

CPR & First Aid

As of January 18, 2018

General BLS Course Questions

Q: What is the AHA's Basic Life Support (BLS) Course?

A: The AHA's BLS Course provides the foundation for saving lives after cardiac arrest. Reflecting science and education in the *2015 AHA Guidelines Update for CPR and ECC*, this course teaches basic life support skills for application in both in-facility and prehospital settings, with a focus on high-quality CPR, improvement of chest compression fraction, and high-performing team dynamics.

The AHA's BLS Course offers

- Content representing the latest resuscitation science for improved patient outcomes
- Realistic scenarios, simulations, and animations depicting rescuers, teams, and patients
- Course and content flexibility for AHA Instructors and students, including adaptability to local protocols

Q: What specifically is taught in the BLS Course?

A: After successfully completing the BLS Course, students should be able to

- Describe the importance of high-quality CPR and its impact on survival
- Describe all the steps of the Chain of Survival
- Apply the BLS concepts of the Chain of Survival
- Recognize the signs of someone needing CPR
- Perform high-quality CPR for an adult
- Describe the importance of early use of an automated external defibrillator (AED)
- Demonstrate the appropriate use of an AED
- Provide effective ventilation using a barrier device
- Perform high-quality CPR for a child
- Perform high-quality CPR for an infant
- Describe the importance of teams in multi-rescuer resuscitation
- Perform as an effective team member during multi-rescuer CPR
- Describe the technique for relief of foreign-body airway obstruction for an adult or child
- Describe the technique for relief of foreign-body airway obstruction for an infant

Science Questions

Q: What is chest compression fraction (CCF)?

A: CCF is the amount of time during a cardiac arrest event that high-quality chest compressions are performed. Improving CCF to achieve the 80% threshold has been shown to increase survival by 200% to 300%.

BLS Target Audience

Q: Who is the intended audience for the BLS Course?

A: The AHA's BLS Course is designed for healthcare providers caring for patients both in prehospital and in-facility environments.

Q: What does the term "in-facility" mean?

A: In-facility refers to healthcare providers who work in a hospital, clinic, or other healthcare facility including a dentist office, skilled nursing, and assisted-living facilities.

CPR & First Aid

Q: Why does the BLS Course name no longer include “for Healthcare Providers” or “for Prehospital Providers”?

A: The audience-specific identifiers used prior to the *2015 AHA Guidelines Update for CPR and ECC* were removed because the 2016 BLS Course was designed for healthcare providers caring for patients *both in and out of a hospital/in-facility setting*. For example, the course DVD includes tracks for both prehospital and in-facility healthcare providers. Instructors may choose a track depending on the type of provider they are teaching or can alternate between tracks to meet the needs of both types of providers.

BLS Course Delivery Formats

Q: What delivery formats does the AHA offer for the BLS Course?

A: Three different course formats are available to accommodate the learning needs of individual students and offer flexibility for Instructors. All three course formats include the **same learning objectives** and result in the **same course completion card**.

Course formats include:

- Instructor-led training
This option is led by an AHA Instructor in a classroom setting. Instructors deliver courses designed to include both the cognitive portion of training and the psychomotor component of thorough skills practice and testing.
- Blended learning (HeartCode® BLS)
Blended learning uses online technology not only to supplement but also to transform and improve the learning process. Successful blended learning can reach students with varying learning styles and in different environments. It is a combination of eLearning, in which a student completes part of the course in a self-directed manner, and a hands-on session.
 - Blending learning: A combination of eLearning, in which a student completes part of the course in a self-directed manner, and a hands-on session with an Instructor or on a voice-assisted manikin (if their institution uses this option).
- Resuscitation Quality Improvement™ (RQI™)
A unique ECC program designed specifically for training actively employed healthcare providers in clinical environments. Unlike the Instructor-led and/or blended course, the RQI program is a maintenance-of-competence platform designed for site-specific adoptions.

BLS Course Renewal

Q: Is there a BLS Renewal Course?

A: Yes. The BLS Renewal Course has been created for current BLS Providers needing to renew their BLS Provider course completion card. This video-based, Instructor-led course features accelerated content that is designed for learners with existing BLS knowledge from a previous BLS Instructor-led or HeartCode BLS course, allowing for time efficiency while teaching both single-rescuer and team basic life support skills for application in both in-facility and prehospital settings.

CPR & First Aid

Q: What materials are available for the BLS ILT Course?

A: The following materials for the AHA's BLS ILT Course are available through the AHA's Distributors:

Student Materials:

- *BLS Provider Manual* (product #15-1010)
- BLS Provider Manual eBook (product #15-3102; also available at eBooks.Heart.org)

Instructor Materials

- BLS DVD Set (product #15-1011) and BLS Renewal DVD (product #15-1078) or BLS DVD Set with Renewal (product 15-1079)
- *BLS Instructor Manual* (product #15-1009)
- BLS Instructor Manual eBook (product #15-3103; also available at eBooks.Heart.org)
- BLS Instructor Package (product #15-1012)

Cards

- BLS Provider Card (product #15-1805)
- BLS Provider eCard (product #15-3001)
- BLS Instructor Card (product #15-1804)

Additionally, a variety of free resources for BLS Instructors are posted on the AHA Instructor Network.

For the BLS Renewal Course, Lesson Plans, a sample course outline, and a sample course agenda are available on the AHA Instructor Network for customers to print and insert into their *BLS Instructor Manual*. Customers who have already purchased the BLS Instructor Manual eBook will need to delete and re-download the updated version of the eBook, which will include these resources.

Instructor-to-Student Ratio

Q: What is the instructor-to-student ratio for the BLS ILT Course?

A: The BLS Course is designed for a ratio of 3 students to 1 manikin, with no more than 2 manikins to 1 Instructor. With this ratio, 1 Instructor observes 2 students during video-led manikin practice (practice while watching). The video for the course is designed to allow the practice-while-watching sections to be repeated as many times as needed.

Course Length

Q: How long is the BLS ILT Course?

A: The BLS ILT Course is approximately 4 hours long including all required lessons, if taught using the recommended Instructor-to-student ratio of 1 Instructor to 6 students.

Q: How long is the BLS Renewal Course?

A: The BLS Renewal Course is approximately 2 hours, 50 minutes long including all required lessons, if taught using the recommended Instructor-to-student ratio of 1 Instructor to 6 students.

Teaching the BLS ILT Course

Q: Who can teach the BLS Instructor-led Course?

A: The BLS Course may be taught by AHA BLS Instructors who have completed their 2015 Guidelines Instructor Update for BLS and have received and reviewed their BLS Course Instructor materials.

CPR & First Aid

Q: What resources are available to help Instructors understand the BLS Course and materials?

A: The AHA developed the BLS Product & Course Orientation (P&CO) to help BLS Instructors understand the 2016 BLS Course design and teaching strategies, and to quickly get up to speed on the latest and most important updates to the BLS Course materials. This orientation is available free of charge to Instructors through the AHA Instructor Network.

The P&CO provides BLS Instructors

- Information about course materials, course curriculum updates, and how the changes impact the way you will teach the BLS Course
- Details, clarification, and direction on various course formats
- Specifics about BLS course materials
- Steps to incorporate updates into various course settings

While all BLS Instructors are strongly encouraged to complete the BLS P&CO before teaching the BLS Course, it is not required. Viewing the P&CO is most helpful to if Instructors have course materials in-hand while viewing.

Q: How can BLS Instructors measure CCF during the BLS Course?

A: During the BLS Course, Instructors can calculate CCF by any of the following 3 methods:

- 2-stopwatch technique
- Using the Full Code Pro application
- Using instrumented manikins that capture performance data

NOTE: BLS Instructors should reference pages 19-20 of the *BLS Instructor Manual* and Lesson Plan 6 for specifics on measuring CCF.

Q: How many cycles of high-quality CPR are practiced in each practice-while-watching (PWW) segment?

A: Each PWW segment includes 3 sets of high-quality CPR. If students need further practice or additional students need to practice, Instructors may replay each PWW segment as many times as needed, as directed on Lesson Plans for PWW.

BLS High-Performance Teams Activity

Q: Where do BLS Instructors find the scenario for the High-Performance Teams Activity?

A: Instructors should refer to “Lesson 6: High-Performance Teams Activity” in the *BLS Instructor Manual* for instruction and scenarios to administer the High-Performance Teams Activity.

Q: When does the “Instruction: High-Performance Team Activity” video play in the beginning of Lesson 6: High-Performance Teams Activity?”

A: In the *BLS Instructor Manual*, Lesson 6: High-Performance Teams Activity, there is a “Play” icon in the beginning of the Lesson Plan to play a portion of the DVD titled “Instruction: High-Performance Teams Activity.” There is not a specific action the Instructor needs to take to view this video. The video that explains how to conduct the High-Performance Teams Activity is a continuation from Lesson 5: Team Dynamics. The DVD does not pause from Lesson 5 to Lesson 6, thus there is no need for the Instructor to press play as the video would have continued playing from Lesson 5 through the instruction of how to conduct a High-Performance Teams Activity.

When the DVD pauses, it will be in the “Lesson 6: High-Performance Teams Activity” on the first pause to conduct the activity.

CPR & First Aid

BLS Exam

Q: Where do BLS Instructors obtain the BLS Exam?

A: BLS Instructors must obtain the 2015 Guidelines BLS Exam (versions A and B) from their AHA TC Coordinator.

Customer Support Information

Q: If I have trouble with my BLS Course materials whom should I contact?

A: For problems with course materials, such as defects, please contact the AHA Distributor from whom you purchased your materials.

Q: Whom should I contact with questions related to the BLS Course?

A: For questions about course administration, you may contact your AHA Account Manager or Account Specialist. AHA Instructors should always consult their TCC as their first point of contact. TCCs may also contact AHA TCC Support at tccsupport@heart.org.