

Heartsaver[®]
First Aid CPR AED
Instructor Essentials
Faculty Guide

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To find out about any updates or corrections to this text, visit heart.org/courseupdates.

Part 1: General Concepts

About This Faculty Guide

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

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

Educational Design

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

Steps to Become an Instructor

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

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

Role of Faculty

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

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

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

Find or List a Course

Use the AHA's [Find a Course link](#) on the Instructor Network to list your courses. Instructor candidates will then be able to access this information through the AHA's online Course Catalog (cpr.heart.org/en/course-catalog-search) 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. The Find a Course online tool is not available to international Training Centers and Instructors.

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

AHA Instructor Network
www.ahainstructornetwork.org

Faculty-to-Instructor Candidate Ratio

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

Room Requirements and Course Materials

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

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

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

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

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

Sample Precourse Letter to Instructor Candidates

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

(Date)

Dear Instructor Candidate:

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

The class is scheduled for

Date:

Time:

Location:

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

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

Sincerely,

(Name), Faculty

Using Lesson Plans

Use lesson plans before and during the course.

Before the course

Review the lesson plans to understand

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

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

During the course

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

Understanding Icons

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

Table 1. Lesson Plan Icons

Icon	Action
	Discussion
	Play video
	Instructor candidate practice
	Instructor candidate materials
	Exam

Part 2: Preparing for the Course

Who Can Take the Course

The Heartsaver Instructor Essentials Course is an intensive course for instructor candidates who have already successfully completed the Heartsaver First Aid CPR AED Course. The role and scope of practice of lay rescuers 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.

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

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

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

Course Materials and Equipment

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

Table 2. Classroom Equipment and Supplies

Quantity	Materials and equipment
1 per faculty	<ul style="list-style-type: none"> • <i>Heartsaver Instructor Essentials Faculty Guide</i> with lesson plans • <i>Program Administration Manual</i> • Heartsaver student course materials: <i>Heartsaver First Aid CPR AED Instructor Manual</i>, lesson plans, and course video (or course DVD) • BLS and Heartsaver Instructor Essentials Course videos (or course DVD)
1 per instructor candidate	<ul style="list-style-type: none"> • 1-way valve and pocket mask • Course agenda • Heartsaver Adult CPR and AED Skills Testing Checklist • Heartsaver Child CPR Skills Testing Checklist (at least 2 copies) • Heartsaver Infant CPR Skills Testing Checklist (at least 2 copies) • Heartsaver First Aid Skills Testing Checklist (at least 2 copies) • Heartsaver Instructor Essentials Exam • <i>Instructor Essentials Instructor Candidate Workbook</i> • <i>Heartsaver First Aid CPR AED or Pediatric First Aid CPR AED Instructor Manual</i>

Quantity	Materials and equipment
	<ul style="list-style-type: none"> • <i>Heartsaver First Aid CPR AED or Pediatric First Aid CPR AED Student Workbook*</i> • Heartsaver First Aid CPR AED or Pediatric First Aid CPR AED course exam* • Pair of latex-free gloves (optional)
1 per set of 3 instructor candidates (3:1 ratio)	<ul style="list-style-type: none"> • AED trainer with adult pads • Manikins with shirts for adult, child (optional), and infant • Pocket mask (if not enough for 1 per instructor candidate) • Stopwatch • Epinephrine pen trainer (optional) • Small stack of gauze pads (4 × 4 inches) (optional) • 1 bandage (roll of gauze) (optional) • Magazines for splint (optional)
1 per course	<ul style="list-style-type: none"> • 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 course materials or the Pediatric First Aid CPR AED course materials for the Heartsaver Instructor Essentials Course, depending on the course they will be teaching.

Part 3: Teaching the Course

Course Outline and Sample Agenda

Heartsaver Instructor Essentials Course Outline

Approximate course duration without breaks: 4.5 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	Course Introduction	 5
2	AHA Introduction Part 1: AHA Mission Part 2: Instructor Core Competencies	 15
3	AHA Instructor Resources Part 1: <i>Program Administration Manual</i> Part 2: Other Electronic Resources Part 3: Training Center–Specific Policies	 20
4	Heartsaver Course Preparation Part 1: Course Paperwork Part 2: Course Preparation	 15
5	Heartsaver Course Overview (Instructor-Led) Part 1: Course Formats Part 2: Instructor Materials Part 3: Learning Objectives and Course Completion Requirements	 15
6	First Aid Part 1: First Aid Overview Part 2: Lesson 2: First Aid Basics: Duties and Key Steps Part 3: Lesson 3: First Aid Basics Summary Part 4: Lessons 4: Medical Emergencies/ Medical Emergencies Summary Part 5: Lessons 6-7: Injury Emergencies/Injury Emergencies Summary Part 6: Lessons 8-12: Environmental Emergencies, Environmental Emergencies Summary, Preventing Illness and Injury, Legal Questions, and Course Conclusion	 35
7	First Aid Skills Testing and Exam Part 1: First Aid Skills Testing Part 2: Heartsaver Exam	 15

Lesson	Course event	Lesson plan actions and time estimate (in minutes)
8	Adult CPR AED Part 1: Lesson 2: Adult CPR Part 2: Lesson 3: Use an AED (Adult) Part 3: Lesson 4: Adult CPR AED Conclusion Part 4: Lesson 6: Drug Overdose Part 5: Lesson 7: Adult Choking	 30
9	Child CPR AED and Infant CPR Part 1: Child CPR AED Part 2: Infant CPR	 30
10	CPR AED Skills Testing Part 1: Heartsaver CPR AED Skills Testing Part 2: Remediation	 45
11	Heartsaver Blended-Learning Courses Part 1: Heartsaver Blended Learning Overview Part 2: Heartsaver Hands-on Session	 20
12	Course Conclusion and Exam Part 1: Course Conclusion Part 2: Heartsaver Instructor Essentials Exam	 30

Sample Heartsaver 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 5.5 hours

Time	Lesson
8:00-8:05	Lesson 1: Course Introduction
8:05-8:20	Lesson 2: AHA Introduction Part 1: AHA Mission Part 2: Instructor Core Competencies
8:20-8:40	Lesson 3: AHA Instructor Resources Part 1: <i>Program Administration Manual</i> Part 2: Other Electronic Resources Part 3: Training Center–Specific Policies
8:40-8:55	Lesson 4: Heartsaver Course Preparation Part 1: Course Paperwork Part 2: Course Preparation
8:55-9:10	Lesson 5: Heartsaver Course Overview (Instructor-Led) Part 1: Course Formats

Time	Lesson
	Part 2: Instructor Materials Part 3: Learning Objectives and Course Completion Requirements
9:10-9:45	Lesson 6: First Aid Part 1: First Aid Overview Part 2: Lesson 2: First Aid Basics: Duties and Key Steps Part 3: Lesson 3: First Aid Basics Summary Part 4: Lessons 4-5: Medical Emergencies Part 5: Lessons 6-7: Injury Emergencies Part 6: Lessons 8-12: Environmental Emergencies, Preventing Illness and Injury, Legal Questions, and Course Conclusion
9:45-10:00	Lesson 7: First Aid Skills Testing Exam Part 1: First Aid Skills Testing Part 2: Heartsaver Exam
10:00-10:15	Break
10:15-10:45	Lesson 8: Adult CPR AED Part 1: Lesson 2: Adult CPR Part 2: Lesson 3: Use an AED (Adult) Part 3: Lesson 4: Adult CPR/AED Conclusion Part 4: Lesson 6: Drug Overdose Part 5: Lesson 7: Adult Choking
10:45-11:15	Lesson 9: Child CPR AED and Infant CPR Part 1: Child CPR AED Part 2: Infant CPR
11:15-12:00	Lesson 10: CPR AED Skills Testing Part 1: CPR AED Skills Testing Part 2: Remediation
12:00-12:30	Lunch
12:30-12:50	Lesson 11: Heartsaver Blended-Learning Courses Part 1: Heartsaver Blended Learning Overview Part 2: Heartsaver Hands-on Session
12:50-1:20	Lesson 12: Course Conclusion and Exam Part 1: Course Conclusion Part 2: Heartsaver Instructor Essentials Exam

Part 4: Heartsaver Instructor Essentials Course Faculty Lesson Plans

Precourse

Faculty Tip

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

30 to 60 Days Before the Course

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

At Least 3 Weeks Before the Course

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

1 Week Before the Course

Confirm room reservations and ensure that all required equipment needed is 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 on the day of the course, before class begins, 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 all instructor candidates have successfully passed the Heartsaver First Aid CPR AED Course by viewing their current Heartsaver First Aid CPR AED course completion cards.

Day of the Course

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

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

Lesson 1

Course Introduction

5 minutes

Faculty Tips

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



Discussion

- Introduce yourself and additional faculty, if present.
- Invite instructor candidates to introduce themselves.
- Explain that the course is interactive. Refer to the following points for discussion with instructor candidates:
 - Your role
 - Video-based and hands-on learning with practice
 - Explain to instructor candidates that during the course, they will have the opportunity to go through the overall flow of the Heartsaver portfolio, with extensive practice demonstrating instructor skills.
 - The use and reference of the instructor manual, lesson plans, and skills testing checklists
 - Exam
- Ask that any instructor candidate who anticipates difficulties because of personal limitations, such as a medical concern or knee or back problems, speak with one of the faculty.
- Explain the layout of the building, including bathrooms and emergency exits.
- Remind instructor candidates that all AHA courses are to be conducted in a smoke-free facility, including surrounding grounds, parking lots, and entrances.
- Remind instructor candidates of where the nearest AED is located and what their emergency response number is.
- Describe the course agenda:
 - Inform instructor candidates of breaks you have scheduled during the class.
 - Tell the instructor candidates, "We are scheduled to end at ____."
- Remind instructor candidates what they will learn during the course. At the end of the Heartsaver Instructor Essentials Course, instructor candidates will be able to
 - Identify the prerequisites to becoming an AHA Instructor
 - Describe the usability of the *Program Administration Manual*
 - 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 instructor candidates 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 AHA Instructor status
 - Describe effective AHA Instructor feedback and remediation techniques
 - Demonstrate the administration of skills testing with the use of the skills testing checklists

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

Lesson 2

AHA Introduction 15 minutes

Part 1: AHA Mission

Part 2: Instructor Core Competencies

Learning Objective

- Describe the core competencies of an AHA Instructor

Faculty Tip

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



Instructor Candidate Materials

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



Discussion: AHA Mission

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

AHA Mission

Our mission is to 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 No. 1 and No. 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

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

ECC Guiding Philosophy

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

The goal of the AHA's ECC Programs 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 the discovery, processing, and transfer of resuscitation science. Our programs, products, and services focus on maximizing survival from life-threatening cardiovascular emergencies.



Discussion: Instructor Core Competencies

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

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

Lesson 3

AHA Instructor Resources

20 minutes

Part 1: *Program Administration Manual*

Part 2: Other Electronic Resources

Part 3: Training Center–Specific Policies

Learning Objectives

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

Faculty Tips

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



Discussion: *Program Administration Manual*

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

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

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



Discussion: Other Electronic Resources

Discuss the following information about the Instructor Network with instructor candidates and share the Instructor Network website: www.ahainstructornetwork.org.

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



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 workbooks.

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

Lesson 4

Heartsaver Course Preparation

15 minutes

Part 1: Course Paperwork

Part 2: Course Preparation

Faculty Tips

- Be familiar with all up-to-date course paperwork and your TC protocols to provide instructor candidates with specific information on where to obtain all the forms they will need for teaching. The Heartsaver portfolio includes updates to the FA CPR AED structure to allow instructors more flexibility in their agenda planning.
- Review the Preparing Your Materials section of the instructor candidate workbook and Part 1: Preparing for the Course in the *Heartsaver First Aid CPR AED Instructor Manual*, including the equipment list, before teaching this lesson.
- It is strongly recommended that instructors take the online portion of a blended-learning course if teaching blended courses. Classroom courses are more effective if the instructor is familiar with the information presented to students before the students enter the classroom portion of the course.



Instructor Candidate Materials

For this lesson, instructor candidates need their instructor candidate workbooks and their Heartsaver Instructor Manuals.



Discussion: Course Paperwork

Let the 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 certificates: Available on the Instructor Network
- Course evaluations: Available on the Instructor Network or from TCC; need to be kept by TC
- Student materials: Ordered from your TC or from the AHA at [ShopCPR.Heart.org](https://shopcpr.heart.org); TCC can provide a list of AHA distributors for instructors outside the United States
- Exams: TCC can provide information on how to obtain online or paper exams; refer to the Instructor Network and instructor manual for information about exam administration and security; exam answer sheets 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 Network, or TCC; need to be kept by TC for those students who do not meet course completion requirements
- Course completion cards:
 - Electronic course completion cards (eCards)
 - eCards are provided to students who successfully complete an AHA course. eCards are more secure than printed cards, and a 3-point verification by the TCC, instructor, and students is required to issue and claim eCards.
 - eCard information is populated electronically by the TCC or instructor and can be altered only by the TCC or AHA Customer Service by using the AHA's My Cards.
 - eCards can be easily verified by employers at heart.org/cpr/mycards to prove issuance by a valid TC and instructor aligned with that TC.
 - Issuing course completion cards

- Information about issuing provider course completion cards can be found in Part 1: General Concepts in the *Heartsaver First Aid CPR AED Instructor Manual* with details about the criteria and specific course completion requirements.
- All other course paperwork can usually be found either on the Instructor Network or in the instructor manual.



Discussion: Course Preparation

Discuss with instructor candidates that there are 3 main areas to consider when preparing to teach an AHA course: 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 student workbook, at least 3 weeks before the course. A sample precourse letter is in Part 1: Preparing for the Course in the *Heartsaver First Aid CPR AED Instructor Manual*.

Classroom Preparation

- Reserve a room per the room requirements found in Part 1: Preparing for the Course in the *Heartsaver First Aid CPR AED Instructor Manual* 30 to 60 days before the course.
- Review all course materials, including lesson plans and the course videos, at least 3 weeks before the course.
- Depending on the size of your course audience, be sure to schedule any additional AHA Instructors needed to ensure appropriate instructor-to-student ratios.

Equipment Preparation

- Reserve all needed equipment to teach the course found on the equipment list in Part 1: Preparing for the Course in the *Heartsaver First Aid CPR AED Instructor Manual* at least 30 to 60 days before the course.
- Ensure that course equipment is in good working order and is properly set up before students arrive to class.



Instructor Candidates Practice: Assembling the Manikins

To provide instructor candidates with hands-on practice assembling the equipment needed to teach a CPR AED course in the Heartsaver portfolio, have them assemble the course equipment for the Instructor Essentials Course. This practice session could include the following:

- Assembling manikins and lungs
- Setting up and using a feedback device
- Setting up course equipment in the classroom
- Cleaning the course equipment
 - Instructor candidates can refer to the Manikin Cleaning Options section of Part 1: Preparing for the Course in the instructor manual.

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

Lesson 5

Heartsaver Course Overview (Instructor-Led)

15 minutes

Part 1: Course Formats

Part 2: Instructor Materials

Part 3: Learning Objectives and Course Completion Requirements

Learning Objectives

- Identify discipline-specific course formats available to students for completion of the course
- Describe discipline-specific course completion requirements
- Describe discipline-specific flexibility options available to an AHA instructor within the course
- Describe how to use 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 refer to their instructor candidate workbook during and after the course, but now they will transition to using and becoming familiar with the instructor manual.
- Before teaching this lesson, become familiar with how the instructor materials are aligned within the Heartsaver portfolio, including the lesson plans and the course videos.
- Review the Course Goal, Learning Objectives, and Educational Design sections of Part 1: Preparing for the Course in the *Heartsaver First Aid CPR AED Instructor Manual*.
- Remind instructor candidates that for this portion of the Heartsaver Instructor Essentials Course, they will move through the elements of the Heartsaver portfolio. As they learn how to teach Heartsaver courses, instructor candidates should keep in mind how important it will be for them to consider their students' perspectives.
 - Remind instructor candidates that this course directly addresses the Heartsaver First Aid CPR AED courses, but the same educational design and principles also apply to the Pediatric First Aid courses.



Instructor Candidate Materials

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



Discussion: Course Formats

- Discuss with instructor candidates that this lesson specifically pertains to the instructor-led training format of Heartsaver. Inform instructor candidates that the courses within the Heartsaver portfolio are offered both in an instructor-led format and a blended-learning format:
 - Instructor-led training: Classroom-based course taught by an instructor
 - Blended-learning training: eLearning portion followed by a hands-on session of practice and skills testing that can be completed by an instructor or via a computer-based module with a voice-assisted manikin
- Remind instructor candidates that the Heartsaver portfolio contains many different optional paths that can be combined to meet the needs of their audience, referring them to the list found in the Course Delivery and Options section in Part 1: Preparing for the Course in the *Heartsaver First Aid CPR AED Instructor Manual*.
 - The Heartsaver courses are designed for anyone with either limited or no medical training.
 - Many students need a course completion card to meet job, regulatory, or other requirements. Students should check with their agency or workplace to ensure that the course fulfills

workplace requirements. Prior to teaching the course, instructors should always ask students if they have checked on this.

- Heartsaver options include
 - **Heartsaver:** The basic Heartsaver course is designed to be flexible for students who need to review only certain topics to meet requirements for the Heartsaver First Aid CPR AED Course or the Heartsaver Pediatric First Aid CPR AED Course.
 - **Heartsaver Total:** Heartsaver Total is a comprehensive first aid CPR AED or pediatric first aid CPR AED curriculum that includes topics beyond those required in the basic Heartsaver course. Students should check with their agency to ensure that the course they select fulfills their requirements.
 - **Customized Agendas:** In addition to providing the aforementioned options, Heartsaver courses offer instructors the flexibility to target specific audience needs. For example, instructors can use the Office and Educator (or Babysitter and Water Safety for Heartsaver Pediatric) sample outlines to create customized courses that meet their students' specific professional needs.
- Inform instructor candidates that the Heartsaver portfolio also includes the Bloodborne Pathogens and Pediatric First Aid courses.



Discussion: Instructor Materials

Discuss the following overview of the Heartsaver First Aid CPR AED videos and Heartsaver Lesson Plans with instructor candidates, emphasizing how they are aligned for ease of use and navigation while teaching. Use the CPR AED video during this discussion to show instructor candidates the menu navigation options.

Heartsaver Video Overview

- Each lesson begins with the spokesperson introducing the section, followed by instruction of a skill and then practice, if applicable.
- Menu navigation options in the video; navigate to each path for the Heartsaver FA CPR AED course.
 - Main Menu: There is a specific course menu for each path.
 - The Path menu will play the required core topics for the chosen path.
 - The Optional Menu will play the topics that are not required. (Each path has optional topics, and those topics will appear in this section.)
 - The All Topics menu will play all of the topics for the course.
 - The Practice Menu: This allows instructors to play the practice-while-watching segments individually (without the preliminary instruction), making them easily accessible for remediation or for additional practice for students, as needed.
 - In the First Aid video, this is called the Skills Review Menu, which shows the instruction for the first aid skills, because there are no practice-while-watching segments for these skills.
- Inform instructor candidates that if they are teaching CPR AED, choking will appear in the CPR AED sections. If they are not teaching CPR AED, choking will be in the First Aid section.

Teaching With a Video

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

Practice While Watching

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

Lesson Plans Overview

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

Have instructor candidates turn to Lesson 1: Course Introduction in Part 5: Heartsaver First Aid CPR AED Lesson Plans in the *Heartsaver 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 Heartsaver course completion card.
- Course flexibility

Lesson 6

First Aid

35 minutes

Part 1: First Aid Overview

Part 2: Lesson 2: First Aid Basics: Duties and Key Steps

Part 3: Lesson 3: First Aid Basics Summary

Part 4: Lessons 4-5: Medical Emergencies

Part 5: Lessons 6-7: Injury Emergencies

Part 6: Lessons 8-12: Environmental Emergencies, Preventing Illness and Injury, Legal Questions, and Course Conclusion

Faculty Tip

Be familiar with the Heartsaver First Aid CPR AED outlines found in Part 4: Additional Resources of the *Heartsaver First Aid CPR AED Instructor Manual*.



Instructor Candidate Materials

For this lesson, instructor candidates need the First Aid portion of the outline found in Part 4: Additional Resources in the *Heartsaver First Aid CPR AED Instructor Manual* as well as the First Aid Lesson Plans of Part 5: Heartsaver First Aid CPR AED Lesson Plans.



Discussion: First Aid Overview

Discuss with instructor candidates the key components of the Heartsaver First Aid Course presented in this lesson. Have instructor candidates review the First Aid portion of the outline for an overview of all lessons covered in the course.

- Explain that the Heartsaver First Aid Course contains a similar layout to the CPR AED courses, with the key differences per lesson noted here.



Discussion: Lesson 2: First Aid Basics: Duties and Key Steps

Have instructor candidates turn to Lesson 2. Discuss that during this lesson, if they are teaching only a First Aid course, the course video will play an overview of CPR to provide students an awareness of the steps.

- 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.
- Skills testing is slightly different from the CPR AED courses because testing occurs immediately after the practice of each skill. Many of the skills taught within the Heartsaver course are not practiced or tested.
- The skills to be practiced and tested in this lesson are
 - Removing protective gloves
 - Finding the problem



Instructor Candidates Practice: Removing Protective Gloves

Instructor candidates practice leading the Removing Protective Gloves practice session.

- Have instructor candidates locate and read the Removing Protective Gloves section before practicing.
 - Make sure that instructor candidates understand that students will test this skill immediately after the practice, so it is important that they understand the steps and have the skills testing checklist for reference as they practice.

- Split instructor candidates into groups of 3 to 4 and have each person practice playing the role of the instructor, with at least 2 remaining instructor candidates in the group playing the role of the students.
 - Make sure that instructor candidates are providing positive and corrective feedback for those playing the role of students.
- Repeat the practice as many times as necessary until each instructor candidate has an opportunity to play the role of instructor or until everyone feels comfortable.



Discussion: Lesson 3: First Aid Basics Summary

Have instructor candidates turn to Lesson 3. Explain that there is a summary lesson after each section of the Heartsaver First Aid Course. In addition to a summary video, an instructor-led discussion is included to promote student-instructor interaction.

- Inform instructor candidates that the summary lessons are an opportunity to assess students' knowledge and understanding of the First Aid material. There is a summary after the following lessons:
 - First Aid Basics
 - Medical Emergencies
 - Injury Emergencies
 - Environmental Emergencies



Discussion: Lessons 4-5: Medical Emergencies

Have instructor candidates turn to Lessons 4 and 5. During this lesson, discuss that if they are teaching only a First Aid course, the course video will play instruction for choking, to provide students an awareness of these steps.

- The skill to be practiced in this lesson is
 - Using an epinephrine pen
 - Optional: for additional practice, you can have instructor candidates practice leading the Using an Epinephrine Pen practice session in groups of 3 to 4.



Discussion: Lessons 6-7: Injury Emergencies

Have instructor candidates turn to Lessons 6 and 7. Discuss that during this lesson, they will notice that discussion pauses have been incorporated into the video between topics.

- Discussion pauses are featured in those lessons that do not have a lot of practice sessions, to encourage instructor-student interaction and to gauge student understanding of content.
- Inform instructor candidates that this lesson also includes an optional practice for splinting.
 - Depending on the course audience and the needs of their occupations, instructors have the option to conduct a splinting practice.
- The skills to be practiced in this lesson are
 - Controlling bleeding and bandaging
 - Optional: for additional practice, you can have instructor candidates practice leading the Controlling Bleeding and Bandaging practice session in groups of 3 to 4.



Discussion: Lessons 8-12: Environmental Emergencies, Preventing Illness and Injury, Legal Questions, and Course Conclusion

Have instructor candidates turn to Lessons 8 through 12. Discuss that these lessons are in the same format as the lessons discussed so far in First Aid.

- Inform instructor candidates that Lesson 12: Course Conclusion should be taught after First Aid, even if they are teaching CPR AED, because First Aid should always be taught last in a Heartsaver course.

Lesson 7

First Aid Skills Testing and Exam

15 minutes

Part 1: First Aid Skills Testing

Part 2: Heartsaver Exam

Faculty Tips

- Before teaching this lesson, thoroughly review
 - First Aid Skills Testing Checklist
 - 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
 - Controlling Bleeding and Bandaging Skills Testing 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 video.



Instructor Candidate Materials

For this lesson, instructor candidates need 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*.



Discussion: First Aid Skills Testing

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

- For this lesson, instructor candidates will practice with the First Aid Skills Testing Checklist. Review the First Aid Skills Testing Checklist with instructor candidates, making sure they understand the steps to each skill.
- Remind instructor candidates that as resources to help them facilitate skills testing, they have lesson plans and the Using the Skills Testing Checklists section in Part 3: Testing and Remediation in the Heartsaver Instructor Manual. There are no critical skills descriptors for First Aid.



Play Video: First Aid Skills Testing

Navigate to the Heartsaver Instructor Essentials menu option in the Instructor Essentials course video. Using the Heartsaver Skills Scenarios menu, play the following videos and have instructor candidates practice evaluating skills testing:

- Removing Protective Gloves
- Finding the Problem
- Using an Epinephrine Pen

After each video, debrief instructor candidates on how they evaluated each skills testing performance.

- 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 between the roles of instructor and student. Explain that when playing the role of student, they should incorrectly perform a skill so that the person acting as the instructor gains practice with both evaluating and providing feedback. They should switch roles until each one has practiced being the instructor.



Discussion: Heartsaver Exam

Discuss the Heartsaver exam, explaining that it is optional and should be administered only at the request of students who need to meet their employers' requirements. 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 using the blended-learning format.
- Prepare in advance by assessing your students' needs to determine whether you will need to bring exams to the classroom.
 - For students whose employers require verification that they passed an exam, the TCC can obtain a verification certificates on the Instructor Network.
- There are 4 Heartsaver First Aid CPR AED exams, covering 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. Exams are available only through the TCC.
- The Heartsaver exams range from 10 to 30 questions, depending on how many Heartsaver courses you are teaching.
- 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, if desired, AHA Instructor or TC can determine a completion time
- Be sure to collect the copies of the Heartsaver exam after the discussion.

Lesson 8

Adult CPR AED

30 minutes

Part 1: Lesson 2: Adult CPR

Part 2: Lesson 3: Use an AED (Adult)

Part 3: Lesson 4: Adult CPR AED Conclusion

Part 4: Lesson 6: Drug Overdose

Part 5: Lesson 7: Adult Choking

Faculty Tips

- Be familiar with the Adult CPR AED portion of the Heartsaver First Aid CPR AED outlines found in Part 5: Additional Resources of the *Heartsaver First Aid CPR AED Instructor Manual*.
 - As an option, you can review this outline with instructor candidates before beginning the Lesson 2: Adult CPR overview.
- Before teaching this lesson, make sure that you are familiar with the instructor-led discussions of Lesson 3: Use an AED (Adult), Lesson 6: Drug Overdose: Associated
- Life-Threatening Emergencies , and Lesson 7: Adult Choking in Part 5: Heartsaver First Aid CPR AED Lesson Plans.”
- Let instructor candidates know they will now be going through the Heartsaver courses in the portfolio, lesson by lesson, from an instructor perspective, discussing key points for each lesson.
- Discuss the use of feedback devices and let instructor candidates know that according to the *2020 AHA Guidelines for CPR and ECC*, the use of feedback devices can be effective in improving CPR performance during training. AHA requires feedback devices for adult CPR skills practice.



Instructor Candidate Materials

For this lesson, instructor candidates need the Heartsaver First Aid Adult CPR AED outline found in Part 4: Additional Resources in the *Heartsaver First Aid CPR AED Instructor Manual* and the Adult CPR AED Lesson Plans from Part 5: Heartsaver First Aid CPR AED Lesson Plans.



Discussion: Lesson 2: Adult CPR

Have instructor candidates turn to Lesson 2. Discuss with them the following key components of Lesson 2: Adult CPR:

- Remind instructor candidates that each lesson begins with the instruction of each skill, such as with Scene Safety and Assessment and Chest Compressions in Lesson 2.
- For the skill of giving breaths, students will practice giving breaths both mouth-to-mouth and with a mask.



Discussion: Lesson 3: Use an AED (Adult)

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

- Ask students open-ended questions that focus on their perspectives, 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.

As faculty, demonstrate the AED Review section of the lesson plan for instructor candidates to show them 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.

- Before instructor candidates begin to practice, have them locate and then read the AED Review section and Students Practice: Using an AED section in Lesson 3: Use an AED of the lesson plans.
- Split instructor candidates into groups of 2 to 4 and have each person practice playing the role of the instructor, with the remaining instructor candidates in a group playing the role of the students.
- Repeat the practice as many times as necessary for all instructor candidates to practice in the role of instructor.



Discussion: Lesson 4: Adult CPR AED Conclusion

Have instructor candidates turn to Lesson 4. At the end of the full Adult CPR AED lesson, there is a summary video and instructor-led discussion to reinforce what students have learned.

- Explain to instructor candidates that every path within the Heartsaver portfolio includes a summary lesson.
- After the Adult CPR AED Conclusion lesson, students will test on adult CPR and AED skills (Lesson 5) before moving on to the lesson covering drug overdose.



Discussion: Lesson 6: Drug Overdose

Have instructor candidates turn to Lesson 6: Drug Overdose: Opioid-Associated Life-Threatening Emergencies. Inform them that this topic is taught to provide public awareness because of the prevalence of deaths caused by opioid overdose.

- Optional: If instructor candidates need to be reminded of the drug overdose information taught in the Adult CPR AED course, navigate to the Lessons Menu in the CPR AED course video to access Adult CPR AED, and then play the drug overdose video. *Note:* If you're using DVDs, the lesson plans require you to switch between the Instructor Essentials DVD and the course DVD. If you're using digital videos, the course videos are included in the playlist, so no switching is required.
-



Instructor Candidates Practice: Drug Overdose Discussion

Have instructor candidates practice leading the drug overdose discussion found at the end of Lesson 6: Drug Overdose: Opioid-Associated Life-Threatening Emergencies. Practicing 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 (when 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 drug overdose discussion, with you being the instructor to provide an example and the instructor candidates playing the role of students.



Discussion: Lesson 7: Adult Choking

Have instructor candidates turn to Lesson 7. Discuss with them that after the video instruction on adult choking, there is an instructor-led discussion to address questions that students may have.

- Inform instructor candidates that, at the end of the Adult Choking lesson, there is also an opportunity for an optional practice for students to demonstrate hand placement for abdominal thrusts.
- Each set of Heartsaver Lesson Plans has a Conclusion lesson.. Explain to instructor candidates that the course Conclusion will be skipped after each course if they are teaching additional Heartsaver courses.
 - The course Conclusion lesson should be facilitated at the end of the last Heartsaver course being taught in training.

Lesson 9

Child CPR AED and Infant CPR

30 minutes

Part 1: Child CPR AED

Part 2: Infant CPR

Faculty Tip

Be familiar with the Child CPR AED and Infant CPR portions of the Heartsaver First Aid CPR AED outline found in Part 4: Additional Resources of the *Heartsaver First Aid CPR AED Instructor Manual*.



Instructor Candidate Materials

For this lesson, instructor candidates need the Child CPR AED portion and the Infant CPR portion of the outline found in Part 4: Additional Resources in the *Heartsaver First Aid CPR AED Instructor Manual* as well as the Child CPR AED Lesson Plans and Infant CPR Lesson Plans from Part 5.



Discussion: Child CPR AED

Discuss with instructor candidates the following key components of Heartsaver Child CPR AED. Have instructor candidates review the Child CPR AED portion of the Heartsaver First Aid CPR AED outline for an overview of all lessons covered in the course, which includes choking.

- Explain that the Heartsaver Child CPR AED lessons are very similar to the Heartsaver Adult CPR AED lessons:
 - Child CPR AED; refer to Lesson 1: Child CPR AED Introduction in the Child CPR AED Lesson Plans
 - Instructor-led AED practice and Putting It All Together; refer to Lesson 2: Use an AED (Child) in the Child CPR AED Lesson Plans
 - Summary discussions; refer to Lesson 5: Conclusion in the Child CPR AED Lesson Plans



Instructor Candidates Practice: Putting It All Together

Have instructor candidates turn to Lesson 2: Use an AED (Child). Have them practice leading a Putting It All Together practice session, found at the end of Lesson 2.

- Ask instructor candidates to locate and read the Putting It All Together section before practicing.
 - Make sure that instructor candidates understand that students will need to practice giving breaths with the method that they will be tested on (either with a mask or mouth-to-mouth).
- Split instructor candidates into groups of 2 to 4 and have each person practice playing the role of the instructor, with the remaining instructor candidates in the group playing the role of students.
 - Make sure that instructor candidates are providing positive and corrective feedback for those playing the role of students.
- Repeat the practice as many times as necessary for all instructor candidates to practice playing the role of the instructor.



Discussion: Infant CPR

Discuss with instructor candidates the following key components of Heartsaver Infant CPR. Have instructor candidates review the Infant CPR portion of the Heartsaver First Aid CPR AED Outline for an overview of all lessons covered, which includes choking.

- 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 (refer to Lesson 2: Infant CPR)
 - Compressions can be tailored to the student's ability to perform using 2 fingers, 2-thumbs encircling the chest, or the heel of one hand

- Putting It All Together (refer to the end of Lesson 2: Infant CPR)
- Summary discussions (refer to Lesson 3: Infant CPR Conclusion)
- Infant AED is not practiced or tested in Heartsaver Infant CPR and is practiced only in the healthcare provider courses, because science experts are concerned about adding another level of knowledge to this course. Infant cardiac arrest is fairly uncommon, and an AED is much less likely to be required.
- Relief of choking in a responsive infant: Heartsaver has a practice-while-watching segment for infant choking (refer to Lesson 5: Infant Choking).

Lesson 10

CPR AED Skills Testing

45 minutes

Part 1: Heartsaver CPR AED Skills Testing

Part 2: Remediation

Learning Objectives

- 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 the adult, child, and infant skills testing checklists, along with the critical skills descriptors and the Remediation lesson.
- Have at least 1 copy of the Adult CPR and AED Skills Testing Checklist for each instructor candidate to practice with for this lesson. If you are administering the optional practice, you will also need 1 copy of the Child CPR Skills Testing Checklist and 1 copy of the Infant CPR Skills Testing Checklist for each instructor candidate.
- This lesson requires the use of the Heartsaver Instructor Essentials course video.



Instructor Candidate Materials

For this lesson, instructor candidates need the Adult CPR and AED Skills Testing Checklist and the Infant CPR Skills Testing Checklist in Part 4: Additional Resources and the Remediation lesson in Part 5: Heartsaver First Aid CPR AED Lesson Plans from the *Heartsaver First Aid CPR AED Instructor Manual*.



Discussion: Heartsaver CPR AED Skills Testing

Remind instructor candidates that depending on the course they are teaching, there are up to 3 skills testing checklists for the Heartsaver CPR AED courses: Adult CPR and AED, Child CPR, and Infant CPR. Make sure they have a copy of each checklist.

- Discuss the following key points with instructor candidates:
 - Assessment and Activation steps, which can be done simultaneously
 - Checking each box on the checklist if the criteria for each skill is met
 - Instructor and student directions
- 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 5: Adult CPR and AED Skills Test, Lesson 5: Child CPR Skills Test, and Lesson 7: Infant CPR Skills Test, each within its corresponding section of the Heartsaver Lesson Plans
 - Understanding the Adult CPR and AED Skills Testing Checklist, Understanding the Child CPR Skills Testing Checklist, and Understanding the Infant CPR Skills Testing Checklist sections located in Part 4: Additional Resources of the *Heartsaver First Aid CPR AED Instructor Manual*



Discussion: Remediation

Have instructor candidates locate the Remediation Lesson Plan and discuss the following key points:

- Informal vs formal remediation
 - Tell instructor candidates that they can refer to the Remediation section in Part 3: Testing and Remediation in the *Heartsaver First Aid CPR AED Instructor Manual* for further details.
- Students receive formal remediation after a Heartsaver exam or skills test if they did not pass. Remediation is not provided during an exam or skills test.

- Instructors can use the Heartsaver course videos to provide remediation and additional practice to students with the use of the Lessons and Skills Practice menus.
- After skills remediation, the student will complete a second skills testing session.
- If remediation is not successful, students will need to retake and pass the Heartsaver course to receive a course completion card.



Instructor Candidates Practice: Heartsaver CPR AED Skills Testing

Inform instructor candidates that they will now have the opportunity to practice using the Adult CPR and AED Skills Testing Checklists.

- Explain to instructor candidates how to use a timing device with the skills testing checklists. Allow them to practice as needed before playing the skills scenarios.
- As a class, all instructor candidates will view the scenarios in the Heartsaver Instructor Essentials course video and evaluate the skills testing performance in each scenario.



Play Video: Heartsaver CPR AED Testing

Navigate to the Heartsaver Skills Scenario menu option in the Heartsaver Instructor Essentials course video. Play the following videos for instructor candidates to practice evaluating skills testing (not letting instructor candidates know whether the student in the videos passed or failed):

- Adult CPR and AED: Scenario 1 (Successful)
- Adult CPR and AED: Scenario 2 (Unsuccessful)
 - Incorrect compressions in Cycle 1: Hand placement is too low on first cycle of compressions

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

- For scenarios where the student failed, be sure to ask instructor candidates for examples of remediation that they would provide.

Optional: For additional practice evaluating skills performance, you can have instructor candidates watch the Heartsaver videos for child CPR AED and infant CPR. These videos provide a demonstration of the correct skills to use when performing CPR. Instructor candidates can have their Skills Testing Checklists out while watching the videos, to verify that they understand the critical skills to be watching for when testing students.

Lesson 11

Heartsaver Blended-Learning Courses

20 minutes

Part 1: Heartsaver Blended Learning Overview

Part 2: Heartsaver Hands-on Session

Faculty Tips

- Before teaching this lesson, thoroughly review
 - Heartsaver online portion
 - Heartsaver blended-learning lesson plans, course agendas, and outlines
- This lesson requires the use of the BLS and Heartsaver Instructor Essentials course video.



Instructor Candidate Materials

For this lesson, instructor candidates need the Heartsaver blended-learning lesson plans, course agenda, and Heartsaver First Aid CPR Blended-Learning Course Outline from Part 4: Additional Resources in the *Heartsaver First Aid CPR AED Instructor Manual*.



Discussion: Heartsaver Blended Learning Overview

Remind instructor candidates that 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. Discuss the following key points with instructor candidates:

- To attend the hands-on session, students completing a Heartsaver course in the blended-learning format must present a certificate of completion to an instructor.
 - Refer instructor candidates to the Validation of Online Completion Certificates in Part 1: Preparing for the Course in the *Heartsaver First Aid CPR AED Instructor Manual* for further detail.

The course completion requirements are the same for both the instructor-led and the blended-learning Heartsaver course formats.

Remind instructor candidates that it is highly recommended they take the Heartsaver blended-learning course if they are planning to teach students who might take it. Doing so will better prepare them for what the students learned as well as help them anticipate questions that those students might ask.

Discussion: Heartsaver Hands-On Session



Discuss with instructor candidates that there is not a blended-learning 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-learning course with the help of the videos used in the instructor-led course.

- Have the CPR AED course video accessible during this discussion to show how to use the skills practice menu with the CPR AED blended-learning lesson plans.

Heartsaver Blended-Learning Lesson Plans Overview

- Have instructor candidates refer to the Heartsaver First Aid CPR AED Blended-Learning 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-learning 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
- After 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 section that students will still need to demonstrate in class, but it is not a skills test.

Lesson 12

Course Conclusion and Exam

30 minutes

Part 1: Course Conclusion

Part 2: Heartsaver Instructor Essentials Exam

Learning Objective

- Describe the requirements for how to maintain AHA Instructor status

Faculty Tip

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



Discussion: Course Conclusion

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

- Encourage instructor candidates to continue to become familiar with the Heartsaver instructor materials discussed throughout this course.
 - Instructor candidates can also refer to the FAQ found in their instructor candidate workbook and FAQ for the Heartsaver courses found on the Instructor Network and in the instructor manual.
- 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, referring to the learning objectives featured in Lesson 1: Course Introduction in this faculty guide.
- Remind instructor candidates that to become a Heartsaver instructor, they must first pass the Heartsaver Instructor Essentials Exam and then be monitored teaching the first course within 6 months of completing the Heartsaver Instructor Essentials Course.
- Discuss the requirements for how to maintain AHA Instructor status.
- Discuss any Training Center–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 as a review before they take the exam.
- Distribute and collect course evaluations either before or after the Heartsaver Instructor Essentials Exam.



Heartsaver 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.