <ul style="list-style-type: none"> – Delivers 2 breaths so less than 10 seconds elapses between last compression of one cycle and first compression of next cycle – Compressions resumed immediately after shock/no shock indicated | <ul style="list-style-type: none"> • Minimizes interruptions in compressions | 12/19/25 |
| 26 | Part 1, General Concepts > Instructor Training > Instructor Renewal Criteria: BLS > 3 rd Bullet > 4 th –7 th bullet > Replace text | <ul style="list-style-type: none"> – Facilitate a Family & Friends® class. Each class counts as 1 credit. – Facilitate a CPR in Schools With First Aid class. Each class counts as 1 credit. – Facilitate a CPR and First Aid in Youth Sports class. Each class counts as 1 credit. – Facilitate a CPR Anywhere class. Each | <ul style="list-style-type: none"> – Earn a maximum of 2 credits by submitting a completed roster to the aligned Training Center for the following: <ul style="list-style-type: none"> ◦ Facilitate a Family & Friends® class. Each class counts as 1 credit. ◦ Facilitate a CPR in Schools® With First Aid class. Each class counts as 1 credit. ◦ Facilitate a CPR & First Aid in Youth Sports™ | 01/26/26 |

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| | | class counts as 1 credit. | class. Each class counts as 1 credit. ◦ Facilitate a CPR & First Aid Anywhere™ class. Each class counts as 1 credit. | |
| 27 | Part 2: Preparing for the Course > Course Overview > Learning Objectives > 12 th bullet > Add 2 bullets after last bullet | <ul style="list-style-type: none"> Describe the drowning Chain of Survival | <ul style="list-style-type: none"> Describe the drowning Chain of Survival Recognize signs of a heart attack Describe actions to help someone having a heart attack | 01/26/26 |
| 30 | Part 2: Preparing for the Course > Course Audience > Instructor-to-Student Ratio > Delete first sentence previously added | In BLS courses, a minimum of 3 students per class is highly recommended to support team dynamics course objectives. For optimal practice time during class, ... | For optimal practice time during class, ... | 01/26/26 |
| 40 | Part 3: Teaching the Course > Course Agendas > BLS Course Agenda > Delete first line and capitalize initial “t” in “total” | 6 students, 2 BLS Instructors; student-to-instructor ratio 3:1; student-to-manikin ratio 1:1; total time: approximately 4½ hours (with breaks) | Total time: approximately 4½ hours (with breaks) | 01/26/26 |
| 40 | Part 3: Teaching the Course > Course Agendas > BLS Course Agenda > Delete previously added paragraph and replace | The student-to-instructor ratio and student-to-manikin ratio are suggestions for optimal student learning. For more information about instructor-to-student ratio, please refer to Part 2: Preparing for the Course in the Instructor Manual. | For more information about instructor-to-student ratio, refer to Part 2: Preparing for the Course. The instructor-to-student ratio and student-to-manikin ratio are suggestions for optimal student learning. | 01/26/26 |
| 40 | Part 3: Teaching the Course > Course Agendas > BLS Course Agenda > Table, Lesson column > 6 th row, 4 th line > Add | High-Performance Teams Activity | High-Performance Teams Activity (Optional) | 01/26/26 |

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| | “(Optional)” to end of line | | | |
| 40 | Part 3: Teaching the Course > Course Agendas > BLS Course Agenda > Table, Lesson column > 6 th row, 5 th line > Replace previously added parenthetical at end of line with “(Optional)” | Students Practice: Team Activity (A minimum of 3 students is highly recommended to support team dynamics course objectives.) | Students Practice: Team Activity (Optional) | 01/26/26 |
| 42 | Part 3: Teaching the Course > Course Agendas > BLS Renewal Course Agenda > Delete first line and capitalize initial “t” in “total” | 6 students, 2 BLS Instructors; student-to-instructor ratio 3:1; student-to-manikin ratio 1:1; Total time | Total time: approximately 4 hours (with breaks) | 01/26/26 |
| 42 | Part 3: Teaching the Course > Course Agendas > BLS Renewal Course Agenda > 2 nd paragraph > Delete previously added text and replace | The student-to-instructor ratio and student-to-manikin ratio are suggestions for optimal student learning. For more information about instructor-to-student ratio, please refer to Part 2: Preparing for the Course in the Instructor Manual. | For more information about instructor-to-student ratio, refer to Part 2: Preparing for the Course. The instructor-to-student ratio and student-to-manikin ratio are suggestions for optimal student learning. | 01/26/26 |
| 42 | Part 3: Teaching the Course > Course Agendas > BLS Renewal Course Agenda > Table > Lesson column > 6 th row, 4 th line > Add “(Optional)” to end of line | High-Performance Teams Activity | High-Performance Teams Activity (Optional) | 01/26/26 |
| 42 | Part 3: Teaching the Course > Course Agendas > BLS Renewal Course Agenda > Table, Lesson column > 6 th row, 5 th line > Replace previously | Students Practice: Team Activity (A minimum of 3 students is highly recommended to support team dynamics course objectives.) | Students Practice: Team Activity (Optional) | 01/26/26 |

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| | added parenthetical at end of line with “(Optional)” | | | |
| 44 | Part 3: Teaching the Course > Course Agendas > HeartCode® BLS Instructor-Led and Virtual Instructor-Led Hands-On Skills Session Agenda > Delete first line and capitalize initial “t” in “total” | 6 students, 2 BLS Instructors; student-to-instructor ratio 3:1; student-to-manikin ratio 1:1; Total time: approximately 2 hours and 45 minutes (with break) | Total time: approximately 2 hours and 45 minutes (with break) | 01/26/26 |
| 44 | Part 3: Teaching the Course > Course Agendas > HeartCode® BLS Instructor-Led and Virtual Instructor-Led Hands-On Skills Session Agenda > 2 nd paragraph > Delete previously added text and replace | The student-to-instructor ratio and student-to-manikin ratio are suggestions for optimal student learning. For more information about instructor-to-student ratio, please refer to Part 2: Preparing for the Course in the Instructor Manual. | For more information about instructor-to-student ratio, refer to Part 2: Preparing for the Course. The instructor-to-student ratio and student-to-manikin ratio are suggestions for optimal student learning. | 01/26/26 |
| BLS LP_18 | Part 6: BLS Course Lesson Plans > Lesson 5: High-Performance Teams > Play Video: High-Performance Teams Activity > Add “(Optional)” to end of line | Play Video: High-Performance Teams Activity | Play Video: High-Performance Teams Activity (Optional) | 01/26/26 |
| BLS LP_18 | Part 6: BLS Course Lesson Plans > Lesson 5: High-Performance Teams > Students Practice: Team Activity > Add “(Optional)” to end of line | Students Practice: Team Activity | Students Practice: Team Activity (Optional) | 01/26/26 |
| BLS LP_20 | Part 6: BLS Course Lesson Plans > Lesson 5: High-Performance Teams > Discussion: High-Performance Teams | Discussion: High-Performance Teams Activity Debriefing | Discussion: High-Performance Teams Activity Debriefing (Optional) | 01/26/26 |

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| | Activity Debriefing > Add “(Optional)” to end of line | | | |
| BLS Renewal LP_15 | Part 6A: BLS Renewal Course Lesson Plans > Lesson 5, High-Performance Teams >Play Video: High-Performance Teams Activity > Add “(Optional)” to end of line | Play Video: High-Performance Teams Activity | Play Video: High-Performance Teams Activity (Optional) | 01/26/26 |
| BLS Renewal LP_15 | Part 6A: BLS Renewal Course Lesson Plans > Lesson 5: High-Performance Teams > Students Practice: Team Activity > Add “(Optional)” to end of line | Students Practice: Team Activity | Students Practice: Team Activity (Optional) | 01/26/26 |
| BLS Renewal LP_17 | Part 6A: BLS Renewal Course Lesson Plans > Lesson 5: High-Performance Teams > Discussion: High-Performance Teams Activity Debriefing > Add “(Optional)” to end of line | Discussion: High-Performance Teams Activity Debriefing | Discussion: High-Performance Teams Activity Debriefing (Optional) | 01/26/26 |
| BLS LP_5–6 | Part 6: BLS Course Lesson Plans > Lesson 1: Course Introduction > Discussion > 9 th bullet > All subbullets > Change learning objectives to match 2025 <i>BLS Provider Manual</i> | [Replace] | [Replace] | 02/03/26 |