

# **Basic Life Support Instructor Essentials Faculty Guide**

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## Contents

<b>Part 1: General Concepts</b> .....	<b>1</b>
About This Faculty Guide .....	1
Educational Design .....	1
Steps to Become an Instructor.....	1
Role of Faculty.....	1
Find or List a Course .....	2
Faculty-to-Instructor Candidate Ratio .....	2
Room Requirements and Course Materials .....	2
Sample Precourse Letter to Instructor Candidates.....	3
Using Lesson Plans .....	3
Understanding Icons .....	4
<b>Part 2: Preparing for the Course</b> .....	<b>5</b>
Who Can Take the Course .....	5
Course Materials and Equipment.....	5
<b>Part 3: Teaching the Course</b> .....	<b>7</b>
Course Outline and Sample Agenda.....	7
<b>Part 4: BLS Instructor Essentials Course Faculty Lesson Plans</b> .....	<b>11</b>

To find out about any updates or corrections to this text, visit [heart.org/courseupdates](https://heart.org/courseupdates).

## Part 1: General Concepts

### About This Faculty Guide

Welcome to the American Heart Association (AHA) Instructor Essentials Course. This course will prepare instructor candidates to teach AHA instructor-led and blended-learning course formats. This Instructor Essentials course educates participants on how to adequately use instructor teaching materials, ensure that students meet learning objectives, offer student coaching skills, provide an objective skills performance evaluation, and follow AHA Instructor and course policies. The course covers core content and discipline-specific content required to teach AHA courses.

We have organized our faculty guides to provide this introductory section, which discusses the basic logistics for conducting any AHA Instructor Essentials course. The remaining Parts of this guide cover course-specific information.

### Educational Design

The Instructor Essentials Course is taught in a blended-learning format. To become an AHA Instructor, candidates must complete the online portion, followed by the hands-on session, which is classroom based. The online portion of the course contains both core content and discipline-specific modules to prepare the instructor candidates for the hands-on session. In the classroom, faculty will continue preparing instructor candidates to become AHA Instructors by focusing on in-depth material about the disciplines that candidates will be teaching. The hands-on session includes instruction, practice, and an exam, allowing instructor candidates to successfully use their instructor materials and skills. Review the steps to become an instructor in the next section.

### Steps to Become an Instructor

There are 4 steps to become an AHA Instructor. For successful completion, instructor candidates must

1. Be accepted by an AHA Training Center (TC) before enrolling in an Instructor Essentials Course and have a completed Instructor Candidate Application on file with that TC
2. Have current AHA Provider status in the discipline for that Instructor Essentials Course and be proficient in all the skills of that discipline
3. Successfully complete the Instructor Essentials Course, including both the online and hands-on session
4. Successfully be monitored teaching within 6 months after completing the hands-on session of the Instructor Essentials Course (Training Center Coordinators [TCCs] may require additional monitoring, if needed)

### Role of Faculty

This guide, including the lesson plans, is for Training Faculty (TF) who will be teaching the hands-on session of the Instructor Essentials Course. The purpose of this faculty guide and the lesson plans is to provide faculty with materials that contain new information and educational practices that are incorporated into the 2020 product development cycle. These materials are to be used as a guide for teaching and preparing instructor candidates to become AHA Instructors. We thank you for your continuous efforts in conducting the hands-on session of Instructor Essentials.

As faculty, your role is critical to successful instructor candidate outcomes. During the course, the faculty should

- Facilitate discussions with a focus on desired outcome
- Listen to instructor candidates' responses and provide feedback to ensure understanding of learning concepts
- Observe instructor candidates' actions and coach as needed
- Give positive and corrective feedback
- Keep discussions and activities on track for optimal learning and use of time in the classroom

## Find or List a Course

Use the AHA's [Find a Course link](#) on the Instructor Network to list your courses. Instructor candidates will then be able to access this information through the AHA's online Course Catalog ([cpr.heart.org/en/course-catalog-search](http://cpr.heart.org/en/course-catalog-search)) or by phone at 1-877-AHA-4CPR (1-877-242-4277). This link is for US TCs only.

TC profile information is entered in the Instructor Network by the TCC. The AHA encourages TCs to post scheduled courses on the Instructor Network. With permission from the TCC, TC Faculty may also post scheduled courses. The Find a Course online tool is not available to international Training Centers and Instructors.

Many TCs also have websites where they post information about AHA courses.

**AHA Instructor Network**  
[www.ahainstructornetwork.org](http://www.ahainstructornetwork.org)

## Faculty-to-Instructor Candidate Ratio

Keep track of how many people are enrolled in the course. Determine how many faculty members are needed to teach and who will be Lead Faculty. The size for each Instructor Essentials Course is flexible, but it is ideal that 1 faculty member conduct an Instructor Essentials Course with up to 7 instructor candidates, so as not to exceed a 1:7 ratio. This ratio is ideal because throughout the course, there are group activities where 1 instructor candidate would play the role of instructor and the other candidates would play the role of students. Two manikin stations would be needed for an instructor course of 7 candidates.

## Room Requirements and Course Materials

When selecting a location for the Instructor Essentials Course, make sure the room has

- Good acoustics
- A clean and well-maintained environment
- Bright lighting that can be adjusted for video presentations
- An instructor-controlled video player and a monitor or screen large enough to be viewed by all instructor candidates
- A chair for each instructor candidate
- Ideally, a firm surface with adequate padding or protection for skills practice (eg, carpeted floors, sturdy table top, padded mats)
- A table for completing the exam

Once the course has been scheduled, contact your TCC for all equipment needed for this course. Make sure you have any additional support materials needed, such as posters, pocket reference cards, or emergency crash cart cards.

If you need to order manikins or support materials, check with your TCC or contact an AHA distributor. The distributors are listed on the Instructor Network. The TCC is responsible for ordering all course completion cards.

You can find a detailed materials and equipment list for your course in Part 2 of this faculty guide.

## Sample Precourse Letter to Instructor Candidates

The letter below is a sample you may modify and send to instructor candidates attending the hands-on session of the Instructor Essentials Course.

(Date)

Dear Instructor Candidate:

Welcome to the hands-on session of the \_\_\_\_\_ Instructor Essentials Course. Enclosed are the agenda and your copy of the instructor manual(s) and *Instructor Essentials Instructor Candidate Workbook*. You will also need to access the \_\_\_\_\_ Instructor Essentials online course (available at [elearning.heart.org](https://elearning.heart.org)) to complete before coming to class. Please bring your instructor manual(s) and \_\_\_\_\_ Instructor Essentials online course completion certificate to the course. Review both the agenda and the instructor manual(s) before coming to class so that you learn more and are more comfortable with the course.

The class is scheduled for

Date:

Time:

Location:

Please wear loose, comfortable clothing. You will be practicing skills that require working on your hands and knees, bending, standing, and lifting. If you have physical conditions that might prevent you from participating in the course, please tell one of the faculty when you arrive for the course. Faculty will work to accommodate your needs within the stated course completion requirements. In the event that you are ill, please notify your faculty to reschedule your training.

We look forward to welcoming you on (day and date of class). If you have any questions about the course, please call (name) at (telephone number).

Sincerely,

(Name), Faculty

## Using Lesson Plans

Use lesson plans before and during the course.

### Before the course

Review the lesson plans to understand

- Objectives for each lesson
- Your role for each lesson
- Resources that you need for each lesson

Make notes of things you want to remember or add, and consider preparing a list of questions and answers to use during a debrief of the lessons.







### During the course

- Follow each lesson plan as you conduct the course.
- Make sure you have all the resources, equipment, and supplies ready for each lesson.
- Help the instructor candidates achieve the objectives identified for each lesson.

## Understanding Icons

The icons used in the lesson plans are there to remind you to take certain actions during the course. The icons used throughout the lesson plans are included in Table 1.

**Table 1. Lesson Plan Icons**

Icon	Action
	Discussion
	Play video
	Instructor candidates practice
	Instructor candidates practices while watching
	Instructor candidate materials
	Exam

## Part 2: Preparing for the Course

The Basic Life Support (BLS) Instructor Essentials Course is designed for those who want to teach both BLS and Heartsaver® courses.

### Who Can Take the Course

The BLS Instructor Essentials Course is an intensive course for instructor candidates who have already successfully completed the BLS Provider Course. The role and scope of practice of healthcare providers can vary greatly, so there are no profession-specific guidelines for becoming an AHA Instructor in a specific discipline. Instructor candidates should exemplify integrity, demonstrate strong ethics, communicate clearly, and model a dedication to quality of training.

BLS instructor candidates must meet certain requirements before taking the Instructor Essentials Course. Before attending the hands-on session (facilitated by faculty), all instructor candidates must

- Be at least 18 years of age
- Be aligned with an AHA TC
  - Instructor candidates must have a TC that has agreed to accept them as an instructor once they have completed Instructor Essentials and their monitoring is completed.
- Have a current AHA BLS Provider course completion card
- Be proficient in the skills of BLS
  - To measure the proficiency of the skills of BLS, be sure to observe instructor candidates during the course. If you feel that instructor candidates need to be retested in their skills of BLS, you can include this as part of the Instructor Essentials Course.
- Complete an Instructor Candidate Application
- Successfully complete the online portion of Instructor Essentials

As a BLS Instructor, candidates will also be able to teach any course within the Heartsaver portfolio. Even though instructor candidates will be able to teach both BLS Provider and Heartsaver courses after completing the BLS Instructor Essentials Course, they need only a BLS Provider card to take BLS Instructor Essentials.

If you have any questions about prerequisites, please consult your TCC.

### Course Materials and Equipment

Equipment required for each class held is listed in Table 2. All equipment used must be in proper working order and good repair.

**Table 2. Classroom Equipment and Supplies**

Quantity	Materials and equipment
<b>1 per faculty</b>	<ul style="list-style-type: none"> <li>• <i>BLS Instructor Essentials Faculty Guide</i> with lesson plans</li> <li>• BLS Provider course materials:               <ul style="list-style-type: none"> <li>– <i>BLS Instructor Manual</i></li> <li>– <i>Program Administration Manual</i></li> <li>– Lesson plans</li> <li>– Course video (or course DVDs)</li> </ul> </li> <li>• Heartsaver course materials:               <ul style="list-style-type: none"> <li>– <i>Heartsaver First Aid CPR AED Instructor Manual</i></li> <li>– Lesson plans</li> </ul> </li> </ul>

Quantity	Materials and equipment
	<ul style="list-style-type: none"> <li>– Course video (or course DVDs)</li> <li>• BLS and Heartsaver Instructor Essentials Course videos (or course DVDs)</li> </ul>
<p><b>1 per instructor candidate</b></p>	<ul style="list-style-type: none"> <li>• 1-way valve and pocket mask</li> <li>• Course agenda</li> <li>• BLS Skills Testing Checklists (at least 2 copies of each) for the following:               <ul style="list-style-type: none"> <li>– Adult CPR and AED</li> <li>– Infant CPR</li> </ul> </li> <li>• Heartsaver Skills Testing Checklists (at least 2 copies of each) for the following:               <ul style="list-style-type: none"> <li>– Adult CPR and AED</li> <li>– Child CPR</li> <li>– Infant CPR</li> <li>– First Aid</li> </ul> </li> <li>• BLS Instructor Essentials materials:               <ul style="list-style-type: none"> <li>– Instructor candidate workbook</li> <li>– Exam</li> </ul> </li> <li>• <i>BLS Instructor Manual</i> and <i>BLS Provider Manual</i></li> <li>• BLS Provider Course Exam</li> <li>• Heartsaver First Aid CPR AED or Heartsaver Pediatric First Aid CPR AED materials:               <ul style="list-style-type: none"> <li>– Instructor manual</li> <li>– Student workbook</li> <li>– Exam                   <ul style="list-style-type: none"> <li>▪ Instructor candidates can use either the Heartsaver First Aid CPR AED or Heartsaver Pediatric First Aid CPR AED course materials for the BLS Instructor Essentials Course, depending on the course they will be teaching.</li> </ul> </li> </ul> </li> </ul>
<p><b>1 per set of 3 instructor candidates (3:1 ratio)</b></p>	<ul style="list-style-type: none"> <li>• AED trainer with adult pads</li> <li>• Manikins with a feedback device and shirts               <ul style="list-style-type: none"> <li>– Adult</li> <li>– Child (optional)</li> <li>– Infant (optional feedback device)</li> </ul> </li> <li>• Pocket mask (<i>Note: You must provide one 1-way valve per instructor candidate if you don't have enough pocket masks for every instructor candidate to have their own.</i>)</li> <li>• Stopwatch</li> <li>• Adult bag-mask device and infant bag-mask device</li> </ul>
<p><b>1 per course</b></p>	<ul style="list-style-type: none"> <li>• TV with DVD player or computer with video player and projection screen</li> <li>• Course roster</li> <li>• Manikin cleaning supplies</li> </ul>



## Part 3: Teaching the Course









### Course Outline and Sample Agenda









#### BLS Instructor Essentials Course Outline

Approximate course duration without breaks: 5.5 hours

Instructor candidate–faculty ratio 7:1; instructor candidate–manikin ratio 3:1

Lesson times below are estimates and can vary from course to course.

Lesson	Course event	Lesson plan actions and time estimate (in minutes)
1	<b>Course Introduction</b>	 5
2	<b>AHA Introduction</b> Part 1: American Heart Association Mission Part 2: Instructor Core Competencies	 15
3	<b>AHA Instructor Resources</b> Part 1: <i>Program Administration Manual</i> Part 2: Other Electronic Resources Part 3: Training Center–Specific Policies	 20
4	<b>BLS Provider Course Preparation</b> Part 1: Course Paperwork Part 2: Course Preparation	 15
5	<b>BLS Provider Course Overview (Instructor-Led)</b> Part 1: Course Formats Part 2: Instructor Materials Part 3: Learning Objectives and Course Completion Requirements	 15
6	<b>BLS Provider Course: Lessons 2-5</b> Part 1: Lesson 2: 1-Rescuer Adult BLS Part 2: Lesson 3: AED and a Bag-Mask Device Part 3: Lesson 4: 2-Rescuer Adult BLS Part 4: Continuous Compressions (Optional) Part 5: Lesson 5: Special Considerations	 20
7	<b>BLS Provider Course: Lessons 6 and 6A</b> Part 1: Lesson 6: High-Performance Teams and CPR Coach Part 2: Lesson 6A: Local Protocols Discussion	 40
8	<b>BLS Provider Course: Lessons 7-10</b> Part 1: Lesson 7: Child BLS Part 2: Lesson 8: Infant BLS Part 3: Lesson 9: Relief of Choking Part 4: Lesson 10: Conclusion	 15

Lesson	Course event	Lesson plan actions and time estimate (in minutes)
9	<b>BLS Provider Course: Lessons 11-13</b> Part 1: BLS Skills Testing Part 2: Lesson 12: BLS Exam Part 3: Lesson 13: Remediation	 40
10	<b>HeartCode BLS</b> Part 1: HeartCode BLS Overview Part 2: HeartCode BLS Online Portion Part 3: HeartCode BLS Hands-on Session	 15
11	<b>BLS Conclusion</b>	 5
12	<b>Heartsaver Course Overview (Instructor-Led)</b> Part 1: Course Formats Part 2: Instructor Materials Part 3: Learning Objectives and Course Completion Requirements	 15
13	<b>Heartsaver Portfolio</b> Part 1: Adult CPR AED Part 2: Child CPR AED Part 3: Infant CPR Part 4: First Aid	 40
14	<b>Heartsaver Testing</b> Part 1: Heartsaver Skills Testing Part 2: Heartsaver Exam	 15
15	<b>Heartsaver Blended Course</b> Part 1: Heartsaver Blended Course Overview Part 2: Heartsaver Online Portion Part 3: Heartsaver Hands-on Session	 10
16	<b>Course Conclusion and Exam</b> Part 1: Course Conclusion Part 2: BLS Instructor Essentials Exam	 30

**Sample BLS Instructor Essentials Course Agenda**  
**7 Instructor candidates, 1 faculty**  
**Instructor candidate–faculty ratio 7:1; instructor candidate–manikin ratio 3 or 4:1**  
**Total time: Approximately 6 hours (with breaks)**

Time	Lesson
8:00-8:05	<b>Lesson 1: Course Introduction</b>
8:05-8:20	<b>Lesson 2: AHA Introduction</b> Part 1: American Heart Association Mission Part 2: Instructor Core Competencies
8:20-8:40	<b>Lesson 3: AHA Instructor Resources</b> Part 1: <i>Program Administration Manual</i> Part 2: Other Electronic Resources Part 3: Training Center–Specific Policies
8:40-8:55	<b>Lesson 4: BLS Provider Course Preparation</b> Part 1: Course Paperwork Part 2: Course Preparation
8:55-9:10	<b>Lesson 5: BLS Provider Course Overview (Instructor-Led)</b> Part 1: Course Format Part 2: Instructor Materials Part 3: Learning Objectives and Course Completion Requirements
9:10-9:30	<b>Lesson 6: BLS Provider Course: Lessons 2-5</b> Part 1: Lesson 2: 1-Rescuer Adult BLS Part 2: Lesson 3: AED and Bag-Mask Device Part 3: Lesson 4: 2-Rescuer Adult BLS Part 4: Continuous Compressions (Optional) Part 5: Lesson 5: Special Considerations
9:30-10:10	<b>Lesson 7: BLS Provider Course: Lessons 6 and 6A</b> Part 1: Lesson 6: High-Performance Teams and CPR Coach Part 2: Lesson 6A: Local Protocols Discussion
10:10-10:25	<b>Break</b>
10:25-10:40	<b>Lesson 8: BLS Provider Course: Lessons 7-10</b> Part 1: Lesson 7: Child BLS Part 2: Lesson 8: Infant BLS Part 3: Lesson 9: Relief of Choking Part 4: Lesson 10: Conclusion
10:40-11:20	<b>Lesson 9: BLS Provider Course: Lessons 11-13</b> Part 1: BLS Skills Testing Part 2: Lesson 12: BLS Exam Part 3: Lesson 13: Remediation
11:20-11:35	<b>Lesson 10: HeartCode BLS</b> Part 1: HeartCode BLS Overview Part 2: HeartCode BLS Online Portion Part 3: HeartCode BLS Hands-on Session

Time	Lesson
11:35-11:40	<b>Lesson 11: BLS Conclusion</b>
11:40-12:10	<b>Lunch</b>
12:10-12:25	<b>Lesson 12: Heartsaver Course Overview (Instructor-Led)</b> Part 1: Course Formats Part 2: Instructor Materials Part 3: Learning Objectives and Course Completion Requirements
12:25-1:05	<b>Lesson 13: Heartsaver Portfolio</b> Part 1: Adult CPR AED Part 2: Child CPR AED Part 3: Infant CPR Part 4: First Aid
1:05-1:20	<b>Lesson 14: Heartsaver Testing</b> Part 1: Heartsaver Skills Testing Part 2: Heartsaver Exam
1:20-1:30	<b>Lesson 15: Heartsaver Blended Course</b> Part 1: Heartsaver Blended Course Overview Part 2: Heartsaver Online Portion Part 3: Heartsaver Hands-on Session
1:30-2:00	<b>Lesson 16: Course Conclusion and Exam</b> Part 1: Course Conclusion Part 2: BLS Instructor Essentials Exam

## Part 4: BLS Instructor Essentials Course Faculty Lesson Plans

### Precourse

#### Faculty Tip

Prepare for your role as a BLS faculty instructor well. Thoroughly review the BLS Provider Course instructor materials, the Heartsaver First Aid CPR AED Course instructor materials, and the faculty materials for BLS Instructor Essentials. The time you invest in this part of your preparation is important to the overall success of every student and will allow the course to run smoothly.

#### 30 to 60 Days Before the Course

- Schedule a room that meets the room requirements for the Instructor Essentials Course.
- Reserve all needed equipment to teach the course.
- Schedule additional faculty, if needed, depending on the size of the class.

#### At Least 3 Weeks Before the Course

- Review the BLS course and HeartCode® BLS course materials, including
  - BLS Provider course video (BLS Course and HeartCode BLS course videos)
  - *BLS Provider Manual*
  - *BLS Instructor Manual*
  - HeartCode BLS online portion
- Review the Heartsaver First Aid CPR AED course materials, including
  - Heartsaver First Aid CPR AED course video
  - *Heartsaver First Aid CPR AED Student Workbook*
  - *Heartsaver First Aid CPR AED Instructor Manual*
  - Heartsaver First Aid CPR AED online portion
  - If instructor candidates will be teaching Pediatric First Aid courses, then the Heartsaver Pediatric First Aid course materials may be used by instructor candidates instead of Heartsaver First Aid CPR AED.
- Read through the faculty guide and lesson plans.
- Prepare any questions for each lesson in advance.
- Review the *Program Administration Manual (PAM)*.
- Send participating instructor candidates precourse letters, course materials, and the course agenda.

#### 1 Week Before the Course

Confirm room reservations and all required equipment needed are available for the course.

#### Day Before the Course

- Set up the room and make sure that all technology and equipment are working properly. This can also be done before class begins the day of the course if the room is not accessible the day before.
- Coordinate the roles and responsibilities with additional faculty, if needed, to fulfill the course agenda and to ensure efficiency and timing of the course.
- Ensure that all course paperwork is in order.
- Verify that instructor candidates have successfully passed the BLS Provider Course by viewing proof of their current BLS course completion card. Instructor candidates do not need a Heartsaver course completion card to take the BLS Instructor Essentials Course.

## Day of the Course

Arrive at the course location in plenty of time to complete the following:

- Have the video ready to play before instructor candidates arrive and make sure it is working properly with sound.
- Distribute supplies to the instructor candidates or set up supplies for instructor candidates to collect when they arrive, with clear instructions on what they need.
- Greet instructor candidates as they arrive to put them at ease, and direct them where to go.
- Make sure the course roster is completed by all instructor candidates as they arrive for the course.

## Lesson 1

### Course Introduction

5 minutes

#### Faculty Tips

- Be familiar with the learning objectives and the BLS Instructor Essentials Course content. It's critical that you know what you want to communicate, why it's important, and what you want to happen as a result.
- Think about how you want to manage breaks during the course. Making yourself available during breaks allows you to answer questions people might feel too embarrassed to ask in front of everyone. It also gives you time to establish rapport and get feedback.



#### Discussion

- Introduce yourself and additional faculty if present.
- Invite instructor candidates to introduce themselves.
- Explain that the course is interactive. Refer to the following points for discussion with instructor candidates:
  - Your role
  - Video-based and hands-on learning with practice
    - Explain to instructor candidates that during the course, they will have the opportunity to go through the overall flow of the BLS Provider Course, with extensive practice demonstrating instructor skills.
  - Use and reference of the instructor manual, lesson plans, and skills testing checklists
  - Exam
- Ask that any instructor candidate who anticipates difficulties because of personal limitations, such as a medical concern or knee or back problems, speak with one of the faculty.
- Explain the layout of the building, including bathrooms and emergency exits.
- Remind instructor candidates that all AHA courses are to be conducted in a smoke-free facility, including surrounding grounds, parking lots, and entrances.
- Remind instructor candidates of where the nearest AED is located and what their emergency response number is.
- Describe the course agenda:
  - Inform instructor candidates of breaks you have scheduled during the class.
  - Tell the instructor candidates, "We are scheduled to end at \_\_\_\_."
- Remind instructor candidates what they will learn during the course. At the end of the BLS Instructor Essentials Course, instructor candidates will be able to
  - Identify the prerequisites to becoming an AHA Instructor
  - Describe the usability of the PAM
  - Describe the core competencies of an AHA Instructor
  - Describe the 5 steps of the AHA Instruction Cycle: prepare, teach, test and remediate, close, and keep current
  - Identify resources available to an AHA Instructor
  - Describe how to use discipline-specific instructor materials: the instructor manual, lesson plans, course videos, and skills testing checklists
  - Identify discipline-specific course formats available to complete the course
  - Describe discipline-specific course completion requirements
  - Describe discipline-specific flexibility options available to an AHA Instructor within the course
  - Describe the requirements for how to maintain an AHA Instructor status
  - Describe effective AHA Instructor feedback and remediation techniques
  - Demonstrate the administration of skills testing with the use of the skills testing checklists

- Remind instructor candidates that they must score at least 84% on the exam as part of the course completion requirements.
- Encourage instructor candidates to write notes in their instructor candidate workbook and instructor manual throughout the course.



## Lesson 2

### AHA Introduction

15 minutes

Part 1: AHA Mission

Part 2: Instructor Core Competencies

#### Learning Objective

- Describe the core competencies of an AHA Instructor

#### Faculty Tip

Become familiar with the AHA Mission, Global Mission, and Emergency Cardiovascular Care (ECC) Guiding Philosophy and with the instructor core competencies before teaching this lesson.



#### Instructor Candidate Materials

For this lesson, instructor candidates need their instructor candidate workbook so they can follow along with the AHA Mission and Global Mission, and ECC Guiding Philosophy.



#### Discussion: AHA Mission

Discuss the following mission statements with instructor candidates by first choosing an instructor candidate to read each of the mission statements aloud from the instructor candidate workbook and then discussing as a group their role in the overall AHA Mission, AHA Global Mission, and ECC Guiding Philosophy.

#### *AHA Mission*

Our mission is to be a relentless force for a world of longer, healthier lives. That single purpose drives all we do. The need for our work is beyond question.

The AHA is the United States' oldest and largest voluntary health organization dedicated to saving people from heart disease and stroke. Heart disease is the No. 1 killer worldwide, and stroke ranks second globally. The AHA is the trusted leader in ECC and trains people around the world in how to save lives with CPR and first aid.

#### *AHA Global Mission*

The AHA is a relentless force for a world of longer, healthier lives. Through collaboration with global partners, our network of TCs and knowledge transfer of proven programs and strategies, the AHA strives to reduce the global burden of cardiovascular diseases and stroke. This mission contributes to the World Health Organization's global fight against noncommunicable diseases and the achievement of the 2030 Sustainable Development Goal of reducing premature mortality from noncommunicable diseases by one third through prevention and treatment and promote mental health and well-being.

#### *ECC Guiding Philosophy*

- Improve the Chain of Survival in every community
- Increase the quality and timeliness of materials
- Identify and expand training
- Document effectiveness
- Improve efficiency

The goal of AHA's ECC Programs, specifically, is to be the world's premier resuscitation organization and serve the global community of scientists, healthcare providers, and citizens as a critical leader in discovery, processing, and transfer of resuscitation science. Our programs, products, and services focus on maximizing survival from life-threatening cardiovascular emergencies.



### **Discussion: Instructor Core Competencies**

Review the following instructor core competencies with instructor candidates, providing an example of how each competency can be demonstrated in the classroom. Remind instructor candidates that these competencies were discussed in the Instructor Essentials online course and are referenced in their instructor candidate workbook.

- **Skills:** Instructors need to be proficient in all the skills of the disciplines they teach.
- **Course delivery:** Instructors need to teach AHA materials correctly and as they were intended.
- **Testing:** Instructors need to be able to test their students effectively.
- **Professionalism:** Instructors need to maintain a high standard of ethics and professionalism when teaching AHA courses.
- **Program administration:** Instructors need to be able to manage time, space, materials, and paperwork in compliance with AHA guidelines.

## Lesson 3

### AHA Instructor Resources

20 minutes

Part 1: *Program Administration Manual*

Part 2: Other Electronic Resources

Part 3: Training Center–Specific Policies

#### Learning Objectives

- Describe the usability of the *Program Administration Manual (PAM)*
- Identify resources available to an AHA Instructor

#### Faculty Tips

- This lesson requires knowledge of the PAM. To access the PAM, visit the Instructor Network and make sure you are familiar with the content in the PAM before teaching this lesson.
- Become familiar with the Instructor Network and your TC-specific policies to lead a discussion with instructor candidates and to answer any question they may have.
- If the Internet is accessible in the classroom, you can navigate to the PAM and the Instructor Network during this lesson to show instructor candidates.



#### Discussion: *Program Administration Manual*

Discuss the following topics with instructor candidates at a high-level overview, per the PAM:

- Usability of the PAM
  - The PAM covers all aspects of program administration and training for the educational courses of the AHA's ECC Programs. It provides TCs and instructors with rules affecting TCs, instructors, and volunteers.
  - The PAM is located only on the Instructor Network and is updated as needed.
- TC organization
  - The role of the TC
  - TCC, training faculty, and mentors
- TC policies and procedures
  - Following AHA policies and procedures
  - Managing records
  - Course completion card management
  - Course fees, materials, and equipment
- Instructor alignment
- Course information
  - Course equipment
  - Provider course instructors
  - Provider course exam and skills testing
- Conflict of interest and ethics policies
  - Conflicts of interest
  - Ethics and code of conduct

Encourage instructor candidates to use the PAM for additional information on all AHA protocols and procedures when they become instructors.



### **Discussion: Other Electronic Resources**

Discuss the following information about the Instructor Network with instructor candidates and share the Instructor Network website: [www.ahainstructornetwork.org](http://www.ahainstructornetwork.org).

- All AHA Instructors are required to join the Instructor Network.
- The Instructor Network contains all information that is needed and used by AHA Instructors, including science updates and information on how to order materials.
- Inform instructor candidates that they will need to align with a TC through the Instructor Network by creating a profile. This alignment on the Instructor Network will assign an instructor number after the TC approves the alignment.
  - The instructor ID number will be on the instructor card and will be placed on every provider course completion card.
- Instructors can also align with a secondary TC, but they do not have to create a second profile. The second alignment can be added to an existing profile.



### **Discussion: TC-Specific Policies**

Discuss the following list of policies with instructor candidates. Responses will vary depending on how each TC handles each policy, so have information prepared in advance to engage discussion. Encourage instructor candidates to write responses in their instructor candidate workbook.

- How to register to teach classes
- How much notice to give the TC to arrange a class
- How to advertise and communicate with students
- What to do about equipment for the class; decontamination policy
- How to manage obtaining course books for students
- How to manage course rosters and course completion cards
- Dispute resolution
- Compliance with the Americans With Disabilities Act

## Lesson 4

### BLS Provider Course Preparation

15 minutes

Part 1: Course Paperwork

Part 2: Course Preparation

#### Faculty Tips

- Be familiar with all up-to-date course paperwork and your TC protocols to provide instructor candidates specific information on where to obtain all the forms they will need for teaching.
- Review the Preparing Your Materials section of the instructor candidate workbook and Part 2: Preparing for the Course in the *BLS Instructor Manual*, including the equipment list before teaching this lesson.
- It is strongly recommended that instructors take the online portion of a blended-learning course if teaching blended courses. Classroom courses are more effective if the instructor is familiar with the information presented to students before the students enter the classroom portion of the course.



#### Instructor Candidate Materials

For this lesson, instructor candidates need their instructor candidate workbook and the *BLS Instructor Manual*.



#### Discussion: Course Paperwork

Let instructor candidates know they can refer to the Preparing Your Materials section of the instructor candidate workbook. Discuss how to obtain the following course paperwork forms, and include specific procedures that pertain to your TC:

- Course rosters: Available on the Instructor Network or from TCC; need to be kept by TC
- Course evaluations: Available on the Instructor Network or from TCC; need to be kept by TC
- Student materials: Ordered from your TC or from the AHA at [ShopCPR.Heart.org](https://shopcpr.heart.org); TCC can provide a list of AHA distributors for instructors outside the United States
- Exams: TCC can provide information on how to obtain online or paper exams; refer to the Instructor Network and instructor manual for information about exam administration and security; exams need to be kept by TC for those students who did not meet course completion requirements
- Skills testing documents: Found in the instructor manual, on the Instructor Network, or TCC; need to be kept by TC for those students who did not meet course completion requirements.
- Course completion cards:
  - Electronic course completion cards (eCards)
    - eCards are provided to students who successfully complete an AHA course. eCards are more secure than printed cards, and a 3-point verification by the TCC, instructor, and students is required to issue and claim eCards.
    - eCard information is populated electronically by the TCC or instructor and can be altered by only the TCC or AHA Customer Service by using the AHA's My Cards.
    - eCards can be easily verified by employers at [heart.org/cpr/mycards](https://heart.org/cpr/mycards) to prove issuance by a valid TC and instructor aligned with that TC.
  - Issuing course completion cards
    - Information about issuing provider course completion cards can be found in Part 1: General Concepts in the *BLS Instructor Manual* with details about the criteria and specific course completion requirements.
- All other course paperwork can usually be found either on the Instructor Network or in the instructor manual.



## Discussion: Course Preparation

Discuss with instructor candidates that there are 3 main areas to consider when preparing to teach an AHA course, which include students, equipment, and the classroom. Emphasize that instructor preparation for each course is essential to successful student outcomes. Review the following key steps to course preparation:

### *Student Preparation*

- Be sure to know your course audience, including professions and the size of your class.
- Send students all course materials, including a precourse letter, agenda, and provider manual, at least 3 weeks before the course. A sample precourse letter can be found in Part 2: Preparing for the Course in the *BLS Instructor Manual*.

### *Classroom Preparation*

- Reserve a room per the room requirements found in Part 2: Preparing for the Course in the *BLS Instructor Manual* 30 to 60 days before the course.
- Review all course materials, including lesson plans and the course videos, at least 3 weeks before the course.
- Depending on the size of your course audience, be sure to schedule any additional AHA Instructors needed to ensure appropriate instructor-to-student ratios.

### *Equipment Preparation*

- Reserve all needed equipment to teach the course found on the equipment list in Part 2: Preparing for the Course in the *BLS Instructor Manual* at least 30 to 60 days before the course.
- Ensure that course equipment is in good working order and is properly set up before students arrive to class.



## Instructor Candidates Practice: Assembling the Manikins

To provide instructor candidates with hands-on practice assembling the equipment needed to teach a BLS Provider Course, have instructor candidates assemble the course equipment for the Instructor Essentials Course, including

- Assembling manikins and lungs
- Setting up and using a feedback device
- Assembling a bag-mask device
- Setting up course equipment in the classroom
- Cleaning the course equipment
  - Instructor candidates can refer to the Manikin Cleaning Options section of Part 1: General Concept, Equipment and Manikin Cleaning in the *BLS Instructor Manual*.

For course equipment assembly, please follow the instructions provided by the manufacturer.

## Lesson 5

### BLS Provider Course Overview (Instructor-Led)

15 minutes

Part 1: Course Formats

Part 2: Instructor Materials

Part 3: Learning Objectives and Course Completion Requirements

#### Learning Objectives

- Identify discipline-specific course formats available to students for completion of the course
- Describe discipline-specific course completion requirements
- Describe discipline-specific flexibility options available to an AHA Instructor within the course
- Describe how to use the AHA's discipline-specific instructor materials, the instructor manual, lesson plans, course videos, and skills testing checklists

#### Faculty Tips

- Inform instructor candidates that they can continue to reference their instructor candidate workbooks during and after the course, but now they will transition into using and becoming familiar with the instructor manual.
- Before teaching this lesson, become familiar with how the instructor materials are aligned within the BLS Provider course, including the lesson plans and the BLS Provider course video.
  - Have the BLS Provider course video ready for this lesson to show instructor candidates the menu options.
- Review the Course Goal, Learning Objectives, and Educational Design sections of Part 2: Preparing for the Course in the *BLS Instructor Manual*.
- Remind students that, for this portion of the BLS Instructor Essentials Course, they will move through the elements of the BLS Provider Course, and it is important to keep in mind the perspective of their future students as they learn how to teach the BLS Provider Course.



#### Instructor Candidate Materials

For this lesson, instructor candidates need their *BLS Instructor Manual* and Part 5: BLS Lesson Plans.



#### Discussion: BLS Course Formats

Discuss with instructor candidates that this lesson specifically pertains to the instructor-led training format of BLS. Inform instructor candidates that in addition to instructor-led training, there are 2 other course formats that providers can use to obtain a BLS Provider course completion card:

- Instructor-led training: Classroom-based course taught by an instructor
- Blended learning (HeartCode® BLS): eLearning portion followed by a hands-on session of practice and skills testing that can be completed by an instructor or a computer-based module with a HeartCode-compatible manikin system
- Resuscitation Quality Improvement® (RQI®): Maintenance of competence training for employed healthcare providers in clinical environment; not led by an instructor

Remind instructor candidates that all course formats above are tailored to teach both in-facility and prehospital providers, depending on audience needs.



## Discussion: Instructor-Led BLS Instructor Materials

Discuss the following overview of the BLS Provider course video (or DVD) and BLS Lesson Plans with instructor candidates, emphasizing how they are aligned for ease of use and navigation while teaching. Use the BLS Provider course video during this discussion to show instructor candidates the menu navigation options.

### *Teaching With a Video*

Many of the lessons in the BLS Course use the practice-while-watching format. This means that students practice skills as the video guides them. To make sure that course material is taught consistently and that students benefit from the latest scientific research, show all of the course's video lessons completely.

### *Practice While Watching*

Practice while watching is an effective approach for building skills mastery. Instructors should use the video to demonstrate correct performance of skills. Allow students time to practice while following the video demonstration. Observe students' performance of the skills and provide corrective feedback.

### *BLS Provider Course Video Overview*

BLS videos are now available as a DVD set or in an online digital format. The BLS online digital format features the same content as the BLS DVDs. The digital format gives Instructors 2 options to view the course videos: by streaming course videos with an internet connection or by downloading course videos to an app on a device for offline viewing. This digital format is an alternative option to DVDs/DVD players. Online digital videos include the required video segments for the instructor-led BLS Course, BLS Renewal Course, and HeartCode® BLS blended-learning course. The agenda and lesson plans found in the instructor manual explain when to play the appropriate video for each version of the BLS Course.

- Organization of the course video:
  - The video is organized by lessons that correspond with the lesson plans.
  - Each lesson has an In-Facility Provider or Prehospital Provider option for the type of real-world dramatization that plays to open each lesson.
  - After the dramatization plays, each lesson then plays the instruction of the skill being taught, followed by practice while watching of the skill, where applicable.
- Menu navigation options on the video; navigate to each menu below while discussing them with instructor candidates
  - Instruction menu: Allows instructors to play the instruction content for BLS skills; can be used for remediation or for additional teaching of skills as needed
  - Practice While Watching menu: Allows instructors to play the practice-while-watching segments directly; can be used for remediation or for additional practice for students, as needed
  - Lessons menu: Organized by lesson plan with a prehospital and in-facility option for each lesson. This menu allows instructors to directly navigate to any lesson and continue playing the course video all the way through; can be used if an instructor loses his or her place in the video

### *Lesson Plans Overview*

- Lesson plan design
  - The lesson plan titles and icons, which indicate instructor actions, correspond with the course video.
  - The lesson plans contain the following elements to help instructors teach the course. Emphasize that instructors need to review and use these elements:
    - Learning Objectives
    - Instructor Tips
    - Practice While Watching: Steps to each skill, aiding in instructor feedback



- Instructor flexibility
  - There are optional lessons, optional practice sessions, and early testing options featured throughout the BLS Lesson Plans to help instructors tailor the course to audience needs.
  - Instructor-led practice and discussions are also featured throughout the BLS Lesson Plans to promote student-instructor interaction.



### **Discussion: Learning Objectives and Course Completion Requirements**

Have instructor candidates turn to Lesson 1: Course Introduction in Part 5: BLS Lesson Plans in the *BLS Instructor Manual* and locate the learning objectives and course completion requirements.

- Explain to instructor candidates that these learning objectives are the measurable outcomes of a student's completion of the course and are organized by each lesson, in addition to the required course completion requirements for a provider to receive a BLS Provider course completion card.
- Course flexibility
- As a BLS Instructor, you'll teach a diverse audience that includes both in-facility and prehospital providers. The course's ability to serve both of these audiences is supported in the instructor-led (classroom) course and HeartCode BLS by both instructor and student materials.
- Course lessons and videos are tailored so that all students can experience settings that are most applicable to their practice. For example, if most of your students are nurses, you can select the In-Facility Provider track in the video. Skills testing checklists include both in-hospital scenarios and out-of-hospital scenarios to adapt to the students' needs.

## Lesson 6

### BLS Provider Course: Lessons 2-5

20 minutes

Part 1: Lesson 2: 1-Rescuer Adult BLS

Part 2: Lesson 3: AED and a Bag-Mask Device

Part 3: Lesson 4: 2-Rescuer Adult BLS

Part 4: Continuous Compressions (Optional)

Part 5: Lesson 5: Special Considerations

#### Faculty Tips

- Before teaching this lesson, thoroughly review Lessons 2 through 4 in Part 5: BLS Lesson Plans in the *BLS Instructor Manual* with the corresponding lessons in the BLS Provider course video. Also review the Continuous Compressions Lesson Plan and skills sheet as well as the Advisor: BLS materials available on the Instructor Network. Determine which skills session videos to show based on the professions of your candidates.
- If completing the optional AED Review practice with instructor candidates, be sure to have enough AED trainers for the size of the groups completing the practice.



#### Instructor Candidate Materials

For this lesson, instructor candidates need Lessons 2, 3, and 4 from Part 5: BLS Lesson Plans in the *BLS Instructor Manual*.



#### Play Video: High-Quality BLS: Introduction

- After the discussion, navigate to the High-Performance Teams Activity menu option on the main menu screen. The video will show instructor candidates a demo of the high-performance teams activity to prepare for their practice.



#### Discussion: Lesson 2: 1-Rescuer Adult BLS

Discuss with instructor candidates that the lesson plans and course video lessons are aligned with the use of titles and icons for instructor actions. Have them refer to Lesson 2 for the format of

- Provider-specific scenario on the video, followed by
  - Instructions for a skill
  - Practice while watching a skill



#### Play BLS Course Video: 1-Rescuer Adult BLS (Optional)

As an option to show instructor candidates how the course video and lesson plans align, play the video below:

- *Note:* If you're using DVDs, the lesson plans require you to switch between the Instructor Essentials DVD and the course DVD. If you're using digital videos, the course videos are included in the playlist, so no switching is required.
- Navigate to the Lessons menu on the main menu of the BLS Provider course video and play 1-Rescuer Adult BLS (Prehospital Provider [PHP] or In-Facility Provider [IFP]).
  - Immediately click the forward arrow to skip to the title 1-Rescuer Adult BLS and allow the scenario to play to show instructor candidates how the scenario settings are specific to PHP or IFP.
- When the title Instruction: Adult Chain of Survival appears on the screen, click the forward arrow twice to skip to Instruction: Scene Safety and Assessment and allow the video to play to show instructor candidates what instruction of a skill looks like.

- When Practice While Watching: Scene Safety and Assessment appears on the screen, have instructor candidates get into position to follow along with and perform the practice-while-watching segment to become comfortable with the practice-while-watching format.



### **Discussion: BLS Adult Chains of Survival (Lesson 2)**

Once instructor candidates have seen how the lesson plans align with the videos, go through the BLS lessons, identifying key elements and practicing from the instructor's perspective instead of from the student's perspective. Remind instructor candidates that there are 2 adult Chains of Survival in the BLS Provider Course:

- In-hospital cardiac arrest
- Out-of-hospital cardiac arrest

Have instructor candidates locate and refer to the in-hospital cardiac arrest and out-of-hospital cardiac arrest Chains of Survival in Part 2 of the *BLS Provider Manual*, if needed. Explain to instructor candidates that even though their course audience might primarily be using 1 Chain of Survival for on-the-job application, both are taught in the BLS Provider Course because it is important that students learn both.



### **Discussion: Lesson 3: AED and Bag-Mask Device**

Have instructor candidates turn to Lesson 3. Discuss that during this lesson, they will have the opportunity as instructors to teach and lead a discussion about using the AED. Discuss the following tips with instructor candidates on how to lead a good discussion in the classroom:

- Ask students open-ended questions that focus on their perspective to engage their minds and increase their participation.
- When answering a question, acknowledge the individual with eye contact, and then answer to the entire room, coming back to the questioner periodically.



Demonstrate the AED Review section of the lesson plan for instructor candidates to see an example of key talking points during this discussion.

### **Instructor Candidates Practice: AED Review and Practice**

Have instructor candidates practice leading the AED review and practice.

- Have instructor candidates locate the AED Review and Students Practice: AED sections in Lesson 3: AED and Bag-Mask Device of the lesson plans and read through both sections before practicing.
- Split instructor candidates into groups of 2 to 4 and have each one practice playing the role of the instructor, with any remaining instructor candidates in the group playing the role of the students.
- Repeat the practice as many times as necessary for all instructor candidates to practice playing the role of the instructor.



### **Discussion: Lesson 4: 2-Rescuer Adult BLS**

Have instructor candidates turn to Lesson 4. Discuss that during this lesson, their future students will be practicing a 2-rescuer practice-while-watching segment. Discuss the following tips with instructor candidates on how to facilitate practice-while-watching segments in the classroom:

- Always remind students before a practice-while-watching video segment plays, so that they will be prepared and know to get in place for practice.
- When providing feedback to students who are practicing, remember to provide feedback in a positive tone, focusing on what you do want rather than what you don't want.
- At the end of practice-while-watching segments, ask all students if they are ready to move forward to the next skill or if they would like to repeat the practice-while-watching segment.



### **Instructor Candidates Practice While Watching: 2-Rescuer Adult BLS**

Have instructor candidates get into position with the manikins to practice a 2-rescuer practice-while-watching segment to gain a student's perspective for the challenges associated with practice while watching.

- Navigate to the main menu on the BLS Provider course video, click on the Practice While Watching menu, and play the 2-Rescuer Adult BLS (PHP or IFP) practice-while-watching segment.
- One instructor candidate will need to play the role of Rescuer 1 and the other of Rescuer 2. After the practice-while-watching segment, have instructor candidates switch and practice the duties of the other role.

After completing the practice, discuss with instructor candidates what they found easy and challenging about the practice-while-watching segment from the student perspective. It is important that instructor candidates keep these in mind when they are instructors, including room layout and the assignment of student roles before practice.



### **Discussion: Continuous Compressions (Optional, on Instructor Network)**

Review the lesson plan for Continuous Compressions with the instructor candidates and let them know where they can find it on the Instructor Network. Discuss that during this lesson, their future students will be practicing a 2-minute continuous compression segment.

Discuss the target audience for Continuous Compressions and the need to determine if local protocols for Adult CPR support the Continuous Compressions training for the student.



### **Discussion: Lesson 5: Special Considerations**

Discuss with instructor candidates that, per the new Special Considerations Lesson 9, they have the option to play the Practice While Watching: Rescue Breathing (Adults) video or to conduct an instructor-led Students Practice: Rescue Breathing (Infants and Children).

- These flexibility options have been provided for instructors who choose to test adult CPR and AED skills midway through the course and have already put all adult manikins away.

Inform instructor candidates that they can find this new lesson plan on the Instructor Network.



### **Discussion: Advisor: BLS Materials**

Discuss with instructor candidates the course materials for the Advisor: BLS.

- The Advisor: BLS card was developed to accommodate students who pass the cognitive portion of the HeartCode BLS Provider Course but cannot perform the physical skills of CPR.
- Review the Advisor: BLS skills sheets and Lesson Plans with the candidates.

Inform instructor candidates that they can find these materials on the Instructor Network.

## Lesson 7

### BLS Provider Course: Lessons 6 and 6A

40 minutes

Part 1: Lesson 6: High-Performance Teams and CPR Coach

Part 2: Lesson 6A: Local Protocols Discussion

#### Learning Objective

- Describe discipline-specific flexibility options available to an AHA Instructor within the course

#### Faculty Tips

- Before teaching this lesson, thoroughly review Lessons 6 and 6A in Part 5: BLS Lesson Plans and Lesson 6 for High-Performance Teams in the *BLS Instructor Manual*, along with the corresponding video lessons.
- Inform instructor candidates that the use of a feedback device is required when teaching an AHA course to learn the psychomotor skill of CPR. Use of feedback devices can be effective in improving CPR performance during training.



#### Instructor Candidate Materials

For this lesson, instructor candidates need Lessons 6 and 6A from Part 5: BLS Lesson Plans and the information for High-Performance Teams Lesson 6 in the *BLS Instructor Manual*.



#### Discussion: Lesson 6: High-Performance Teams

Have instructor candidates turn to Lesson 6. Inform instructor candidates that during this portion of the BLS Provider Course, their future students will be learning about team dynamics and high-performance teams. The preparedness of the instructor is critical. The Team Dynamics portion of this lesson focuses on the elements of effective team dynamics, including the roles everyone must play. The High-Performance Teams portion of the lesson focuses on the skills needed to achieve specific performance metrics, including a high chest compression fraction.

- Let instructor candidates know that their students' understanding of team dynamics is critical to the success of the high-performance teams.
- Optional: If students need additional instruction on high-performance teams from their provider course, navigate to the Lessons menu on the main menu of the BLS Provider course video and play High-Performance Teams to review the following:
  - Team Dynamics
  - High-Performance Teams



#### Discussion: Lesson 6: High-Performance Teams, Part 3: High-Performance Teams Activity

Have instructor candidates turn to Lesson 6, Part 3. Let instructor candidates know that they will be practicing the High-Performance Teams Activity and Debriefing as both instructor and student.

- Discuss the following key points with instructor candidates:
  - Chest compression fraction and how to calculate with stopwatches
  - Positions for 6-Person High-Performance Teams diagram and the location and role of each team member
  - Use of scenarios and assigning team roles for the activity
  - CPR Coach role in the High-Performance Team Activity
  - Debriefing after the High-Performance Teams Activity
    - Have instructor candidates refer to the Discussion: High-Performance Teams Activity Debriefing section located in Lesson 6 of the *BLS Instructor Manual* and discuss the definition of *debriefing*, feedback vs debriefing, and effective debriefing characteristics.

## High-Performance Teamwork

With resuscitation teams, high-performance teamwork is a critical element of providing high-quality CPR and increasing survival rates. Resuscitation skills competency is most often verified on an individual basis, despite the fact that successful patient outcome from cardiac arrest depends on a team.

High-performance teams effectively incorporate timing, quality, coordination, and administration of the appropriate procedures during a cardiac arrest. These 4 key areas of focus include the following specifics:

- Timing: time to first compression, time to first shock, chest compression fraction ideally greater than 80%, minimizing preshock pause, and early emergency medical services response time
- Quality: rate, depth, complete recoil; minimizing interruptions; switching compressors every 2 minutes or sooner if fatigued; avoiding excessive ventilation; and always using a feedback device
- Coordination: team dynamics; team members working together, proficient in their roles
- Administration: leadership, measurement, continuous quality improvement, number of participating code team members

Teams function differently in different facilities and in all out-of-hospital settings. Knowing the policies and procedures and the local protocols of your classroom audience is essential to instructor preparation.

### CPR Coach

Discuss the following:

- The CPR Coach supports performance of high-quality BLS skills, allowing the Team Leader to focus on other aspects of clinical care. Studies have shown that resuscitation teams with a CPR Coach perform higher-quality CPR with higher chest compression fraction and shorter pause durations compared with teams that don't use a CPR Coach.
- The CPR Coach focuses only on compressions and ventilation to ensure high-quality CPR. They help minimize the length of pauses during provider switches and defibrillation.
- The CPR Coach should be positioned next to the Defibrillator and in the direct line of sight of the Compressor.
- Because the CPR Coach must continually talk to give ongoing coaching, they must adjust their tone and volume so that they do not disrupt other aspects of patient care.
- The CPR Coach should respect the Team Leader's role and not be perceived as trying to take over leadership. They should keep the Team Leader informed, share their understanding with the Team Leader, and ask for verification of key tasks and decisions.
- Any healthcare professional can be a CPR Coach if they have a current BLS Provider card, understand the responsibilities of a CPR Coach, and demonstrate the ability to coach Compressors and Airway providers effectively to improve performance.



#### Play Video: Continuous Compressions (Optional)

- The video will show and discuss continuous compressions.
- Review the Continuous Compressions skills testing sheet with candidates. Ask them to follow along with the skills sheet while watching the video.
- Explain how the group is tested together, but everyone has their own skills testing sheet.
- Describe for students the target audience for Continuous Compressions.
- Tell students the Continuous Compressions materials are on the Instructor Network for review and use if needed.



#### Play Video: High-Performance Teams Activity

After the discussion, navigate to the High-Performance Teams Activity menu option on the main menu screen. The video will show instructor candidates a demo of the high-performance teams activity to

prepare for their practice. Explain that the BLS course has 2 videos for high-performance teams, 1 each for In-Facility and Prehospital Provider. This allows flexibility as an instructor to tailor to the course participants.



### **Instructor Candidates Practice: High-Performance Teams Activity**

- Place the instructor candidates in groups of 4 to 6, with 1 person playing the instructor and the rest playing the role of students. Guide each “instructor” to assign student roles and provide an overview of the activity to the “students.”
- Allow instructor candidates to practice the activity per the Lesson 6 instructions for only 5 minutes to achieve desired chest compression fraction, rather than 10 minutes.
  - Per time limits, all instructor candidates may not be able to practice every role. Allow instructor candidates the ability to practice in at least 2 to 3 roles of a high-performance team.
- After the activity, have the “instructor” lead the debriefing with the “students.”
  - Observe instructor candidates and provide positive and corrective feedback on their performance during the practice and debriefing.
- Repeat the practice segment, allowing each instructor candidate the opportunity to play the role of the instructor, if time permits.



### **Discussion: Lesson 6A: Local Protocols Discussion**

Have instructor candidates turn to Lesson 6A to discuss the Local Protocols Discussion Lesson Plan, letting them know that this lesson is optional in the BLS Provider Course and to keep the following key points in mind when teaching this lesson:

- Across the country, each emergency medical services system develops treatment protocols based on local need, preference of administration, and medical direction. In many cases, these differ from established national standards. The course you are teaching may direct providers to act in ways that are not consistent with local treatment protocols. The AHA Guidelines are based on scientific evidence and would not be possible without ongoing evidence-based research. Research focusing on resuscitation skills and modalities often compares an intervention in our current Guidelines to an intervention that researchers believe will improve survival rates.
- When leading the discussion on local protocols, make sure you know what the local protocols are. If you are a member of the local emergency medical services system, you should already be aware of local protocols, but if you are not, obtain and study them before the course so you can have a meaningful discussion.

## Lesson 8

### BLS Provider Course: Lessons 7-10

15 minutes

Part 1: Lesson 7: Child BLS

Part 2: Lesson 8: Infant BLS

Part 3: Lesson 9: Relief of Choking

Part 4: Lesson 10: Conclusion

#### Faculty Tip

Before teaching this lesson, thoroughly review Lessons 7 through 10 in Part 5: BLS Lesson Plans in the *BLS Instructor Manual* and the corresponding BLS Provider course video lessons.



#### Instructor Candidate Materials

For this lesson, instructor candidates need Lessons 7 through 10 from Part 5: BLS Lesson Plans in the *BLS Instructor Manual*.



#### Discussion: Lesson 7: Child BLS

Have instructor candidates turn to Lesson 7.

- Discuss that child BLS is taught within the BLS Provider Course but is not tested. Also discuss the key differences between adult and child BLS.
- Refer to the Summary of High-Quality CPR Components for BLS Providers section in the Appendix of the *BLS Provider Manual* to discuss the key differences.



#### Discussion: Lesson 8: Infant BLS

Have instructor candidates turn to Lesson 8. Continue to reference the Summary of High-Quality CPR Components for BLS Providers section for instructor candidates to also compare the key differences in CPR between adults, children, and infants. For the Infant BLS lesson, also discuss the following key points featured in the lesson for instructor flexibility:

- Optional Infant High-Performance Teams Activity to complete if you have a course audience that works primarily in pediatrics
- Optional early administration of the Infant CPR Skills Test at the end of the lesson before teaching Choking



#### Discussion: Lessons 9: Relief of Choking

Have instructor candidates turn to Lesson 9. Discuss any comments or concerns that instructor candidates have about the following 2 lessons about choking in the BLS Provider Course:

- Part 1: Adult and Child Choking
- Part 2: Infant Choking



## Lesson 9

### BLS Provider Course: Lessons 11-13

40 minutes

Part 1: BLS Skills Testing

Part 2: Lesson 12: BLS Exam

Part 3: Lesson 13: Remediation

#### Learning Objectives

- Demonstrate the administration of skills testing with the use of the skills testing checklists
- Describe effective AHA Instructor feedback and remediation techniques

#### Faculty Tips

- Before teaching this lesson, thoroughly review
  - Adult CPR and AED Skills Testing Checklist and Infant CPR Skills Testing Checklist, along with critical skills descriptors
  - Lesson 11: Skills Test Part 1: Adult CPR and AED Skills Test and Part 2: Infant CPR Skills Test
  - BLS exam and the exam content in Part 4: Testing of the *BLS Instructor Manual* and Lesson 12
  - Lesson 13: Remediation
- Have at least 2 copies of each skills testing checklist for students to practice with for this lesson.
- This lesson requires the use of the BLS and Heartsaver Instructor Essentials course videos.



#### Instructor Candidate Materials

For this lesson, instructor candidates need the skills testing checklists in Part 4: Testing and Lesson 11 in Part 5: BLS Lesson Plans from the *BLS Instructor Manual*.



#### Discussion: BLS Skills Testing

Have instructor candidates turn to Lesson 11, Parts 1 and 2. Make sure they have a copy of both skills testing checklists. Remind instructor candidates that in the BLS Provider Course there are 2 skills testing checklists to provide an objective method of evaluating student performance of BLS skills.

- Review the Adult CPR and AED Skills Testing Checklists and the Infant CPR Skills Testing Checklist and discuss the following key points with instructor candidates:
  - Hospital and Prehospital Scenario options on the skills testing checklists
  - Assessment and Activation steps: can be done simultaneously
  - Checking each box on the checklist if the criteria for each skill is met
  - Instructor or student language on the skills testing checklists, such as when Rescuer 2 says, “Here is the AED”
  - 2-Rescuer roles for the Infant CPR Skills Testing Checklist: only rescuer 1 is evaluated
- Discuss with instructor candidates that, in addition to the skills testing checklists, they also have the following resources to facilitate the skills testing session:
  - Critical skills descriptors located on the back of each skills testing checklist
  - Lesson 14: Adult CPR and AED Skills Test and Lesson 15: Infant CPR Skills Test in the BLS Lesson Plans
  - Understanding the Adult CPR and AED Skills Testing Checklist and Understanding the Infant CPR Skills Testing Checklist sections located in Part 4: Testing of the *BLS Instructor Manual*



### Discussion: BLS Exam

Have instructor candidates turn to Lesson 12. Discuss that in addition to the skills testing checklists, there is also a required BLS exam to measure student outcomes with course learning objectives. Provide instructor candidates a copy of the BLS Provider Course exam and discuss the following key points:

- In the instructor-led BLS Provider Course, the exam is administered in the classroom. Exams are not used in HeartCode, due to the continuous assessment in the adaptive HeartCode program.
- Exams can be administered online. Refer to the Instructor Network and instructor manual for information about exam administration and security. If paper exams are needed, use the current version of course exams and obtain them from your TCC in advance. Paper exams are available only through the TCC.
- The BLS exam consists of 25 questions.
- The exam has a minimum passing score of 84%.
- The use of scenarios in the exam is to stimulate critical thinking and allow students to have real-world examples when measuring their BLS knowledge.
- The exam is open-resource.
  - Refer to the Exam section in Part 1: General Concepts in the *BLS Instructor Manual* for a list of appropriate resources.
- The AHA does not mandate a time limit for completion and considered the Americans With Disabilities Act in the decision not to mandate a course exam time limit. This does not mean that students should be given unlimited time to complete course exams.
  - The amount of time allotted for taking the course exam can be determined by the AHA Instructor or TC.
- If a paper exam is administered, make sure to collect the copies after the discussion.



### Discussion: Remediation

Have instructor candidates turn to Lesson 13, and discuss the following key points:

- Informal vs formal remediation
  - Let instructor candidates know they can refer to the Remediation section in Part 1: General Concepts in the *BLS Instructor Manual* for further detail.
- Students receive formal remediation after a BLS exam or skills test if they did not pass. Remediation is not provided during an exam or skills test.
- Instructors can use the BLS Provider course video to provide remediation and additional practice to students with the use of the Lessons, Instruction, and Practice While Watching menus.
- Students have up to 2 attempts to pass the online exam. After remediation on the first version of a paper exam, the student will take the alternate version of the current paper exam.
- After skills remediation, the student will complete a second skills testing session.
- If remediation is not successful, then students will need to retake the provider course to receive a course completion card.



### Instructor Candidates Practice: BLS Skills Testing

Inform instructor candidates that they will now have the opportunity to practice using the BLS skills testing checklists.

- Make sure that each instructor candidate has 2 copies of each skills testing checklist and a timing device, such as a stopwatch. Instructor candidates will need 3 copies if practicing the third optional scenario.
- Explain to instructor candidates how to use a timing device with the skills testing checklist. Allow them to practice, as needed, before playing the skills scenarios.

- As a class, all instructor candidates will view the skills testing practice scenarios and evaluate the skills testing performance for each one on the BLS Instructor Essentials course video.



### **Play Video: BLS Skills Testing**

Navigate to the BLS Skills Scenarios on the BLS Instructor Essentials menu in the BLS Instructor Essentials Course video. Play the following videos for practice evaluating skills testing, not letting instructor candidates know if they are pass or fail student performances:

- Adult CPR and AED: Scenario 1 Successful
  - All boxes should be checked on the skills sheet
- Adult CPR and AED: Scenario 2 Unsuccessful
  - The skills sheets should reflect these items unchecked. Discuss with candidates what they marked.
    - Incorrect compressions in Cycle 1: Hand placement is too low
    - Incorrect compressions in Cycle 2: Incomplete chest recoil caused by leaning on the chest; chest compressions not deep enough

After each video, debrief instructor candidates on how they evaluated each skills testing performance. Discuss the differences between each evaluation and if the students in the videos passed or failed the performances in each skills testing scenario.

- For those scenarios where the student was unsuccessful, be sure to ask instructor candidates what examples of remediation they would provide.
- Optional practice:
  - In groups of 3, ask instructor candidates to practice infant CPR skills with 1 candidate performing the role of instructor and checking off skills.
  - Review with candidates compression changes for two thumb encircling for one rescuer on infant CPR.
  - Note: this will add time to the instructor course.

## Lesson 10

### HeartCode BLS

15 minutes

Part 1: HeartCode BLS Overview

Part 2: HeartCode BLS Online Portion

Part 3: HeartCode BLS Hands-on Session

#### Faculty Tips

- Before teaching this lesson, thoroughly review
  - Benefits of Blended Learning and Preparing to Teach HeartCode BLS in Part 2: Preparing for the Course in the *BLS Instructor Manual*
  - HeartCode BLS online portion
  - HeartCode BLS Lesson Plans, course agendas, and outlines
  - HeartCode BLS course video
- Remind instructor candidates that it is highly recommended they take Heartcode BLS if they are planning to teach students who might take it. Doing so will better prepare them for what the students learned as well as anticipate questions that might be asked.



#### Instructor Candidate Materials

For this lesson, instructor candidates need the HeartCode BLS Lesson Plans, course agendas, and outlines from the *BLS Instructor Manual*.



#### Discussion: HeartCode BLS Overview

Remind instructor candidates that HeartCode BLS is the blended-learning format of BLS and that students must first complete an online portion before attending the hands-on session with an instructor. Students also have the option of completing the hands-on session with a HeartCode-compatible manikin system. Discuss the following key points with instructor candidates:

- Students completing HeartCode BLS must present a certificate of completion to an instructor to complete the hands-on session.
  - Refer instructor candidates to the Validation of Online Course Certificates in Part 2: Preparing for the Course in the *BLS Instructor Manual* for further detail.
- The course content is the same for both the instructor-led and blended-learning BLS course formats.



#### Discussion: HeartCode BLS Hands-on Session

Discuss the following overview of the HeartCode BLS course video and HeartCode BLS Lesson Plans with instructor candidates, emphasizing how they are aligned with the instructor-led BLS Provider Course for ease of use and navigation while teaching. Have the HeartCode BLS course video accessible during this discussion to show instructor candidates the menu navigation options.

#### *HeartCode BLS Course Video Overview*

- Organization of the HeartCode BLS course video
  - Has the same menu options as the instructor-led course: Lessons, Instruction, and Practice While Watching menus
  - Has a prehospital and in-facility selection for each lesson, which is accompanied by either a prehospital provider or an in-facility provider narrator who references the online course
  - Does not feature the scenarios and has an accelerated instruction of BLS skills to serve as a review for students who have completed the online course before skills practice and testing

### ***HeartCode BLS Lesson Plans Overview***

- The HeartCode BLS Lesson Plans have the same design as the instructor-led course and align with the BLS Lesson Plans and videos.
- Instructor flexibility options are featured on the HeartCode BLS Lesson Plans, including early skills testing options.

### ***HeartCode BLS Agendas Overview***

- There are multiple HeartCode agendas available to accommodate student time constraints and skills level. Have instructors locate the Sample HeartCode BLS Agenda in Part 3: Teaching the Course in the *BLS Instructor Manual*. Provide the remaining agendas to instructor candidates and discuss the following:
  - HeartCode BLS Agenda (3 hours): located in the instructor manual; contains all optional and required lessons
  - HeartCode BLS Agenda (2 hours and 15 minutes): located on the Instructor Network; contains only required lessons

## Lesson 11

### BLS Conclusion

5 minutes

#### Faculty Tip

When summarizing what the BLS Provider Course portion has covered, allow instructor candidates to lead this discussion at times by asking 1 or 2 instructor candidates what they observed or learned during the course.



#### Instructor Candidate Materials

For this lesson, instructor candidates need Lesson 12: Conclusion from Part 5: BLS Lesson Plans in the *BLS Instructor Manual*.



#### Discussion: BLS Conclusion

Summarize for instructor candidates what they have learned thus far in the course, including

- AHA policy and protocols
- Course preparation and paperwork
- BLS course formats and instructor materials
- BLS lessons and instructor flexibility
- Testing and remediation
- HeartCode BLS

Review with instructor candidates that a course conclusion is important to summarize what students have learned in the course. Then, review Lesson 12: Conclusion, with close attention to the instructor tips on the lesson plan.

## Lesson 12

### Heartsaver Course Overview (Instructor-Led)

15 minutes

Part 1: Course Formats

Part 2: Instructor Materials

Part 3: Learning Objectives and Course Completion Requirements

#### Faculty Tips

- Inform instructor candidates that they can refer to their instructor candidate workbook during and after the course, but now they will transition to using and becoming familiar with the instructor manual.
- Before teaching this lesson, become familiar with how the instructor materials are aligned within the Heartsaver portfolio, including the lesson plans and the course videos.
- Review the Course Goal, Learning Objectives, and Educational Design sections of Part 1: Preparing for the Course in the *Heartsaver First Aid CPR AED Instructor Manual*.
- Remind students that for this portion of the BLS Instructor Essentials Course, they will move through the elements of the Heartsaver portfolio. It is important to keep in mind the perspective of their future students as they learn how to teach Heartsaver Courses.



#### Instructor Candidate Materials

For this lesson, instructor candidates need their *Heartsaver First Aid CPR AED Instructor Manual* and Part 5: Heartsaver First Aid CPR AED Lesson Plans.



#### Discussion: Heartsaver Course Formats

Discuss with instructor candidates that this lesson specifically pertains to the instructor-led training format of Heartsaver. Inform instructor candidates that the courses within the Heartsaver portfolio are offered in both an instructor-led and a blended-learning format:

- Instructor-Led Training: Classroom-based course taught by an instructor
- Blended Learning: eLearning portion followed by a hands-on session of practice and skills testing that can be completed by an instructor or a computer-based module with a voice-assisted manikin
- Remind instructor candidates that the Heartsaver portfolio contains courses that can be combined to meet the needs of their audience, referring them to the list found in the Course Delivery and Options section in Part 1: Preparing for the Course in the *Heartsaver First Aid CPR AED Instructor Manual*.
- The Heartsaver courses are designed for anyone with limited or no medical training.
  - Many students need a course completion card to meet job, regulatory, or other requirements. Students should check with their agency or workplace to ensure that the course fulfills their requirements. Before teaching the course, instructors should always ask students if they have checked.
  - Heartsaver options include:
    - **Heartsaver:** The basic Heartsaver course is designed to be flexible for students who need to review only certain topics to meet requirements for the Heartsaver First Aid CPR AED or Heartsaver Pediatric First Aid CPR AED Course.
    - **Heartsaver Total:** Heartsaver Total is a comprehensive First Aid CPR AED or Pediatric First Aid CPR AED curriculum that includes topics beyond those required in the basic Heartsaver course. Students should check with their agency to ensure that the course they select fulfills their requirements.
    - **Customized Agendas:** In addition to the options above, the Heartsaver courses are designed to allow instructors the flexibility to target specific audience needs. For example, instructors

- can use the Office, Educator, Babysitter, or Water Safety sample outline to create a customized course that meets their students' professional needs.
- Inform instructor candidates that the Bloodborne Pathogens and Pediatric First Aid courses are also included in the Heartsaver portfolio.



### **Discussion: Instructor-Led Heartsaver Instructor Materials**

Discuss with instructor candidates that the Heartsaver instructor materials are very similar to BLS in that the lesson plans and videos are aligned with the use of titles, icons, and lessons.

#### ***Heartsaver Course Video Overview***

- Each lesson begins with the spokesperson introducing the section, followed by instruction of a skill and then practice, if applicable.
- Menu navigation options in the video; navigate to each path for the Heartsaver FA CPR AED course.
  - Main menu: There is a specific course menu for each path
  - The Path menu will play the required core topics for that path.
  - The Optional menu will play the topics that are not required. Each path has optional topics, and they will appear in this section.
  - The All Topics menu will play all of the topics for the course.
  - The Practice While Watching menu: This allows instructors to play the practice-while-watching segments directly; these can be used for remediation or for additional practice for students, as needed.
    - In the First Aid video, this is called the Skills Review Menu, which shows the instruction for the first aid skills.
- Inform instructor candidates that if they are teaching CPR AED that choking will appear in the CPR AED sections. If they are not, Choking will be in the First Aid.

#### ***Teaching With a Video***

- Many of the lessons in the Heartsaver courses use the practice-while-watching format. This means that students practice skills as the video guides them. To make sure that course material is taught consistently and that students benefit from the latest scientific research, show all of the course's video lessons completely.

#### ***Practice While Watching***

- Practice while watching is an effective approach for building skills mastery. Instructors should use the video to demonstrate correct performance of skills. Allow students time to practice while following the video demonstration. Observe students' performance of the skills and provide corrective feedback.

#### ***Lesson Plans Overview***

- The Heartsaver Lesson Plans have the same design as BLS and are organized by each Heartsaver course to accommodate any course combination within the Heartsaver portfolio.
- Instructor flexibility:
  - There are optional lessons and optional practice sessions featured throughout the Heartsaver Lesson Plans to help instructors tailor the Heartsaver course to audience needs.
  - Instructor-led practice, discussions, and lesson summaries are also featured throughout the Heartsaver Lesson Plans to promote student-instructor interaction.





### **Discussion: Learning Objectives and Course Completion Requirements**

Explain to instructor candidates that the Introduction Lesson Plan featured in the beginning of each set of the Heartsaver Lesson Plans will feature the learning objectives and course completion requirements specific to that course, similar to BLS.

- Instructor candidates can refer to Lesson 1: Adult CPR AED Introduction in Part 5: Heartsaver First Aid CPR AED Lesson Plans in the *Heartsaver First Aid CPR AED Instructor Manual* as an example.

## Lesson 13

### Heartsaver Portfolio

40 minutes

Part 1: Adult CPR AED

Part 2: Child CPR AED

Part 3: Infant CPR

Part 4: First Aid

#### Faculty Tips

- Before teaching this lesson, make sure that you are familiar with Lesson 6: Drug Overdose in the Adult CPR AED Lesson Plans in Part 5.
- Remind instructor candidates that this course directly addresses the Heartsaver First Aid CPR AED Course, but the same educational design and principles apply to the Heartsaver Pediatric First Aid CPR AED Course as well.



#### Instructor Candidate Materials

For this lesson, instructor candidates need the Heartsaver First Aid CPR AED Outline found in Part 4: Additional Resources in the *Heartsaver First Aid CPR AED Instructor Manual* and the lesson plans in Part 5.



#### Discussion: Adult CPR AED

Have instructor candidates turn to the Heartsaver First Aid CPR AED Course Outline and look at the Adult CPR AED portion of the outline. Discuss the following key components of Heartsaver Adult CPR AED:

- Giving breaths: Students will practice giving breaths mouth-to-mouth and with a mask (refer to Lesson 2: Adult CPR).
- Instructor-led AED practice: Similar to BLS, Adult CPR AED also has an instructor-led review and practice of the AED (refer to Lesson 3: Use an AED).
- Putting It All Together: An instructor-led practice of the full CPR AED sequence. Instructors have students practice the method of giving breaths that they will be tested on (refer to the end of Lesson 3: Use an AED).
- Heartsaver vs BLS language: The terminology used in Heartsaver and BLS is different because of the student audience. When speaking with the lay audience common in Heartsaver, it is important to use the language presented and taught in the Heartsaver courses rather than that of BLS. For example, in Heartsaver the term *help from others* is used instead of *2-rescuer CPR*.
- Summary discussions: At the end of the full CPR AED sequence, there is a summary video and instructor-led discussion to reinforce what students have learned (refer to Lesson 4: Adult CPR AED Conclusion).
- Drug Overdose: The topic of Drug Overdose: Opioid-Associated Life-Threatening Emergencies is taught to provide public awareness about the prevalence of deaths caused by opioid overdose (refer to Lesson 6: Drug Overdose).



#### Instructor Candidates Practice: Drug Overdose Discussion (Optional)

- As an optional practice, you can have instructor candidates practice leading the discussion in Lesson 6: Drug Overdose in the Adult CPR AED Lesson Plans. This practice discussion can be done in either of the following 2 formats:
  - Have instructor candidates form groups of 2 to 4, with each instructor candidate (playing the role of instructor) asking fellow instructor candidates (playing the role of students) 1 to 2 questions from the discussion, or
  - As a class, lead the instructor candidates in the discussion as the instructor to provide an example, with the instructor candidates playing the role of students.

- Optional: If instructor candidates need to be reminded of the drug overdose information taught in the Adult CPR AED Course, navigate to the Lessons menu in the Heartsaver CPR AED course video to access Adult CPR AED, and then play Drug Overdose.



### **Discussion: Child CPR AED**

Have instructor candidates turn to the Heartsaver First Aid CPR AED Outline and look at the Child CPR AED portion of the outline. Discuss the following key components of Heartsaver Child CPR AED.

- Explain to instructor candidates that the Heartsaver Child CPR AED Course is very similar to the Heartsaver Adult CPR AED Course, containing the same following key components:
  - Giving breaths: Refer to Lesson 1: Child CPR AED Introduction.
  - Instructor-led AED practice: Refer to Part 1 of Lesson 2: Use an AED (Child).
  - Putting It All Together: Refer to the end of Part 2 of Lesson 2: Using an AED.



### **Discussion: Infant CPR**

Have instructor candidates turn to the Infant CPR portion of the Heartsaver First Aid CPR AED Outline. Discuss the following key components of Heartsaver Infant CPR.

- Explain to instructor candidates that the Heartsaver Infant CPR lessons are very similar to the Adult and Child CPR AED lessons, containing these same key components:
  - Giving breaths: Refer to Lesson 2: Infant CPR.
  - Compressions can be tailored to the student's ability to perform by using 2 fingers, 2 thumbs, or the heel of 1 hand.
  - Putting It All Together: Refer to Part 5 of Lesson 2: Infant CPR.
  - Summary discussions: Refer to Lesson 3: Infant CPR Conclusion.
- Infant AED is not practiced or tested in Heartsaver Infant CPR and is only practiced in the healthcare provider courses, because science experts are concerned about adding another level of knowledge to this course. Infant cardiac arrest is fairly uncommon, and the AED is much less likely to be required.
- Relief of choking in a responsive infant: Similar to BLS, Heartsaver has a practice-while-watching segment for infant choking (refer to Lesson 5: Infant Choking).



### **Discussion: First Aid**

Have instructor candidates turn to the First Aid portion of the Heartsaver First Aid CPR AED Outline. Discuss the following key components of the Heartsaver First Aid Course.

- Hands-Only CPR and Choking: If you select to teach only First Aid, the Introduction to First Aid video will show a demonstration of Hands-Only CPR and an Introduction to First Aid segment so that students can have exposure to these skills. (Introduction to First Aid is in Lesson 2: First Aid Basics, Duties and Key Steps. Choking is in Lesson 4: Medical Emergencies).
- Practice While Watching: Similar to the CPR AED courses, First Aid includes practice-while-watching segments for skills (refer to the Practice While Watching: Removing Gloves section in Lesson 2: First Aid Basics: Duties and Key Steps).
- Splinting (optional): If students need to learn splinting to meet job requirements, instructors have the option to conduct a splinting practice (refer to Lesson 6: Injury Emergencies).
- Skills testing is slightly different from testing in the CPR AED courses because testing occurs immediately after the practice of each skill (refer to the Students Practice: Finding the Problem section in Lesson 2: First Aid Basics: Duties and Key Steps).
- Discussion Pauses: Because of the amount of content in First Aid, pauses have been incorporated into the video to encourage instructor-student interaction and to gauge student understanding of content.

## Lesson 14

### Heartsaver Testing

15 minutes

Part 1: Heartsaver Skills Testing

Part 2: Heartsaver Exam

#### Faculty Tips

- Before teaching this lesson, thoroughly review
  - First Aid Skills Testing Checklist, with the critical skills descriptors
  - Removing Gloves and Finding the Problem Skills Testing in Lesson 2: First Aid Basics: Duties and Key Steps; Using an Epinephrine Pen Skills Testing in Lesson 4: Medical Emergencies; and Controlling Bleeding and Bandaging Skills Test in Lesson 6: Injury Emergencies
  - Heartsaver exams
- Have 1 copy of the First Aid Skills Testing Checklist and 1 copy each of the Heartsaver Skills Testing Checklists for Adult CPR and AED, Child CPR, and Infant CPR for students to review during this lesson.
- This lesson requires the use of the BLS and Heartsaver Instructor Essentials course videos.



#### Instructor Candidate Materials

For this lesson, instructor candidates need the First Aid Skills Testing Checklist found in Part 4: Additional Resources and First Aid Lesson Plans 2, 4, and 6 from Part 5: Heartsaver First Aid CPR AED Lesson Plans.



#### Discussion: Heartsaver Skills Testing

Remind instructor candidates that depending on which course they are teaching, there are up to 4 skills testing checklists in the Heartsaver courses: Adult CPR and AED, Child CPR, Infant CPR, and First Aid.

Let instructor candidates know that the skills testing checklists for Heartsaver follow the same design format as BLS but contain differences on the Adult CPR and AED Skills Testing Checklists. For reference, have instructor candidates compare the Adult and Infant skills testing checklists for both BLS and Heartsaver to note these key differences:

- Adult CPR and AED
  - Assessment and activation steps are different for the lay rescuer.
  - A complete third cycle of CPR is performed after using the AED in Heartsaver courses.
- Child CPR
  - Only tested in Heartsaver—not in BLS
- Infant CPR
  - Assessment and activation steps are different for the lay rescuer.
  - A second rescuer does not participate in Heartsaver; only 1 rescuer through 3 cycles of CPR.
- Remind instructor candidates that, similar to BLS, they have critical skills descriptors, lesson plans, and the Using the Skills Testing Checklists section in Part 4: Additional Resources in the Heartsaver instructor manuals as resources to help facilitate the skills testing session.



#### Discussion: Heartsaver Exam

Discuss with instructor candidates that, unlike BLS, the Heartsaver exam is optional and needs to be administered only at the request of students, primarily because of the requirements of their employer. Provide instructor candidates with a copy of the Heartsaver First Aid CPR AED Course Exam and discuss the following key points:

- The Heartsaver exam is administered only in the classroom, even for those students completing the blended-learning format.

- Be prepared and know the needs of your student audience to determine if you will need to bring exams to the classroom.
  - If a student’s employer needs verification of the student passing an exam, there is a certificate on the Instructor Network that can be obtained by the TCC.
- There are 4 Heartsaver First Aid CPR AED exams, 1 for each possible course combination that you can teach in the Heartsaver portfolio.
- Use the current version of course exams and obtain them from your TCC in advance.
- The Heartsaver exams range from 10 to 30 questions, depending on how many Heartsaver courses you are teaching.
- Just like BLS, the exam
  - Has a minimum passing score of 84% (total for all sections)
  - Uses scenarios
  - Is open resource
    - The AHA moved to open-resource exams to enhance the way students’ knowledge and understanding of course concepts are assessed and tested. Open resource reduces the amount of information the student needs to memorize in preparation for the exam, which, in most cases, is forgotten after the exam.
  - Does not have a time limit for completion mandated by the AHA, but it can be determined by the AHA Instructor/TC
- Make sure to collect the copies of the Heartsaver exam after the discussion.

## Lesson 15

### Heartsaver Blended Course

10 minutes

Part 1: Heartsaver Blended Course Overview

Part 2: Heartsaver Online Portion

Part 3: Heartsaver Hands-on Session

#### Faculty Tips

- Before teaching this lesson, thoroughly review
  - Heartsaver online portion
  - Heartsaver blended-learning lesson plans, course agenda, and outline



#### Instructor Candidate Materials

For this lesson, instructor candidates need the Heartsaver blended-learning lesson plans and outline from the *Heartsaver First Aid CPR AED Instructor Manual*. Remind instructor candidates that Heartsaver course agendas can be located on the Instructor Network.



#### Discussion: Heartsaver Blended Course Overview

Remind instructor candidates that, similar to BLS, in the blended-learning format of Heartsaver, students first complete the online portion for each Heartsaver course in the portfolio they are taking before completing the hands-on session with an instructor. They will need to present their certificate of completion upon arrival to class.

Remind instructor candidates that it is highly recommended that they take the Heartsaver Blended course if they are planning to teach students who might take it. Doing so will better prepare them for what the students learned as well as anticipate questions that might be asked.



#### Discussion: Heartsaver Hands-on Session

Discuss with instructor candidates that, unlike BLS, there is not a blended-learning course video for Heartsaver. Instead, the blended-learning lesson plans are designed to give instructors direction on how to teach the hands-on session of the Heartsaver Blended Course with the help of the video used in the instructor-led course. Have the Heartsaver CPR AED course video accessible during this discussion to show instructor candidates how to navigate the menu options for the blended-learning lesson plans.



#### Discussion: Heartsaver Blended-Learning Lesson Plans Overview

- Have instructor candidates refer to the Heartsaver First Aid CPR AED Blended-Learning Course Outline in Part 6: Heartsaver First Aid CPR AED Lesson Plans, Blended Learning (In-Person Classroom) in the *Heartsaver First Aid CPR AED Instructor Manual* for an overview of the skills covered in the hands-on session.
- The format of the hands-on session in the Heartsaver blended course has students first complete the practice-while-watching segments in CPR AED or instructor-led practice sessions in First Aid for each skill. If students need remediation or additional practice of these skills, instructors will navigate to the following menus for remediation:
  - Lesson menu for CPR AED skills for further instruction in the skill
  - Skills Review menu for First Aid skills for further instruction in the skill
- Once students have had a sufficient amount of practice with remediation (if needed), then they may complete the skills testing portion of the hands-on session.
- Tell instructor candidates that the Infant Choking practice-while-watching segment is the only skill that students will still need to demonstrate in class, but they will not be tested on it.

## Lesson 16

### Course Conclusion and Exam

30 minutes

Part 1: Course Conclusion

Part 2: BLS Instructor Essentials Exam

#### Learning Objectives

- Identify the prerequisites to becoming an AHA Instructor
- Describe the requirements for how to maintain an AHA Instructor status

#### Faculty Tip

- Make sure to have a copy of the BLS Instructor Essentials Exam for each instructor candidate.



#### Discussion: Course Conclusion

At the end of the BLS Instructor Essentials Course, discuss the following with instructor candidates:

- Encourage instructor candidates to continue to become familiar with the instructor materials discussed throughout this course, for both BLS and Heartsaver.
  - Instructor candidates can also refer to the FAQs found in their instructor candidate workbook and FAQs for the BLS and Heartsaver courses found on the Instructor Network.
- Answer any questions that the instructor candidates may have about the instructor materials, the courses, or AHA protocol and procedures.
- Summarize what students have learned, referencing the learning objectives featured on Lesson 1: Course Introduction in this faculty guide.
- Remind instructor candidates that to become a BLS Instructor, they must first pass the BLS Instructor Essentials Exam and then be monitored teaching the first course within 6 months of completing the BLS Instructor Essentials Course.
- Discuss the requirements for how to maintain an AHA Instructor status.
- Discuss any TC-specific policies or protocols with instructor candidates, and remind them of the importance of registering on the Instructor Network after being monitored teaching their first class.
  - Optional: Have instructor candidates turn to the Quick Self-Quiz found in their instructor candidate workbook and discuss the questions with them for a review before taking the exam.
- Distribute and collect course evaluations either before or after the BLS Instructor Essentials Exam.



#### BLS Instructor Essentials Exam

- Distribute an answer sheet and exam to each instructor candidate.
- As instructor candidates complete the exam, collect their exams and grade them.
- Regardless of their score, all instructor candidates should be given their exam results and be allowed the opportunity to review and ask questions.
- For instructor candidates who need remediation, follow these steps:
  - Instructor candidates who scored less than 84% need immediate remediation.
  - Provide remediation by giving a second exam or by having instructor candidates verbally answer each item they got incorrect, showing understanding of incorrect items.
  - Upon successful remediation, students should show an improvement in being able to provide correct responses and an understanding of the correct response.