



American  
Heart  
Association®

life is why®

# BASIC LIFE SUPPORT

**Instructor Essentials Faculty Guide**



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# Preparing for the Course

## Instructor Essentials Overview

Welcome to the American Heart Association (AHA) Basic Life Support (BLS) Instructor Essentials Course. The Instructor Essentials Course is designed to prepare instructor candidates to teach AHA instructor-led and blended-learning course formats. The 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.

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## Educational Design

The BLS Instructor Essentials Course is taught in a blended-learning format. To become an AHA BLS 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 Heartsaver® and BLS 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. As a BLS Instructor, candidates will also be able to teach any course within the Heartsaver portfolio.

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## Steps to Become an Instructor

There are 4 steps to become a BLS 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
    - 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.
  3. Successfully complete the Instructor Essentials Course, including both the online and hands-on session
  4. Successfully be monitored teaching within 6 months of completing the hands-on session of the Instructor Essentials Course (Training Center Coordinators [TCCs] may require additional monitoring, if needed)
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## Role of Faculty

This guide, including the Lesson Plans, is for BLS Faculty—Regional or TC—who will be teaching the hands-on session of the BLS 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 2015 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 students' responses and provide feedback to ensure understanding of learning concepts
- Observe students' 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

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## Find or List a Course

Use the AHA's My Courses online tool on the Instructor Network to list your TC profile, the courses your TC offers, and your scheduled Instructor Essentials Courses. Instructor candidates will then be able to access this information through the AHA's online Find a Course tool ([www.heart.org/findacourse](http://www.heart.org/findacourse)) or by phone at 1-877-AHA-4CPR (1-877-242-4277). This tool 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.

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



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

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## 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 BLS 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.

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## Room Requirements

When selecting a location for the BLS 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
-

## Course Equipment and Materials

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.

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

Quantity	Materials and Equipment
1 per Faculty	<i>BLS Instructor Essentials Faculty Guide with Lesson Plans</i>
	<i>Program Administration Manual</i>
	BLS Provider Course materials: <i>BLS Instructor Manual</i> , Lesson Plans, and course video (or course DVD)
	Heartsaver student course materials: Heartsaver First Aid CPR AED Instructor Manual, Lesson Plans, and course video (or course DVD)
	BLS and Heartsaver Instructor Essentials Course videos (or course DVD)
1 per instructor candidate	1-way valve and pocket mask
	Course agenda
	BLS Adult CPR and AED Skills Testing Checklist Infant CPR Skills Testing Checklist (have at least 2 copies of each)
	Heartsaver Adult CPR and AED Skills Testing Checklist Heartsaver Child CPR Skills Testing Checklist Heartsaver Infant CPR Skills Testing Checklist Heartsaver First Aid Skills Testing Checklist (have at least 2 copies of each)
	BLS Instructor Essentials Exam
	<i>BLS Instructor Essentials Instructor Candidate Workbook</i>
	<i>BLS Instructor Manual and BLS Provider Manual</i>
	BLS Accelerated Competency Agenda
	New Lesson 9: Special Considerations for both instructor-led and blended courses (optional), found on the Instructor Network
	BLS Provider Course Exam
	<i>Heartsaver First Aid CPR AED or Pediatric First Aid CPR AED Instructor Manual and Student Workbook*</i>
	<i>Heartsaver First Aid CPR AED or Pediatric First Aid CPR AED Course Exam*</i>

(continued)

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Quantity	Materials and Equipment
1 per set of 3 instructor candidates (3:1 ratio)	AED trainer with adult pads
	Manikins with shirts <ul style="list-style-type: none"><li>• Adult</li><li>• Child (optional)</li><li>• Infant</li></ul>
	Pocket mask (if not enough for 1 per instructor candidate)
	Stopwatch
	Adult bag-mask device and infant bag-mask device
1 per course	TV with DVD player or computer with video player and projection screen
	Course roster
	Manikin cleaning supplies

*\*Instructor candidates can use either the Heartsaver First Aid CPR AED or Pediatric First Aid CPR AED Course materials for the BLS Instructor Essentials Course, depending on the course they will be teaching.*

## Ordering Materials

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.

## 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 16 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

If you have any questions about prerequisites, please consult your TCC and/or refer to the *Program Administration Manual*.



**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 BLS 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*. Please bring your Instructor Manual(s) to class to use during 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 instructors when you arrive for the course. The instructor will work to accommodate your needs within the stated course completion requirements. In the event that you are ill, please notify your instructor 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



# Teaching the Course

## **Understanding Icons**

The icons used in the Lesson Plans are there to remind you to take certain actions during the course. The Lesson Plans contain the following icons:

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

## Using Lesson Plans

Use Lesson Plans before and during the course.
















When	How to Use
<b>Before the course</b>	Review the Lesson Plans to understand <ul style="list-style-type: none"><li>• Objectives for each lesson</li><li>• Your role for each lesson</li><li>• Resources that you need for each lesson</li></ul> 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.
<b>During the course</b>	<ul style="list-style-type: none"><li>• Follow each Lesson Plan as you conduct the course.</li><li>• Make sure you have all the resources, equipment, and supplies ready for each lesson.</li><li>• Help the instructor candidates achieve the objectives identified for each lesson.</li></ul>










## BLS Instructor Essentials Course Outline

Approximate course duration without breaks: 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 I: American Heart Association Mission Part II: Instructor Core Competencies	 15
3	<b>BLS Provider Course Preparation</b> Part I: Course Paperwork Part II: Course Preparation	  15
4	<b>BLS Provider Course Overview (Instructor-Led)</b> Part I: Course Formats Part II: Instructor Materials Part III: Learning Objectives and Course Completion Requirements	 15
5	<b>Life Is Why® Activity</b>	  5
6	<b>BLS Provider Course: Lessons 2-4</b> Part I: Lesson 2: 1-Rescuer Adult BLS Part II: Lesson 3: AED and Bag-Mask Device Part III: Lesson 4: 2-Rescuer Adult BLS	    20
7	<b>BLS Provider Course: Lessons 5-6A</b> Part I: Lesson 5: Team Dynamics Part II: Lesson 6: High-Performance Teams Activity Part III: Lesson 6A: Local Protocols Discussion	   40
8	<b>BLS Provider Course: Lessons 7-11</b> Part I: Lesson 7: Child BLS Part II: Lesson 8: Infant BLS Part III: Lesson 9: Special Considerations Part IV: Lesson 10: Adult and Child Choking Part V: Lesson 11: Infant Choking	 15

Lesson	Course Event	Lesson Plan Actions and Time Estimate (in Minutes)
9	<b>BLS Testing and Remediation</b> Part I: BLS Skills Testing Part II: BLS Exam Part III: Remediation	 40
10	<b>HeartCode® BLS</b> Part I: HeartCode BLS Overview Part II: HeartCode BLS Online Portion Part III: HeartCode BLS Hands-on Session	 15
11	<b>BLS Conclusion</b>	 5
12	<b>Heartsaver Course Overview (Instructor-Led)</b> Part I: Course Formats Part II: Instructor Materials Part III: Learning Objectives and Course Completion Requirements	 15
13	<b>Heartsaver Portfolio</b> Part I: Adult CPR AED Part II: Child CPR AED Part III: Infant CPR Part IV: First Aid	 20
14	<b>Heartsaver Testing</b> Part I: Heartsaver Skills Testing Part II: Heartsaver Exam	 15
15	<b>Heartsaver Blended Course</b> Part I: Heartsaver Blended Course Overview Part II: Heartsaver Online Portion Part III: Heartsaver Hands-on Session	 10
16	<b>AHA Instructor Resources</b> Part I: <i>Program Administration Manual</i> Part II: Instructor Network Part III: Training Center-Specific Policies	 20
17	<b>Course Conclusion and Exam</b> Part I: Course Conclusion Part II: 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

8:00-8:05	<b>Lesson 1: Course Introduction</b>
8:05-8:20	<b>Lesson 2: AHA Introduction</b> Part I: American Heart Association Mission Part II: Instructor Core Competencies
8:20-8:35	<b>Lesson 3: BLS Provider Course Preparation</b> Part I: Course Paperwork Part II: Course Preparation
8:35-8:50	<b>Lesson 4: BLS Provider Course Overview (Instructor-Led)</b> Part I: Course Format Part II: Instructor Materials Part III: Learning Objectives and Course Completion Requirements
8:50-8:55	<b>Lesson 5: Life Is Why® Activity</b>
8:55-9:15	<b>Lesson 6: BLS Provider Course: Lessons 2-4</b> Part I: Lesson 2: 1-Rescuer Adult BLS Part II: Lesson 3: AED and Bag-Mask Device Part III: Lesson 4: 2-Rescuer Adult BLS
9:15-9:25	<b>Break</b>
9:25-10:05	<b>Lesson 7: BLS Provider Course: Lessons 5-6A</b> Part I: Lesson 5: Team Dynamics Part II: Lesson 6: High-Performance Teams Activity Part III: Lesson 6A: Local Protocols Discussion
10:05-10:20	<b>Lesson 8: BLS Provider Course: Lessons 7-11</b> Part I: Lesson 7: Child BLS Part II: Lesson 8: Infant BLS Part III: Lesson 9: Special Considerations Part IV: Lesson 10: Adult and Child Choking Part V: Lesson 11: Infant Choking
10:20-11:00	<b>Lesson 9: BLS Testing and Remediation</b> Part I: BLS Skills Testing Part II: BLS Exam Part III: Remediation
11:00-11:30	<b>Lunch</b>
11:30-11:45	<b>Lesson 10: HeartCode BLS</b> Part I: HeartCode BLS Overview Part II: HeartCode BLS Online Portion Part III: HeartCode BLS Hands-on Session
11:45-11:50	<b>Lesson 11: BLS Conclusion</b>

11:50-12:05	<b>Lesson 12: Heartsaver Course Overview (Instructor-Led)</b> Part I: Course Formats Part II: Instructor Materials Part III: Learning Objectives and Course Completion Requirements
12:05-12:25	<b>Lesson 13: Heartsaver Portfolio</b> Part I: Adult CPR AED Part II: Child CPR AED Part III: Infant CPR Part IV: First Aid
12:25-12:35	<b>Break</b>
12:35-12:50	<b>Lesson 14: Heartsaver Testing</b> Part I: Heartsaver Skills Testing Part II: Heartsaver Exam
12:50-1:00	<b>Lesson 15: Heartsaver Blended Course</b> Part I: Heartsaver Blended Course Overview Part II: Heartsaver Online Portion Part III: Heartsaver Hands-on Session
1:00-1:20	<b>Lesson 16: AHA Instructor Resources</b> Part I: <i>Program Administration Manual</i> Part II: Instructor Network Part III: Training Center-Specific Policies
1:20-1:50	<b>Lesson 17: Course Conclusion and Exam</b> Part I: Course Conclusion Part II: BLS Instructor Essentials Exam



# Lesson Plans

## **BLS Instructor Essentials Course Faculty Lesson Plans**



# Precourse

## Faculty Tips

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.

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### 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*, including the sections Preparing for the Course, Teaching the Course, Testing and Remediation, Additional Resources, BLS Lesson Plans, and HeartCode BLS Lesson Plans
    - 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*, including the sections Preparing for the Course, Teaching the Course, Testing and Remediation, Additional Resources, Lesson Plans, and Blended Lesson Plans
    - 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 First Aid CPR AED.*
  - Read through the Faculty Guide and Lesson Plans.
    - Prepare any questions for each lesson in advance. A Faculty Notes section is provided on your Faculty Lesson Plans.
  - 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 First Aid CPR AED 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.

**Next**

Course Introduction

# Lesson 1

## Course Introduction

5 minutes

### Faculty Tips

- Be familiar with the learning objectives and the BLS Instructor Essentials Course content. Knowing what you want to communicate, why it's important, and what you want to happen as a result is critical to the success of the course.
- Think about how you want to manage breaks during the course. Making yourself available 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 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 students 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 AHA instructor materials: the Instructor Manual, Lesson Plans, course videos, and skills testing checklists
  - 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 the requirements for how to maintain an AHA Instructor status
- Demonstrate structured debriefing skills (not applicable to Heartsaver)
- Demonstrate 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.

**Next**

AHA Introduction

# Lesson 2

## AHA Introduction

15 minutes

Part I: American Heart Association Mission

Part II: Instructor Core Competencies

### Learning Objective

Tell instructor candidates that at the end of this lesson, they will be able to

- Describe the core competencies of an AHA Instructor

### Faculty Tip

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



### Instructor Candidate Materials

All instructor candidates need to have their Instructor Candidate Workbook accessible to follow along with the AHA Mission, Global Mission, and ECC Mission.



### 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, Global, and ECC Mission.

#### AHA Mission

Our mission is to build healthier lives, free of cardiovascular disease and stroke. That single purpose drives all we do. The need for our work is beyond question.

The AHA is the nation's oldest and largest voluntary health organization dedicated to saving people from heart disease and stroke, America's number 1 and number 5 killers, respectively. 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

AHA Global Training has set up International TCs to provide quality ECC training across the world. Through collaboration with global partners and through knowledge transfer of its proven programs and strategies, the AHA strives to reduce the global burden of cardiovascular disease and stroke. This mission will contribute to the World Health Organization's goal of reducing chronic illness by 20% by 2020.

#### ECC Mission

The ECC Programs department is responsible for implementing program initiatives and providing guidance and support to the ECC Training Network. The ECC mission supports this responsibility.

The mission of the AHA's ECC Programs is to reduce disability and death from acute circulatory and respiratory emergencies, including stroke, by improving the Chain of Survival in every community and in every healthcare system.

### ***ECC Guiding Philosophy***

- Improve the Chain of Survival in every community
- Increase 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 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 instructor candidates 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.

**Next**

BLS Provider Course  
Preparation



# Lesson 3

## BLS Provider Course Preparation

15 minutes

Part I: Course Paperwork

Part II: Course Preparation

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### 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 1: Preparing for the Course” in the *BLS Instructor Manual*, including the equipment list before teaching this lesson.



### Instructor Candidate Materials

All instructor candidates need to have their Instructor Candidate Workbook and the *BLS Instructor Manual* accessible during this lesson.



### 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:** TCC can provide the authorized list of AHA distributors
- **Exams:** TCC can provide and refer to the Instructor Manual for exam 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, Instructor CD, Instructor Network, or TCC; need to be kept by TC for those students who did not meet course completion requirements
- **Course completion cards:** TCC can provide in the form of electronic or paper cards
  - **Electronic course completion cards (eCards)**
    - eCards can be provided to students as an alternative to printed cards. 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 [www.heart.org/cpr/mycards](http://www.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 cards and eCards can be found in “Part 3: Testing and Remediation” 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 parts 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 and agenda, at least 3 weeks before the course. A sample precourse letter can be found in “Part 1: Preparing for the Course” in the *BLS Instructor Manual*.

### Classroom Preparation

- Reserve a room per the room requirements found in “Part 1: 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 needed additional AHA Instructors for appropriate instructor-to-student ratios.

### Equipment Preparation

- Reserve all needed equipment to teach the course found on the equipment list in “Part 1: 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 with 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
- Assembling a bag-mask device
- Setting up course equipment in the classroom
- Cleaning of course equipment
  - Instructor candidates can refer to the Manikin Cleaning Options section of “Part 1: Preparing for the Course” in the *BLS Instructor Manual*.

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

### Next

BLS Provider Course  
Overview (Instructor-Led)

# Lesson 4

## BLS Provider Course Overview (Instructor-Led)

15 minutes

### Learning Objectives

Tell instructor candidates that at the end of this lesson, they will be able to

- 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 discipline-specific AHA 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 1: 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 instruct the BLS Provider Course.



### Instructor Candidate Materials

All instructor candidates need to have their *BLS Instructor Manual* and “Part 5: BLS Lesson Plans” accessible during this lesson.



### 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:** 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

- **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.

### **BLS Provider Course Video Overview**

- Organization of the DVD
  - 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 Notes

- 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.

**Next**

Life Is Why Activity

# Lesson 5

## Life Is Why® Activity

5 minutes

### Faculty Tips

- Before teaching this lesson, complete the Life Is Why activity in the BLS Instructor Manual to share your Why with instructor candidates.
- Have the BLS Provider course video set to the Life Is Why menu option on the main menu screen and play the video if instructor candidates did not complete the Life Is Why activity in their BLS Provider Course.



### Instructor Candidate Materials

All instructor candidates need to have the Life Is Why activity located in the front of the *BLS Instructor Manual* and Lesson 1A: Life Is Why Activity in “Part 5: BLS Lesson Plans” accessible during this lesson.



### Discussion: Life Is Why Activity

Discuss with instructor candidates that the Life Is Why activity is an optional lesson that instructors can use to promote student engagement in the course.

- Ask instructor candidates if they completed the Life Is Why activity in their BLS Provider Course. If instructor candidates did not, have them complete the activity to prepare them to use it when teaching the BLS Provider Course.
- Inform instructor candidates that the optional Life Is Why activity can be completed at any point during the course, but it is preferable to do it at the beginning to promote initial student engagement before learning.
  - Instructors also have the flexibility to administer the Life Is Why activity in different formats, such as in a group setting or individually with the option of students sharing their Why with the class.



### Instructor Candidates Practice: Life Is Why Activity (Optional)

- Allow instructor candidates 2 to 3 minutes to read through the Life Is Why activity page and Lesson 1A to become familiar with the activity and the Life Is Why icon that is featured in the *BLS Provider Manual*.
- Play the Life Is Why video.
- After viewing the video, take 2 to 3 minutes to share your Why with the instructor candidates to serve as an example of a Why.
- Have instructor candidates complete their Why activity page, share with the class, and then place their Life Is Why activity and Lesson Plan back into their Instructor Manuals.
  - Encourage instructor candidates to complete this activity in their BLS Provider courses by using the Why that they completed in class.

**Next**

BLS Provider Course:  
Lessons 2-4

# Lesson 6

## BLS Provider Course: Lessons 2-4

20 minutes

Part I: Lesson 2: 1-Rescuer Adult BLS

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

Part III: Lesson 4: 2-Rescuer Adult BLS

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### 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.
- 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

All instructor candidates need to have Lessons 2, 3, and 4 from “Part 5: BLS Lesson Plans” in the *BLS Instructor Manual* accessible during this lesson.



### 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 reference Lesson 2 for the format of

- Provider-specific scenario on the video, followed by
- Instruction of a skill
- Practice while watching a skill



### Play 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:

- 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. Remind instructor candidates that there are 2 Chains of Survival in the BLS Provider Course:

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

Have instructor candidates locate and reference the in-hospital cardiac arrest and out-of-hospital cardiac arrest Chains of Survival in Part 1 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.



## **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.

### **Next**

BLS Provider Course:  
Lessons 5-6A

# Lesson 7

## BLS Provider Course: Lessons 5-6A

40 minutes

Part I: Lesson 5: Team Dynamics

Part II: Lesson 6: High-Performance Teams Activity

Part III: Lesson 6A: Local Protocols Discussion

### Learning Objective

Tell instructor candidates that at the end of this lesson, they will be able to

- Demonstrate structured debriefing skills

### Faculty Tips

- Before teaching this lesson, thoroughly review Lessons 5 through 6A in “Part 5: BLS Lesson Plans” and the Positions for 6-Person High-Performance Teams diagram found in “Part 2: Teaching the Course” in the *BLS Instructor Manual*, along with the corresponding video lessons.
- Inform instructor candidates about the use of a feedback device and that, based on the *2015 AHA Guidelines Update for CPR and ECC*, use of a CPR feedback device is recommended to learn the psychomotor skill of CPR. Use of feedback devices can be effective in improving CPR performance during training.



### Instructor Candidate Materials

All instructor candidates need to have Lessons 5, 6, and 6A from “Part 5: BLS Lesson Plans” and the Positions for 6-Person High-Performance Teams diagram found in “Part 2: Teaching the Course” in the *BLS Instructor Manual* accessible.



### Discussion: Lesson 5: Team Dynamics

Have instructor candidates turn to Lesson 5. Inform instructor candidates that during this portion of the BLS Provider Course, their future students will be learning about and practicing team dynamics, which is new to BLS. The preparedness of the instructor is critical.

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



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

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

- Let instructor candidates know they can refer to the Positions for 6-Person High-Performance Teams diagram found in “Part 2: Teaching the Course” of the *BLS Instructor Manual* for further detail on team roles.
- Discuss the following key points with instructor candidates:
  - Chest compression fraction and how to calculate with a stopwatch
  - 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
  - Debriefing after the high-performance teams activity
    - Have instructor candidates reference the Debriefing After High-Performance Teams Activity section located after the team roles diagram in “Part 2: Teaching the Course” in the *BLS Instructor Manual* and discuss.
      - Definition of debriefing
      - Feedback vs debriefing
      - Effective debriefing characteristics



## 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.



## 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, if instructed, to keep the following key points in mind:

- 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.

### Next

BLS Provider Course:  
Lessons 7-11

# Lesson 8

## BLS Provider Course: Lessons 7-11

15 minutes

Part I: Lesson 7: Child BLS

Part II: Lesson 8: Infant BLS

Part III: Lesson 9: Special Considerations

Part IV: Lesson 10: Adult and Child Choking

Part V: Lesson 11: Infant Choking

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### Faculty Tips

- Before teaching this lesson, thoroughly review Lessons 7 through 11 in “Part 5: BLS Lesson Plans” in the *BLS Instructor Manual* and the corresponding BLS Provider course video lessons.
- Make sure you have downloaded and reviewed the new Lesson 9: Special Considerations from the Instructor Network before teaching this lesson.
  - Consider having extra copies for instructor candidates to replace the current Lesson 9 in their Lesson Plans. There are replacement Lesson Plans on the Instructor Network for both instructor-led BLS and HeartCode BLS Lesson Plans.



### Instructor Candidate Materials

All instructor candidates need to have Lessons 7 through 11 from “Part 5: BLS Lesson Plans” in the *BLS Instructor Manual* accessible.



### 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.

- Have instructor candidates locate and reference 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 of CPR between infants and adults and children. 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 Special Considerations and Choking
-



## **Discussion: Lesson 9: 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: Lessons 10-11: Choking**

Have instructor candidates turn to Lessons 10 and 11. Discuss any comments or concerns that instructor candidates have about the following 2 lessons about choking in the BLS Provider Course:

- Lesson 10: Adult and Child Choking
- Lesson 11: Infant Choking

**Next**

BLS Testing and  
Remediation

# Lesson 9

## BLS Testing and Remediation

40 minutes

Part I: BLS Skills Testing

Part II: BLS Exam

Part III: Remediation

### Learning Objectives

Tell instructor candidates that at the end of this lesson, they will be able to

- Demonstrate the administration of skills testing with the use of the skills testing checklists
- Demonstrate 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 14: Adult CPR and AED Skills Test and Lesson 15: Infant CPR Skills Test
  - BLS exam and the exam content in “Part 3: Testing and Remediation” of the *BLS Instructor Manual*
  - Lesson 16: 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

All instructor candidates need to have the skills testing checklists in “Part 3: Testing and Remediation” and Lessons 14 and 15 in “Part 5: BLS Lesson Plans” from the *BLS Instructor Manual* accessible.



### Discussion: BLS Skills Testing

Have instructor candidates turn to Lessons 14 and 15. 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 Checklist 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 3: Testing and Remediation” of the *BLS Instructor Manual*
- 



## Discussion: BLS Exam

Have instructor candidates turn to Lesson 13. Discuss that in addition to the skills testing checklists, there is also a required BLS exam to measure student outcomes of 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. In HeartCode BLS, the exam is administered at the end of the online course.
  - Use the current version of course exams and obtain them from your TCC in advance. 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.
    - Have instructor candidates reference the exam portion of “Part 3: Testing and Remediation” 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/TC.
  - Make sure to collect the copies of the BLS Provider Course exam after the discussion.
- 



## Discussion: Remediation

Have instructor candidates turn to Lesson 16, and discuss the following key points:

- Informal vs formal remediation
  - Let instructor candidates know they can reference the Remediation section in “Part 3: Testing and Remediation” 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.
- After exam remediation, the student will take the alternate version of the current BLS 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 and Heartsaver Instructor Essentials Course video. Play the following BLS Instructor Essentials Course 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 (Pass)
- Adult CPR and AED: Scenario 2 (Fail)
  - Incorrect compressions in Cycle 1: Hand placement is too low
  - Incorrect compressions in Cycle 2: Incomplete chest recoil caused by leaning on the chest
- **Optional:** Adult CPR and AED: Scenario 3 (Fail)
  - Incorrect breaths in Cycle 1: Breathes are too long
- Infant CPR: Scenario 1 (Pass)
- Infant CPR: Scenario 2 (Fail)
  - Incorrect compressions in Cycle 1: Finger placement is too low
  - Incorrect compressions in Cycle 2: Delivers 30 compression instead of 15 in 2-rescuer CPR
- **Optional:** Infant CPR: Scenario 3 (Fail)
  - Incorrect compressions in Cycle 1: Compressions are too fast
  - Incorrect compressions in Cycle 2: Compressions are too fast and the delivery of breaths is too long

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

- For those scenarios that are “failed,” be sure to ask instructor candidates what examples of remediation they would provide.

**Next**

HeartCode BLS

# Lesson 10

## HeartCode BLS

15 minutes

Part I: HeartCode BLS Overview

Part II: HeartCode BLS Online Portion

Part III: HeartCode BLS Hands-on Session

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### Faculty Tips

- Before teaching this lesson, thoroughly review
    - Benefits of Blended Learning and Preparing to Teach Blended-Learning Courses in “Part 1: 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
  - This lesson requires the use of the BLS and Heartsaver Instructor Essentials Course videos.
- 



### Instructor Candidate Materials

All instructor candidates need to have the HeartCode Lesson Plans, course agendas, and outlines accessible from the BLS Instructor Manual.

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### 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 voice-assisted manikin. 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.
    - This certificate of completion is also validation that students passed the required BLS exam, which is taken online and not in the classroom for HeartCode BLS students.
    - Refer instructor candidates to the Validation of Online Course Certificates in “Part 1: Preparing for the Course” in the *BLS Instructor Manual* for further detail.
  - The course completion requirements are the same for both the instructor-led and blended-learning BLS course formats.
- 



### Play Video: HeartCode BLS Demo

Inform instructor candidates that they will now have the opportunity to watch an overview of the HeartCode BLS online portion.

- Play the HeartCode BLS Demo.
-



## 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 blended 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 2: 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
  - HeartCode BLS Competency Agenda (70 minutes): located on the Instructor Network
    - An accelerated learning plan that requires the use of a feedback device that provides objective performance feedback on compression rate, depth, and recoil and ventilation rate and volume
    - Direct practice of the full sequences of BLS skills with a remediation plan of additional instruction and practice before students perform BLS skills testing

**Next**

BLS Conclusion

# 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

All instructor candidates need to have Lesson 12: Conclusion from “Part 5: BLS Lesson Plans” in the *BLS Instructor Manual* accessible.



### 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. Have instructor candidates review Lesson 12: Conclusion, with close attention to the instructor tips on the Lesson Plan.

### Next

Heartsaver Course  
Overview (Instructor-Led)

# Lesson 12

## Heartsaver Course Overview (Instructor-Led)

15 minutes

Part I: Course Formats

Part II: Instructor Materials

Part III: Learning Objectives and Course Completion Requirements

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### Faculty Tips

- 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 instruct Heartsaver Courses.



### Instructor Candidate Materials

All instructor candidates need to have their *Heartsaver First Aid CPR AED Instructor Manual* and “Part 5: Heartsaver First Aid CPR AED Lesson Plans” accessible during this lesson.



### Discussion: Heartsaver Course Formats

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

- Remind instructor candidates that the Heartsaver portfolio contains many different courses that can be combined to meet audience needs, letting them know that the list can be found in the Portfolio Structure section in “Part 1: Preparing for the Course” in the *Heartsaver First Aid CPR AED Instructor Manual*.



### 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 a real-world scenario, followed by instruction of a skill and then practice, if applicable.
- Menu navigation options on the videos; navigate to each menu below while discussing with instructor candidates
  - Main Menu: There is a specific course track for each Heartsaver course that will play the course in its entirety.
  - Skills Practice 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.

- On the First Aid course video, this is called the *Skills Review Menu*, which shows the instruction for the first aid skills, because there are not practice-while-watching segments for these skills.
- Lessons Menu: This menu allows instructors to directly navigate to any lesson and continue playing the course video all the way through; it can be used if an instructor loses his or her place in the video. Each individual skill on the lesson is listed by instruction and then the practice while watching, if applicable.

### 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 Course Lesson Plans will feature the learning objectives and course completion requirements specific to that course, similar to BLS.

- Instructor candidates can reference Lesson 1: Course Introduction of Adult CPR AED in “Part 5: Heartsaver First Aid CPR AED Lesson Plans” in the *Heartsaver First Aid CPR AED Instructor Manual* as an example.

**Next**

Heartsaver Portfolio

# Lesson 13

## Heartsaver Portfolio

20 minutes

Part I: Adult CPR AED

Part II: Child CPR AED

Part III: Infant CPR

Part IV: First Aid

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### Faculty Tips

- Before teaching this lesson, make sure that you are familiar with Lesson 7: Naloxone of Adult CPR AED in “Part 5: Heartsaver First Aid CPR AED Lesson Plans.”
- Remind instructor candidates that this course directly addresses the Heartsaver First Aid CPR AED courses, but the same educational design and principles apply to the Heartsaver Pediatric First Aid CPR AED courses as well.



### Instructor Candidate Materials

All instructor candidates need to have the Heartsaver Adult CPR AED Course Outline found in “Part 4: Additional Resources” in the *Heartsaver First Aid CPR AED Instructor Manual* and “Part 5: Heartsaver First Aid CPR AED Lesson Plans” accessible during this lesson.



### Discussion: Adult CPR AED

Have instructor candidates turn to the Adult CPR AED Outline. Discuss the following key components of the Adult CPR AED lessons in Heartsaver:

- Giving breaths: Students will practice giving breaths mouth-to-mouth and with a mask (*have instructor candidates reference 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 (*have instructor candidates reference Lesson 3: Use an AED*).
  - Putting It All Together: An instructor-led practice of the full CPR AED sequence. Instructors have students practice the form of giving breaths that they will be tested on (*have instructor candidates reference 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* (*have instructor candidates reference Lesson 4: Help From Others*).
  - 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 (*have instructor candidates reference Lesson 5: Adult CPR AED Summary*).
  - Naloxone: The topic of Naloxone is new to the Heartsaver Adult CPR AED Course. It is taught to provide public awareness and is based on the prevalence of deaths caused by opioid overdose (*have instructor candidates reference Lesson 7: Naloxone*).
-



## Instructor Candidates Practice: Naloxone Discussion (Optional)

As an optional practice, you can have instructor candidates practice leading the Naloxone discussion found at the end of Lesson 7: Naloxone in their *Heartsaver First Aid CPR AED Instructor Manual*. The practice of this 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 Naloxone discussion, with you being the instructor to provide an example and the instructor candidates playing the role of students



## Discussion: Child CPR AED

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

- 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 (*have instructor candidates reference Lesson 2: Child CPR*)
  - Instructor-led AED practice (*have instructor candidates reference Lesson 3: Use an AED*)
  - Putting It All Together (*have instructor candidates reference the end of Lesson 3: Use an AED*)
  - Heartsaver vs BLS language (*have instructor candidates reference Lesson 4: Help From Others*)
  - Summary discussions (*have instructor candidates reference Lesson 5: Child CPR AED Summary*)



## Discussion: Infant CPR

Have instructor candidates turn to the Infant CPR 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 the same following key components:
  - Giving breaths (*have instructor candidates reference Lesson 2: Infant CPR*)
  - Putting It All Together (*have instructor candidates reference the end of Lesson 2: Infant CPR*)
  - Summary discussions (*have instructor candidates reference Lesson 3: Infant CPR Summary*)
- Infant AED: not practiced or tested in Heartsaver Infant CPR and is only practiced in the higher courses, because science experts are concerned with 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 (*have instructor candidates reference Lesson 5: Infant Choking*)





## Discussion: First Aid

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

- Introduction to CPR AED and Choking: If selecting to teach only First Aid, the video will show an Introduction to CPR AED and a Choking segment for students to have exposure to these skills, in addition to First Aid (*CPR AED Introduction is in Lesson 2: First Aid Basics: Duties and Key Steps, and Choking is in Lesson 4: Medical Emergencies*).
- Instructor-led practice: Unlike the CPR AED courses, First Aid does not include practice-while-watching segments for skills. Instead, skills are covered in instructor-led practice sessions (*have instructor candidates reference the Students Practice: Removing Protective Gloves section in Lesson 2: First Aid Basics: Duties and Key Steps*).
- Splinting (Optional): Depending on the course audience members and the needs of their occupation, instructors have the option to conduct a splinting practice (*have instructor candidates reference Lesson 6: Injury Emergencies*).
- Skills Testing: Skills testing is slightly different from the CPR AED courses, because testing occurs immediately after the practice of each skill (*have instructor candidates reference 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.

**Next**

Heartsaver Testing

# Lesson 14

## Heartsaver Testing

15 minutes

Part I: Heartsaver Skills Testing

Part II: Heartsaver Exam

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### Faculty Tips

- Before teaching this lesson, thoroughly review
    - First Aid Skills Testing Checklist, with the critical skills descriptors
    - Removing Protective 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 at least 2 copies of the First Aid 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

All instructor candidates need to have the First Aid Skills Testing Checklist in “Part 4: Additional Resources” and Lessons 2, 4, and 6 of First Aid in “Part 5: Heartsaver First Aid CPR AED Lesson Plans” from the *Heartsaver First Aid CPR AED Instructor Manual* accessible.

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### 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, including

- 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
- 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
- For this lesson, instructor candidates will be practicing with the First Aid Skills Testing Checklist, which is not included in BLS. Review the First Aid Skills Testing Checklist with instructor candidates, making sure they understand the steps to each skill.

- 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.



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## Discussion: Heartsaver Exam

Discuss with instructor candidates that, unlike BLS, the Heartsaver exam is optional and only needs to be administered 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. There is not an online Heartsaver exam.
- 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 9 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%
  - 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.



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## Instructor Candidates Practice: Heartsaver First Aid Skills Testing

Inform instructor candidates that they will now have the opportunity to practice using the First Aid Skills Testing Checklist.

- Make sure that each instructor candidate has 2 copies of each skills testing checklist.
- As a class, all instructor candidates will view the skills testing practice scenarios within the Heartsaver Menu and evaluate the skills testing performance on each Heartsaver Instructor Essentials video.



## Play Video: Heartsaver First Aid Skills Testing

Navigate to the Heartsaver Skills Scenarios menu on the BLS and Heartsaver Instructor Essentials course videos. Play the following videos and have instructor candidates practice evaluating skills testing, not letting them know if the students in the videos passed or failed:

- Removing Protective Gloves (Pass)
- Finding the Problem (Pass)
- Using an Epinephrine Pen (Pass)
- Controlling Bleeding and Bandaging (Pass)

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

- **Optional:** for additional practice evaluating skills performance in Heartsaver, you can have instructor candidates do the following:
  - **First Aid Skills:** Form groups of 2, with each instructor candidate rotating playing the roles of instructor and student. Instruct the person in the student role to incorrectly perform a skill so that the person acting as the instructor may have practice evaluating and providing feedback. Instructor candidates can then switch roles.
  - **CPR AED Skills:** Navigate to the Heartsaver Skills Scenarios menu option on the main menu of the BLS and Heartsaver Instructor Essentials videos for practice evaluating CPR and AED skills testing, not letting instructor candidates know if the students in the videos passed or failed:
    - Adult CPR and AED: Scenario 1 (Pass)
    - Adult CPR and AED: Scenario 2 (Fail)
      - Incorrect compressions in Cycle 1: Hand placement is too low
    - Child CPR and AED: Scenario 1 (Pass)
    - Child CPR and AED: Scenario 2 (Fail)
      - Incorrect compressions in Cycle 1: Compressions are too slow
      - Incorrect compressions in Cycle 2: Compressions are too shallow
    - Infant CPR: Scenario 1 (Pass)
    - Infant CPR: Scenario 2 (Fail)
      - Incorrect compressions in Cycle 1: Finger placement is too low

**Next**

Heartsaver Blended  
Course

# Lesson 15

## Heartsaver Blended Course

10 minutes

Part I: Heartsaver Blended Course Overview

Part II: Heartsaver Online Portion

Part III: Heartsaver Hands-on Session

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### Faculty Tips

- Before teaching this lesson, thoroughly review
  - Heartsaver online portion
  - Heartsaver Blended Lesson Plans, course agenda, and outline
- This lesson requires the use of the BLS and Heartsaver Instructor Essentials course videos.



### Instructor Candidate Materials

All instructor candidates need to have the Heartsaver Blended Lesson Plans, course agenda, and outline accessible from the *Heartsaver First Aid CPR AED Instructor Manual*.



### 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.



### Play Video: Heartsaver Online Demo

Inform instructor candidates that they will now have the opportunity to watch an overview of the Heartsaver online portion.

- Play the Heartsaver Online Demo from the BLS and Heartsaver Instructor Essentials course video.



### 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 Lesson Plans.

#### Heartsaver Blended Lesson Plans Overview

- Have instructor candidates reference the Heartsaver First Aid CPR AED Blended Course Outline in “Part 4: Additional Resources” 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.

**Next**

AHA Instructor  
Resources

# Lesson 16

## AHA Instructor Resources

20 minutes

Part I: *Program Administration Manual*

Part II: Instructor Network

Part III: Training Center–Specific Policies

### Learning Objectives

Tell instructor candidates that at the end of this lesson, they will be able to

- 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.
- TC Organization
  - The Role of the TC
  - Regional Faculty, TC Faculty, TCC, and Instructors
- TC Policies and Procedures
  - Following AHA Policies and Procedures
  - Managing Records—Types of Records
  - Course Completion Card Management
  - Written and Skills Tests
  - Course Fees, Materials, and Equipment
- Instructor Alignment
- Conflict of Interest and Ethics Policies
  - Conflict of Interest
  - Ethics/Code of Conduct

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

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### **Discussion: Instructor Network**

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 back of 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

**Next**

Course Conclusion and Exam



# Lesson 17

## Course Conclusion and Exam

30 minutes

Part I: Course Conclusion

Part II: BLS Instructor Essentials Exam

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### 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 FAQ found in their Instructor Candidate Workbook and FAQ 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 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.
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### 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.



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