## Change Notice

### Basic Life Support Instructor Manual


### Print Page Number | Location | Original Text | Change | When Change Was Made
---|---|---|---|---
4 | Part 1, in the section “Instructor-to-Student Ratio,” second paragraph, third sentence | However, for each student over the ideal number of 6 students per instructor, the total class time will increase by about 18 minutes to allow individual skills testing. | {This sentence was deleted.} | At next printing or update after 3/11/2016
39 | Part 3, in the section “Understanding the Infant CPR Skills Testing Checklist,” in the second row of the table, second column, third paragraph, last sentence | Ensure that the student’s 2 thumbs are placed on the lower third of the breastbone, with 2 thumbs placed on the lower half of the breastbone. | Ensure that the student’s 2 thumbs are placed on the lower half of the breastbone, with 2 thumbs placed on the lower half of the breastbone. | At next printing or update after 6/10/2016
41 | Part 3, in the section “Understanding the Infant CPR Skills Testing Checklist,” in the second table row on this page, “Infant Cycle 3,” second column, first paragraph, last sentence | with 2 thumbs placed on the lower third of the breastbone | with 2 thumbs placed on the lower half of the breastbone | At next printing or update after 6/10/2016
50 | Part 4, under the section “Instructor Training and Renewal,” the section “Maintaining Instructor Status” | | {Replace the entire section with the document attached to this PDF} | At next printing or update after 7/21/2017
Part 5: page 15 | BLS Lesson 4, in the section “Video Pauses,” third bullet, last sentence | Each student will complete 2 sets of 30:2. | Each student will complete 3 sets of 30:2. | At next printing or update after 6/10/2016
Part 5: page 27 | BLS Lesson 8, in the “Video Pauses” section at the bottom of the page, in the last sentence | 2 sets of 15:2 | 3 sets of 15:2 | At next printing or update after 6/16/2016
Part 5: pages 30-31 | BLS Lesson 9: Special Considerations | | {Replace entire 2-page Lesson Plan with the attached BLS Lesson 9. (“BLS” appears in the bottom left corner.)} | At next printing or update after 4/4/2016
<table>
<thead>
<tr>
<th>Print Page Number</th>
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</thead>
<tbody>
<tr>
<td>Part 6: page 4</td>
<td>HeartCode BLS Precourse Lesson Plan, under heading “Day of the Course,” in the last bullet</td>
<td>refer to Lesson 15: Remediation and Lesson 16: Exam for further instructions.</td>
<td>refer to Lesson 15: Remediation and Lesson 13: Exam (in the classroom course Lesson Plans) for further instructions.</td>
<td>At next printing or update after 2/22/2016</td>
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<tr>
<td>Part 6: page 20</td>
<td>HeartCode BLS Lesson 6, under “Skills Test (Optional),” second sentence</td>
<td>refer to Lesson 14: Adult CPR and AED Skills Test</td>
<td>refer to Lesson 13: Adult CPR and AED Skills Test</td>
<td>At next printing or update after 3/11/2016</td>
</tr>
<tr>
<td>Part 6: page 27</td>
<td>HeartCode BLS Lesson 8, in the “Video Pauses” section at the bottom of the page, in the last sentence</td>
<td>2 sets of 15:2</td>
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<td>At next printing or update after 6/16/2016</td>
</tr>
</tbody>
</table>
Maintaining Instructor Status

Your instructor status must be renewed by a Training Center Faculty. You can renew your status by meeting all of the following criteria or by successfully completing all requirements for a new instructor.

- Maintain current provider status. You can do this by maintaining a current provider card or by demonstrating exceptional provider skills to a Training Center Faculty and by successfully completing the provider exam.
- If you choose the demonstration route, successful completion must be documented on the Instructor/Training Center Faculty Renewal Checklist. A new provider card may be issued at the discretion of the Training Center or if you request one, but it is not required by the AHA.
- Earn 4 credits every 2 years of your instructor recognition by doing any combination of the following:
  - Teach an instructor-led BLS or Heartsaver course. Each course counts as 1 credit.
  - Conduct the hands-on skills session for a blended-learning course. Each day of HeartCode BLS hands-on sessions or Heartsaver hands-on sessions counts as 1 credit.
  - Conduct BLS and AED skills testing during a PALS, PEARs®, or ACLS course. One credit is awarded per course.
  - Facilitate a Family & Friends® course. Each course counts as 1 credit.
- Attend updates as required within the previous 2 years. Updates may address new course content or methodology and review Training Center, regional, and national ECC information.
- Be monitored while teaching before instructor status expiration. The first monitoring after the Instructor Essentials Course does not satisfy this requirement.
Lesson 9
Special Considerations

Part I: Mouth-to-Mouth Breaths
Part II: Rescue Breathing (Practice While Watching)
Part III: Breaths With an Advanced Airway
Part IV: Opioid-Associated Life-Threatening Emergency

Choose which provider option to play for this lesson by selecting the in-facility or prehospital icon.

For students’ review of this lesson, they can reference “Part 7: Breathing Techniques” and “Part 8: Opioid-Associated Life-Threatening Emergencies” in the Provider Manual.

Play Video
The video will show and discuss
• Instruction: Mouth-to-Mouth Breaths
• Instruction: Rescue Breathing

Video Pauses
• Have students position themselves at the side of their manikins per the video instructions.
• Tell students they will practice rescue breathing on the manikin.
• If students have already completed the Adult CPR and AED Skills Test and the adult manikins are put away, you may have students practice rescue breathing on an infant manikin instead of an adult manikin. If selecting this option, proceed to “Students Practice: Rescue Breathing (Infants and Children)” below, instead of “Practice While Watching: Rescue Breathing (Adults).”

Practice While Watching: Rescue Breathing (Adults)
• Students will follow along with the video to complete the following steps for adult rescue breathing:
  – Rescue breathing for adults
    • Give 1 breath every 5 to 6 seconds (about 10 to 12 breaths per minute).
    • Give each breath over 1 second.
    • Each breath should result in visible chest rise.
    • Check the pulse about every 2 minutes.
  • Observe students and provide positive and corrective feedback on their performance.
  • Repeat the practice-while-watching segment as many times as needed for all students to complete the practice session.
**Students Practice: Rescue Breathing (Infants and Children)**

- Lead students by instructing the following steps on how to provide rescue breathing for infants and children. Then have students practice.
  - Rescue breathing for infants and children
    - Give 1 breath every 3 to 5 seconds (about 12 to 20 breaths per minute).
    - Give each breath over 1 second.
    - Each breath should result in visible chest rise.
    - Check the pulse about every 2 minutes.
  - Observe students and provide positive and corrective feedback on their performance.
  - Repeat the practice as many times as needed for all students to complete the practice session.

**Play Video**

The video will show and discuss

- Instruction: Breaths With an Advanced Airway
- Instruction: Opioid-Associated Life-Threatening Emergency

**Instructor Notes**
Lesson 9
Special Considerations

Part I: Rescue Breathing (Practice While Watching)

Choose which provider option to play for this lesson by selecting the in-facility or prehospital icon.

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The video will show and discuss
• Instruction: Rescue Breathing

Video Pauses
• Have students position themselves at the side of their manikins per the video instructions.
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Instructor Notes