



American  
Heart  
Association.

INSTRUCTOR MANUAL

# HEARTSAVER<sup>®</sup>

PEDIATRIC

A photograph of a woman with dark hair, wearing a light-colored top, smiling and looking down at a young child with red hair. The child is holding a green pencil and appears to be writing or drawing. The background is a plain, light-colored wall.

FIRST AID | CPR | AED



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# Heartsaver Pediatric First Aid CPR AED Instructor Resources

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First Aid Skills Testing Checklist

## Preparing for the Course

### Course Overview

#### Course Goal

The Heartsaver® Complete Pediatric First Aid and CPR AED Courses are designed to prepare people to provide first aid, cardiopulmonary resuscitation (CPR), and automated external defibrillator (AED) use in a safe, timely, and effective manner. The course goals include cognitive and psychomotor objectives.

#### Learning Objectives

At the end of the Heartsaver CPR AED Course,\* students will be able to

- Describe how high-quality CPR improves survival
- Explain the concepts of the Chain of Survival
- Recognize when someone needs CPR
- Perform high-quality CPR for an adult
- Describe how to perform CPR with help from other bystanders
- Give effective breaths by using mouth-to-mouth or a mask for all age groups
- Demonstrate how to use an AED on an adult
- Perform high-quality CPR for a child
- Demonstrate how to use an AED on a child
- Perform high-quality CPR for an infant
- Describe when and how to help a choking adult or child
- Demonstrate how to help a choking infant

\*Course objectives may vary on the basis of the course topics you are teaching.



At the end of the Heartsaver Pediatric First Aid Course,\* students will be able to

- List the priorities, roles, and responsibilities of a rescuer providing first aid to a child or infant
- Describe the 4 key steps in first aid for children and infants: prevent, protect, assess, and act
- Remove protective gloves (a skill students will demonstrate)
- Find the problem (a skill students will demonstrate)
- Describe the assessment and first aid actions for the following life-threatening conditions: difficulty breathing, choking, severe bleeding, and shock
- Control bleeding and bandaging (skills students will demonstrate)
- Use an epinephrine pen (a skill students will demonstrate)
- Recognize elements of common injuries
- Recognize elements of common illnesses
- Describe the risks of smoking and vaping and the benefits of a healthy lifestyle
- Describe how to find information on preventing illness and injury
- Recognize the legal questions that apply to pediatric first aid rescuers

\*Course objectives may vary on the basis of the course topics you are teaching.

### **Critical Role of the Instructor**

The instructor is critical to successful student outcomes. During the course, the instructor should

- Ensure that students demonstrate high-quality CPR and other principles of care consistent with the *2020 American Heart Association (AHA) Guidelines for CPR and Emergency Cardiovascular Care (ECC)*
- Facilitate instructor-led 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 required
- Give positive or corrective feedback
- Keep discussions and simulations on track for optimal learning and use of time in the classroom

### **Educational Design**

The AHA Heartsaver First Aid CPR AED, Heartsaver Pediatric First Aid CPR AED, and Bloodborne Pathogens Courses are designed for anyone with little or no medical training who needs a course completion card for job, regulatory, or other requirements. AHA courses meet US Occupational Safety and Health Administration (OSHA) requirements. We offer flexible solutions for students by providing 3 ways to take a Heartsaver course: a traditional instructor-led course, blended learning with the hands-on portion in an in-person classroom, or blended learning with the hands-on portion in a virtual classroom.

#### ***Instructor-Led Course***

Heartsaver instructor-led courses are video-based courses that include group interaction and hands-on coaching and feedback from an AHA Instructor. These courses may be conducted at an AHA Training Center or on-site at the company's location.

#### ***Blended-Learning***

Heartsaver blended-learning courses include an online portion with lessons that can be completed at work, home, or wherever students have online access. In addition, blended-learning courses include a hands-on skills practice and testing session that's conducted with an AHA Instructor—students will complete this hands-on portion either in an in-person classroom or a virtual classroom.

## Course Delivery and Options

Heartsaver courses prepare students for the most common types of first aid emergencies and equip them with CPR skills for adults, children, and infants. The Heartsaver Pediatric First Aid CPR AED Course is designed to allow for flexible delivery, all with the most relevant science and information. Within this course, you can teach any of the following combinations:

- Pediatric First Aid
- Child CPR AED, Infant CPR, Pediatric First Aid
- Child CPR AED, Infant CPR, Adult CPR AED, Pediatric First Aid
- Child CPR AED, Infant CPR
- Child CPR AED, Infant CPR, Adult CPR AED

For any Heartsaver course, please note the following:

- In any course that includes both first aid and CPR, we suggest that you teach the CPR portion first.
- Choking is included in CPR AED courses and should always be taught.
- If you teach Pediatric First Aid but not CPR AED, then you must include choking in the Pediatric First Aid course. Choking is taught together with breathing difficulties in the Pediatric First Aid course, and when to teach it is noted in the relevant Pediatric First Aid Lesson Plans.
- Teaching how to use a pocket mask is required for adults, children, and infants.

### ***New Optional Heartsaver Course Paths***

For students who must take both CPR AED and first aid, the AHA has designed 4 new course path options to address their needs. Students should check with their respective agencies to ensure that these course paths fulfill their renewal requirements.

- **Heartsaver Pediatric** is a shortened version of the course that focuses on core curriculum to put students on a fast track to refresh their skills. It is designed to be flexible for students who need to review only certain topics to meet course requirements to obtain a course completion card. However, it is not regulatory or Occupational Safety and Health Administration (OSHA) compliant.
- **Heartsaver Pediatric Total** is the comprehensive curriculum designed to meet licensing requirements for OSHA and other regulatory agencies.
- **Babysitter** focuses on the first aid needs of babysitters.
- **Water Safety** focuses on the first aid needs of lifeguards.

This customizable format allows instructors to meet the needs of students while ensuring consistency among all Heartsaver courses taught. For more information on the optional paths and topics available, please see Part 4: Additional Resources.

## Benefits of Blended Learning

The online component of the blended-learning experience benefits both students and instructors. Online learning accommodates many different learning styles. For example, some students prefer learning in a self-directed environment as opposed to a group setting. Also, online learning is time efficient for the following reasons:

- Students have the flexibility to take the online instruction whenever their schedules permit. This reduces the time spent at an AHA Training Center or other facility for supervised skills practice and testing.
- The skills practice and testing portion of the course can also be completed virtually, if desired.
- Instructors have more time to focus on students' learning needs, such as answering questions, coaching, and skills development.



## Preparing to Teach Blended-Learning Courses

To be prepared to teach a blended-learning course, we recommend that instructors take the online portion of the course for each discipline they teach. This will help instructors understand what students learn in the online portion of the course. As with instructor-led courses, all blended-learning courses are developed by using educational principles and best practices. Course materials are presented in a way that helps students learn and retain the information.

Students must complete all online course activities, which are designed to teach and test core concepts. The online instruction is also designed to help students transfer and apply their knowledge to skills performance.

Instructors should review all course materials, including the instructor manual, skills testing checklists, critical skills descriptors, and skills sections of the course video.

## Validation of Online Completion Certificates

After students complete the online portion of any AHA course, they will receive an online completion certificate. To receive their course completion card, students must then perform hands-on skills practice and complete the testing session with an AHA Instructor.

As a Heartsaver Instructor, you may be asked to do a skills practice and testing session for any of the several Heartsaver online courses. You can confirm that the certificate a student brings or emails to you is valid.

To validate a student's online completion certificate, go to [www.elearning.heart.org/verify\\_certificate](http://www.elearning.heart.org/verify_certificate).

## Heartsaver Audience

### Who Can Take the Course

Anyone can take the Heartsaver course. There are no prerequisites.

### Students With Special Needs

The AHA does not provide advice to Training Centers on Americans With Disabilities Act requirements or any other laws, rules, or regulations. Training Centers must determine accommodations necessary to comply with applicable laws. The AHA recommends consultation with legal counsel.

A student must be able to successfully complete all course completion requirements to receive a course completion card. Reasonable accommodations may be made, such as manikin positioning, use of a text reader, or the exam being read to the student.

If a student is unable to successfully complete skills testing because of a disability, they should be given written documentation of class attendance, with a listing of what testing was not successfully completed.

### Course Flexibility

The AHA allows instructors to tailor the Heartsaver courses to meet audience-specific needs not currently addressed in the course. Any changes to the course are in addition to the basic course contents as outlined in this manual. These changes will add to the length of the course but should not alter the flow of the course. Instructors may not delete course lessons or course components. Any additions or alterations to the course must be specifically identified as *non-AHA material*. Please refer to the section titled Non-AHA Content in this instructor manual for further detail.



## Instructor Needs and Resources

### Who Can Teach the Course

AHA courses must be taught by AHA Instructors who have current instructor status in either Heartsaver or Basic Life Support.

An AHA Instructor in the appropriate discipline must also perform the formal assessment or testing of students.

### Lead Instructor

If more than 1 instructor is teaching in a Heartsaver course, a lead instructor needs to be designated. The lead instructor will oversee the communication among all instructors before and during the course. The lead instructor will also be responsible for issuing and ensuring that students receive course completion cards from the instructor's Training Center and that all course paperwork (eg, roster, skills testing checklists, course evaluations) is supplied for the training.

The following guidelines apply to lead instructors for provider courses:

- The lead instructor can also fill the role of instructor in the course.
- The lead instructor is responsible for course logistics and quality assurance.
- The lead instructor is assigned by the Training Center Coordinator.

### Instructor-to-Student Ratio

The course size for the Heartsaver courses is flexible. The instructor-led courses will ideally have 1 instructor monitoring no more than 2 manikins or 6 students during video-led manikin practice (practice while watching). The video for the course is designed to allow the practice-while-watching sections to be repeated as many times as required.

Experienced instructors may monitor as many as 3 manikin stations at a time while the students practice. This would change the ratio to 9 students to 3 manikins to 1 instructor.

For optimal practice time during the course, each student would have their own manikin, if possible. However, using a 1:1 student-to-manikin ratio will not decrease overall class time. One instructor cannot adequately monitor more than 3 manikin stations during a single practice-while-watching video segment.

For skills evaluation, use a 1:1 instructor-to-student ratio.

For a virtual skills practice and testing session, each student must have their own manikin. An instructor can only monitor 2 students at a time during virtual practice, or 3 students at a time for experienced instructors. Keep a 1:1 instructor-to-student ratio for a virtual skills evaluation.

## Course Planning and Support Materials

### Sample Precourse Letter to Students, Instructor-Led Course

You may modify this sample letter and send it to students attending an instructor-led Heartsaver course.

(Date)

Dear Heartsaver® Student:

Welcome to the American Heart Association's Heartsaver Course. Enclosed are the agenda and your copy of the Heartsaver Student Workbook. Please bring your workbook to class; you will be able to refer to it during the exam (if applicable). Review both the agenda and the workbook 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), Lead Instructor



## Sample Precourse Letter to Students, Blended Learning (In-Person Classroom)

You may modify this sample letter and send it to students completing a Heartsaver blended-learning course when the hands-on skills practice and testing take place in an in-person classroom.

(Date)

Dear Heartsaver® Student:

Welcome to the Heartsaver (course name) blended-learning course. This course has 2 components: an online portion that you'll complete on your own, and a classroom portion that you'll complete in person with an instructor. The classroom portion includes hands-on skills practice and testing. You must complete the online portion first.

Your course URL to access the online portion is (course URL number).

Important: You must print the certificate of completion at the end of the online portion. You will need to give this to your instructor when you attend the classroom portion. It is necessary to show that you completed the online portion. If you do not have your certificate of completion, you will not be able to complete the skills practice and testing of the course.

The classroom portion 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), Lead Instructor

## Sample Precourse Letter to Students, Blended Learning (In-Person Classroom)

You may modify this sample letter and send it to students completing a Heartsaver blended-learning course when the hands-on skills practice and testing take place in an in-person classroom.

(Date)

Dear Heartsaver® Student:

Welcome to the Heartsaver (course name) blended-learning course. This course has 2 components: an online portion that you'll complete on your own, and a classroom portion that you'll complete in person with an instructor. The classroom portion includes hands-on skills practice and testing. You must complete the online portion first.

Your course URL to access the online portion is (course URL number).

Important: You must print the certificate of completion at the end of the online portion. You will need to give this to your instructor when you attend the classroom portion. It is necessary to show that you completed the online portion. If you do not have your certificate of completion, you will not be able to complete the skills practice and testing of the course.

The classroom portion 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), Lead Instructor



## Sample Precourse Letter to Students, Blended Learning (Virtual Classroom)

You may modify this sample letter and send it to students completing a Heartsaver blended/virtual classroom course.

(Date)

Dear Heartsaver® Student:

Welcome to the Heartsaver (course name) blended-learning course. This course has 2 components: an online portion that you'll complete on your own, and a classroom portion that you'll complete virtually with an instructor. The classroom portion includes hands-on skills practice and testing. You must complete the online portion first.

Your course URL to access the online portion is (course URL number).

Important: You must save the certificate of completion at the end of the online portion and email it to the instructor at the address below before you attend the virtual classroom portion. If you do not email your certificate of completion, you will not be able to complete the skills practice and testing of the course.

The virtual classroom portion is scheduled for

Date:

Time:

Directions to access video conference software:

Before the course, ensure that you have received or picked up a training package, which contains a manikin for CPR practice, an AED trainer, and first aid training equipment if applicable. You also need to make sure you have a computer with a webcam and a strong internet connection. You will need to arrange for a quiet, open space where you can complete the skills practice and evaluation without interruption. 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 your instructor before the course to discuss modifications. 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) or email at (email address).

Sincerely,

(Name), Lead Instructor

## Smoking Policy

The Training Center must prohibit smoking in classrooms and training facilities during all AHA ECC training programs.

## Notice of Courses

For US-based instructors aligned with the AHA Instructor Network, the AHA offers the My Courses tool, where instructors can enter and maintain the classes they offer to the general public. These are displayed to customers searching for scheduled classes at the AHA's CPR & First Aid website, [cpr.heart.org](http://cpr.heart.org). Before entering classes, check with your Training Center to determine what policies your Training Center may have about entering classes. As an instructor, you can still add your classes for display through My Courses even if your Training Center is not participating in listing through My Courses.

For instructors based outside the United States, inform your International Training Center of courses that are open to the public, so that they can send inquiries for classes to you.

## Instructor Network

The AHA provides the Instructor Network as a resource to instructors. Here, instructors can access up-to-date resources and reference information about AHA ECC programs and science.

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

All AHA Instructors are required to register with the AHA to be aligned with a Training Center. For instructions on how to register, visit [www.ahainstructornetwork.org](http://www.ahainstructornetwork.org). Alignment must be approved by that Training Center before access to content is available. Acceptance of the user agreement is required during registration.

Once registered and approved, you will receive an instructor identification number. This number will be placed on your instructor card and is the same for all disciplines. This number stays the same if you change Training Centers. It is used on all course completions cards for classes that you teach.

*The AHA reserves the right to delete or deny alignments.*

## Course Materials

As a registered instructor, you can log in to your account to find templates for letters, forms, and other materials to help you prepare to teach the course. You will need to customize some of these materials, including the precourse letter, which tells students what they need to do to prepare for the course or hands-on session.

## Ordering Materials

To purchase ECC materials in the United States, visit ShopCPR at [ShopCPR.Heart.org](http://ShopCPR.Heart.org). To purchase materials outside the United States, there are distributors partnering with the AHA that provide high-quality customer service and support. A current list of distributors for your country is available on the CPR & First Aid website, [cpr.heart.org](http://cpr.heart.org).

As an instructor, you can order books and other support materials directly from ShopCPR, but only a Training Center Coordinator can order course completion cards from ShopCPR domestically and from an authorized AHA distributor internationally. Work with your Training Center Coordinator to ensure that cards are issued to the students in the classes you teach.

## Copyright of AHA Content

The AHA owns the copyright to AHA books and other training materials. These materials may not be copied, in whole or in part, without the prior written consent of the AHA.



For more information and to request permission to reprint, copy, or use portions of ECC textbooks or other materials, go to **copyright.heart.org**.

## Exam Security

Exam security is of the utmost importance:

- Ensure that all exams are kept secure and not copied or distributed outside the classroom.
- Exams are copyrighted; therefore, Training Centers or instructors may not alter them in any way or post them to any learning management systems such as internet or intranet sites. This includes precourse self-assessments.\*
- When a paper exam must be used, always print the most current version from the online exam platform for the course you are teaching.
- Each paper exam should be accounted for and returned to the instructor at the end of the testing period.

\*Exams are translated into multiple languages. If a translated exam is required for a course you are teaching, have your Training Center Coordinator contact the ECC Customer Support Center to see if the required translation is available.

## Requirements for an In-Person Classroom

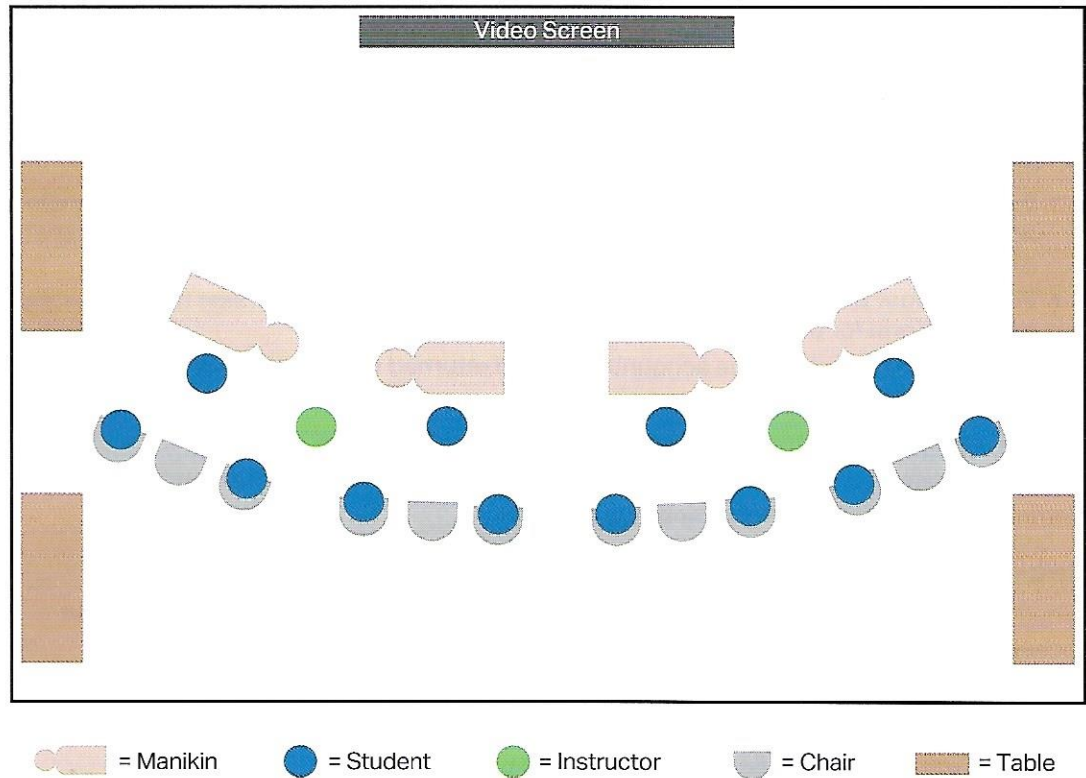
When selecting a classroom location for an in-person Heartsaver course, make sure the room has

- 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 the students
- Speakers that will provide good sound quality for the video
- A chair for each student
- Ideally, a firm surface with adequate padding/protection for skills practice (eg, carpeted floors, sturdy tabletop, hospital bed, padded mats)
- A table for completing the exam (if required)

## Sample Floor Plan

Figure 1 shows a sample floor plan. Arrange the room so that all students can see the video screen and instructors can monitor student groups during practice.

**Figure 1.** Sample floor plan for experienced instructors.



## Requirements for a Virtual Classroom

To conduct a virtual classroom for a blended learning skills practice and evaluation, you will need the following:

- A computer with a webcam
- A strong internet connection
- Access to video conferencing software
- A quiet, open space without interruptions

Refer to Part 7: Heartsaver Pediatric First Aid CPR AED Lesson Plans, Blended Learning (Virtual Classroom) for more information.

## Core Curriculum

Each AHA course must follow the guidelines and core curriculum in the most current editions of the Heartsaver Student Workbooks and Instructor Manual. Current editions of AHA course materials must serve as the primary training resources during the course.

## Non-AHA Content

As an instructor, you can best serve your students when you can adapt to meet the needs of a specific audience. As discussed earlier, some course flexibility has been added to the AHA courses in the form of industry-specific courses and optional topics. If you find that your students will be better served by adding location-specific information, equipment, or specialty-specific content and you plan to discuss that non-AHA content in class or distribute handouts, follow these rules:

- None of the required AHA lessons or course content can be eliminated or shortened.
- Any changes to the course are in addition to the basic content as outlined in your instructor manual.
- Adding additional content will add time to the course.



- Any location-specific protocols or procedures that do not comply with the AHA process (eg, substituting new medications, specialized techniques) should be identified to the audience as location-specific.
- Any non-AHA content must be identified as *not approved or reviewed by the AHA*, and the source of the information must be provided to the students.
- Supplementary materials that you use must be approved by the lead instructor, or the course director for advanced courses, as well as your Training Center Coordinator.
- A copy of a revised agenda and any print material shared in class must be part of the permanent course file.
- Your students cannot be tested on non-AHA content. If they complete the AHA-defined course completion requirements, they must be issued an AHA course completion card or eCard.

For questions about adding location-specific information or specialty-specific content, contact your Training Center Coordinator.

### Course Equipment

All AHA ECC courses require that manikins and equipment allow demonstration of the core skills of the course being taught (eg, correct hand placement, compression depth, chest recoil).

The AHA neither endorses nor recommends a particular brand of manikin or other equipment. The decision on which brand or model of equipment to use is the responsibility of the Training Center. The AHA does require the use of manikins that provide audiovisual feedback to help aid both students and instructors on psychomotor skill performance.

Equipment required for each class held is listed in Tables 1 and 2. All equipment used must be in proper working order and good repair.

The course-specific details for each course list the required and recommended (optional) equipment for that course. Make sure that all equipment is available and working before the course starts.

Table 1 lists the equipment required for teaching Adult, Child, and Infant CPR AED courses, and Table 2 lists the equipment required for teaching First Aid.

**Table 1. CPR AED Equipment Checklist**

Equipment, quantity	Adult	Child	Infant	✓
Course roster, 1/course	Required	Required	Required	
Name tags (optional), 1/student and instructor	Recommended (optional)	Recommended (optional)	Recommended (optional)	
Course agenda, 1/student and instructor	Required	Required	Required	
Course completion card, 1/student	Required	Required	Required	
Student workbook, 1/student and instructor	Required	Required	Required	
Instructor manual with lesson plans, 1/instructor	Required	Required	Required	
Precourse letter, 1/student	Required	Required	Required	

(continued)

Equipment, quantity	Adult	Child	Infant	✓
Skills testing checklist, 1/student	Adult CPR and AED Skills Testing Checklist (required)	Child CPR Skills Testing Checklist (required)	Infant CPR Skills Testing Checklist (required)	
TV with DVD player or computer with projector, screen, and speakers, 1/course (in-person classroom only)	Required	Required	Required	
Computer with webcam, strong internet connection, and access to video conferencing software (virtual classroom only)	Required	Required	Required	
Course video, 1/course	Required	Required	Required	
Adult manikin with shirt, 1/every 2 students	Required	Recommended (optional)	N/A	
Child manikin with shirt, 1/every 2 students	N/A	Required	N/A	
Infant manikin with shirt, 1/every 3 students	N/A	N/A	Required	
AED trainer with adult AED training pads, 1/every 2 students	Required	Required, child pads optional	N/A	
Spare batteries for AED trainer	Required	Required	Required	
Barrier device (mask), 1/student	Required	Required, child appropriate	Required, infant appropriate	
1-way valve, 1/student	Required	Required	Required	
Face shield, 1/student	Recommended (optional)	Recommended (optional)	Recommended (optional)	
Stopwatch, 1/instructor	Required	Required	Required	
Manikin cleaning supplies (such as alcohol pads)	Required	Required	Required	



**Table 2. First Aid Equipment Checklist**

Equipment	Quantity	✓
Course roster	1/course	
Name tags (optional)	1/student and instructor	
Course agenda	1/student and instructor	
Course completion card	1/student	
Student workbook	1/student and instructor	
Instructor manual with lesson plans	1/instructor	
Precourse letter	1/student	
Skills testing checklist	1/student	
TV with DVD player or computer with projector, screen, and speakers (in-person classroom only)	1/course	
Computer with webcam, strong internet connection and access to video conferencing software (virtual classroom only)	1/student and instructor	
Course video	1/course	
Pair of latex-free gloves	1/student	
Epinephrine pen trainer	1/every 2 students	
A small stack of gauze pads (4×4 inches)	1/every 2 students	
1 bandage (roll of gauze)	1/every 2 students	
Magazines for splint (optional)	1/every 2 students	

### Equipment for Virtual Classrooms

Equipment requirements remain the same for virtual classrooms except for the student-to-equipment ratio. When you conduct a virtual skills practice and evaluation, each student must have every piece of equipment noted above in a 1:1 ratio.

### Infection Control

Students should be told in advance that CPR training sessions in a physical classroom involve close physical contact with other students.

Participants and instructors should postpone CPR training if they are known to be in the active stages of an infectious disease, have reason to believe they have been exposed to an infectious disease, or have open sores or cuts on their hands, mouth, or area around the mouth. And even though students participating in virtual skills practice and evaluation will use a barrier device, these guidelines apply to the virtual classroom as well.

### Manikin Cleaning Options

To reduce the risk of potential disease transmission, all manikins and training equipment need to be thoroughly cleaned after each class. Manikins used for CPR practice and testing require special actions to be taken between each student. The AHA strongly recommends that you follow manufacturers' recommendations for manikin use and maintenance. In the absence of manufacturers' recommendations, the following guidelines may be used during and after courses.

### ***During Class***

- Students and instructors should practice good hygiene with proper hand-washing techniques.
- When individual protective face shields are used, all decontamination recommendations listed for cleaning manikins during and after a course should still be followed. In addition, to reduce the risks to each user for exposure to contaminants, ensure that all students consistently place the same side of the face shield on the manikin during use.
- If you are not using face shields during the course, manikins should be cleaned after use by each student with a manikin wipe that has an antiseptic with 70% ethyl alcohol.
  - Open the packet and take out and unfold the manikin wipe.
  - Rub the manikin's mouth and nose vigorously with the wipe.
  - Wrap the wipe snugly over the mouth and nose.
  - Keep the wipe in place for 30 seconds.
  - Dry the manikin's face with a clean paper towel or something similar.
  - Continue with the ventilation practice.

### ***After Class***

- Manikins should be taken apart as directed by the manufacturer. Anyone taking apart and decontaminating manikins should wear protective gloves and wash their hands when finished.
- Any part of the manikin that came in contact with potentially infectious body fluids during training should be cleaned as soon as possible at the end of each class to prevent contaminants from drying on manikin surfaces.
- If manikins are stored for more than 24 hours before cleaning, follow these steps:
  - All surfaces, reusable protective face shields, and pocket masks should be washed thoroughly with warm, soapy water and brushes.
  - All surfaces should be moistened with a sodium hypochlorite solution having at least 500 ppm free available chlorine (¼ cup of liquid household bleach per gallon of tap water) for 10 minutes. This solution must be made fresh for each class and discarded after each use. Using a concentration higher than ¼ cup has not been proven to be more effective and may discolor the manikins.
  - All surfaces should be rinsed with fresh water and allowed to air dry before storing.
  - Some manufacturers have recommendations for cleaning manikin parts in a dishwasher. Check with the manufacturer of the manikins being used to determine if this is an acceptable method. Some manikin materials could be damaged in a dishwasher.
- Disposable airway equipment must be replaced at the end of each day of class.
- Manikin clothing and the manikin carrying case should be cleaned periodically or when soiled.
- Other equipment used in class needs to be maintained according to Training Center policy. Surfaces touched by students should be wiped with antiseptic solution.
- Any equipment used by a student in a virtual classroom must be cleaned according to the above standards upon return to the Training Center, whether or not the student did their own cleaning.



# Part 2








## Teaching the Course

### Instructor Teaching Materials

#### Understanding Icons

The icons used in the lesson plans, in this manual, and in the Heartsaver course videos are there to remind you to take certain actions during the course. The lesson plans and videos contain the icons shown in Table 3.

**Table 3. Icons**

Icon	Action
	Student workbook
	Discussion
	Play video
	Video pauses
	Students practice while watching video
	Students practice
	Repeat segment
	Exam or skills test

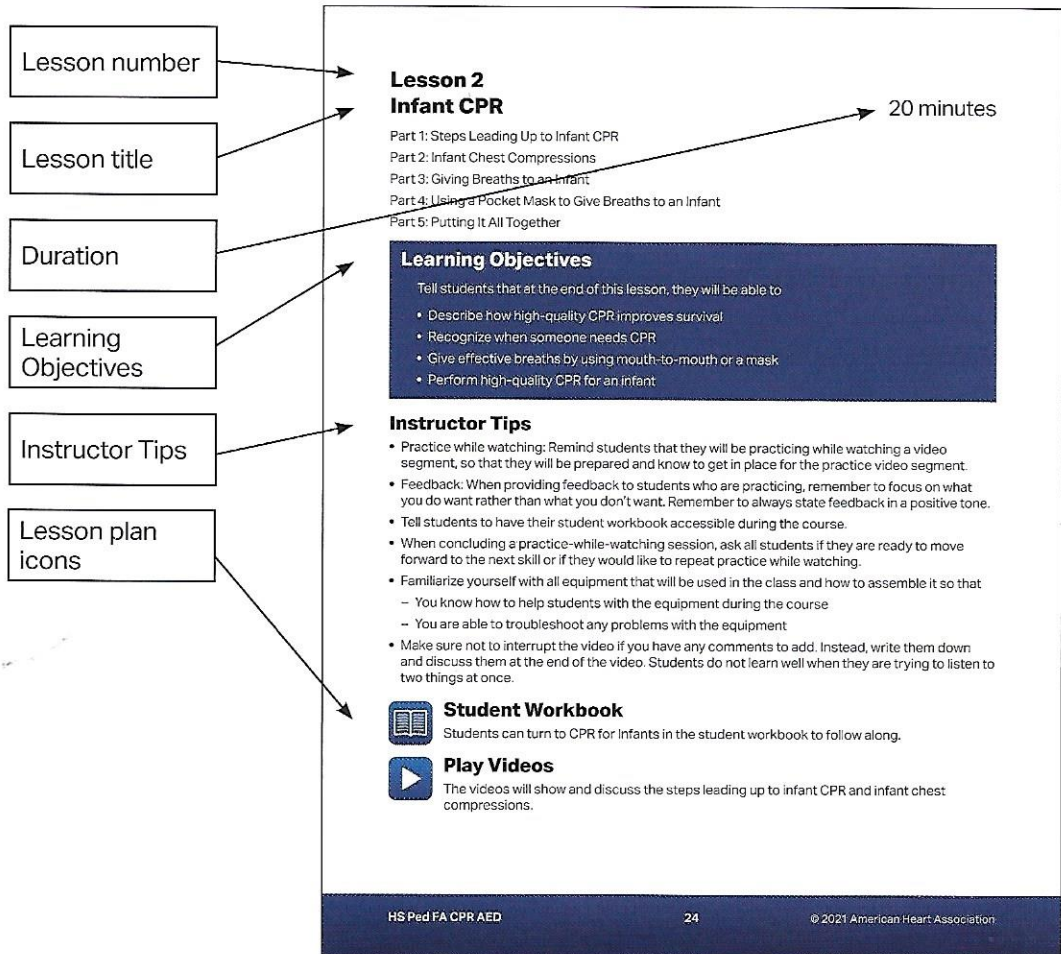
## Understanding Lesson Plans

All AHA ECC instructor manuals include lesson plans. The purposes of lesson plans are to

- Help instructors facilitate ECC courses
- Ensure consistency from course to course
- Keep instructors focused on the main objectives for each lesson
- Explain the instructor's responsibilities during the course

Lesson plans are for use by instructors only. See Figure 2 for a sample lesson plan.

**Figure 2.** Sample lesson plan.



## Using Lesson Plans

Use lesson plans before the course, during the course, and during skills practice.

### 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.



**During the course:**

- Follow each lesson plan as you conduct the course.
- Remind students what they will see in each video segment.
- Make sure you have all the resources, equipment, and supplies ready for each lesson.
- Help the students achieve the objectives identified for each lesson.

During practice before a skills test, a student may have a question about a certain part of the course. The lesson plans serve as the authoritative answer.

**Assembling Lesson Plans**

The Heartsaver portfolio of courses provides you with a great deal of flexibility as an instructor to efficiently meet the needs of your students. As a Heartsaver Instructor, you have a variety of options to create a course that suits your students' needs. Please refer to the Course Delivery and Options section in Part 1: Preparing for the Course for the available Heartsaver courses and paths that you can teach. Use the sample course outlines in this instructor manual to help organize your courses.

Assemble the lesson plans you'll need based on the courses you are teaching. For example, if you are not teaching infant CPR, you should take those lesson plans out and include only the lesson plans you will use for the course you are teaching.

To keep your lesson plans together during each course, consider keeping them in a 3-ring binder. Please take the time to review the lesson plans before each course.

**Teaching With a Video**

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

**Practice While Watching**

The practice-while-watching method is used to teach skills in the Heartsaver courses. Practice while watching is an effective approach for building skills mastery.

Practice while watching aids the learning experience by organizing content into the following format:

- Tell students what they will learn
- Show them
- Allow them to practice
- Provide coaching
- Summarize what they learned

Instructors should use the video to demonstrate correct performance of skills. Allow students time to practice while following the video demonstration. Observe students' performance of the skills and provide corrective feedback. Finally, give students the option to practice without the video, if required.

**Using the Student Workbook**

Each student must have the current student workbook readily available for use before, during, and after the course.

Students will need to do the following with the student workbook:

- Read it before coming to class
- Bring it to class to use as a resource during the exam (if required)
- Refer to it after the course to maintain knowledge

The AHA designed this workbook to correspond with the course video. The lesson plans tell you when to refer students to specific sections of the student workbook.

The student workbook is designed for individual use and is an integral part of the student's education. Students may reuse their workbooks during renewals or updates until new science guidelines are published.

Students taking the blended-learning course have access to the appropriate Heartsaver Student Workbook and other reference materials within the blended course. They may access the reference materials for up to 2 years from the date of key activation. Students should be allowed to bring electronic devices into the classroom to access these electronic materials.

### **Importance of High-Quality CPR**

High-quality CPR is the foundation of lifesaving resuscitation for someone who has had a cardiac arrest. Too often, CPR is not performed or is not performed well by rescuers in all settings.

The foundation for CPR is the application of continuous, effective chest compressions, which should never be compromised. All students are expected to perform CPR effectively throughout the Heartsaver Pediatric course, which emphasizes the following core principles:

- Push hard (at least 2 inches [5 cm] in teens and adults, at least one third the depth of the chest [approximately 2 inches, or 5 cm] in children, and at least one third the depth of the chest [approximately 1½ inches, or 4 cm] in infants).
- Push fast, compressing at a rate of 100 to 120/min.
- Minimize interruptions in compressions to less than 10 seconds.
- Allow for complete chest recoil between compressions.
- Do not lean on the chest between compressions.
- Switch rescuers about every 2 minutes or sooner to avoid fatigue.
- Avoid excessive ventilation, delivering breaths over 1 second that produce visible chest rise.



## Testing and Remediation

### Testing for Course Completion

#### Course Completion Requirements

To receive a course completion card, students must pass the following skills tests for the Heartsaver course or path that they are taking:

##### Heartsaver CPR AED Course

- Child CPR Skills Test
- Infant CPR Skills Test
- Adult CPR and AED Skills Test (if teaching Adult CPR AED)

##### Heartsaver Pediatric First Aid Course

- First Aid Skills Test

##### Heartsaver Pediatric Course Path

- Child CPR Skills Test
- Infant CPR Skills Test
- First Aid Skills Test
- Adult CPR and AED Skills Test (if teaching Adult CPR AED)

##### Heartsaver Pediatric Total Course Path

- Child CPR Skills Test
- Infant CPR Skills Test
- First Aid Skills Test
- Adult CPR and AED Skills Test (if teaching Adult CPR AED)

##### Babysitter Course Path

- Child CPR Skills Test
- Infant CPR Skills Test
- First Aid Skills Test
- Adult CPR and AED Skills Test (if teaching Adult CPR AED)

##### Water Safety Course Path

- Child CPR Skills Test
- Infant CPR Skills Test
- First Aid Skills Test
- Adult CPR and AED Skills Test (if teaching Adult CPR AED)

## When to Give Skills Tests

You will test students as outlined in the lesson plans.

The skills testing can be administered during the course or at the end, at the discretion of the instructor. Please refer to the lesson plans for flexibility on when to administer skills testing.

## Skills Testing

As part of the emphasis on better teaching and learning, the AHA developed CPR skills tests to ensure that there is a uniform and objective approach for testing CPR skills.

The skills testing checklists help instructors evaluate each student's CPR skills. As a result of the course design and skills tests, the AHA expects that students in CPR classes will learn more effectively and instructors will work with students to achieve higher levels of CPR skills competency.

CPR competency is critical to survival from cardiac arrest. It is important that you use the skills testing checklists to evaluate each student's performance and to ensure consistent testing and learning across all AHA Heartsaver courses. Your adherence to these testing procedures will enhance the CPR competency of your students.

You must keep a copy of completed skills testing checklists for students who are unsuccessful.

## Using a Stopwatch

To achieve accuracy during the skills practice and testing, a stopwatch is used to measure the rate of compressions. Follow these rules when using a stopwatch:

- Start your stopwatch when the student first compresses the breastbone.
- Stop your stopwatch at the end of the 30th compression.
- Mark the step correct if the number of seconds is between 15 and 18 seconds.

## Using the Skills Testing Checklists and Critical Skills Descriptors

Use the skills testing checklists to document the student's performance during the skills testing portion of the course. The skills testing checklist should be filled out while the student is performing the skills. Use the skills testing critical skills descriptors to determine if a student has demonstrated each step of the skill correctly.

If the student successfully completes a step, place a check in the box to the right of the step on the skills testing checklist.

If the student is unsuccessful, leave the box next to the step blank on the skills testing checklist. Circle the step under the critical skills descriptor that the student did not complete successfully.

If a student demonstrates each step of the skills test successfully, mark the student as passing that skills test on the skills testing checklist. If a student does not receive checks in all boxes, refer the student to the remediation lesson at the end of the course for further testing in that skill. Also, discuss with the student the areas that you circled on the skills testing critical skills descriptors and how to correctly perform each skill that was circled.

You should be very familiar with all of the skills testing critical skills descriptors to be able to test Heartsaver skills correctly.



**Retesting Students**

If time permits during skills testing, you may retest a student 1 additional time if the student did not pass. If a student does not pass a skills test after the second attempt, work with the student during the remediation lesson at the end of the course and retest at that time. All additional retesting is done at the end of the course during the remediation lesson.

In every retesting case, test the student on the entire skill.

In some cases, you may defer retesting to a later time after the course. For example, if remediation is not successful, you might develop a plan of improvement and schedule retesting once the student completes the plan. If a student needs substantial additional remediation, you may recommend that the student repeat a Heartsaver course.

## Remediation

### Informal and Formal Remediation

Remediation is a learning process in which the instructor provides the student additional opportunities to master the required skills of the course.

Remediation can be both informal and formal.

**Informal remediation:** The instructor coaches and corrects the student's performance throughout the course as part of the learning process.

**Formal remediation:** After the student has been formally tested in concepts or skills and is unable to demonstrate mastery, the instructor reteaches and retests the student individually.

Communicate with other instructors throughout the course to identify students who are having difficulty. Assist students during breaks, lunchtime, or at the end of the day to help them succeed with skills or better understand course concepts. This will help minimize the chances of having to formally provide remediation to students at the end of the course.

After a skills test, a formal remediation should occur if all boxes on the skills testing checklist are not checked as complete. Show the student the skills testing checklist and discuss the area where the student was unsuccessful. Circle the step that the student had difficulty with on the critical skills descriptors. Discuss with the student the areas that you circled on the critical skills descriptors and how to correctly perform each skill that was circled.

Answer any questions that the student has. Instruct the student to use the skills testing checklist, the critical skills descriptors, and the student workbook to review the particular skills that they missed. A manikin should be available for the student to practice, preferably away from other students, before retesting. When the student is ready, they should be retested, as time permits.

### Steps to Successful Remediation

If a student requires formal remediation, communicate that information in a private, sensitive, and objective debriefing as soon as possible after the testing has taken place.

Follow these steps to provide successful remediation:

- Be respectful, courteous, positive, professional, and diplomatic when performing remediation.
- Review the objectives for a particular scenario or skills station with the student.
- Give positive feedback when desired actions are observed; ask open-ended questions when nonpreferred actions are observed to determine the learner's thought process.
- Use the same scenario repeatedly, if necessary, until the student accomplishes the objectives.
- Don't assume that poor performance is associated with a lack of knowledge. There may be other factors (eg, personal or work-related issues) that are influencing the student's performance.
- Instructor styles of facilitating and student styles of learning may not match; therefore, a change of instructor may be necessary.
- If an instructor has difficulty providing successful remediation to a student, the instructor may need to examine their own style of remediation.



## Exam (Optional)

The exam, if required, is administered at the conclusion of the Heartsaver course.

The exam measures the mastery of cognitive skills. Each student must score at least 84% on the exam to meet course completion requirements.

As part of the new education methodologies, the AHA has adopted an open-resource policy for exams administered online through a blended course and in a classroom-based course.

*Open resource* means that students may use resources for reference while completing the exam. Resources could include the student workbook, either in printed form or as an eBook on personal devices, any notes the student took during the course, the *2020 AHA Guidelines for CPR and ECC*, posters, etc. *Open resource* does not mean open discussion with other students or the instructor.

In the welcome letter sent to students with their course materials, emphasize the importance of having their books available for use during the exam.

When you administer the exam in a classroom-based course, remember that the students may not interact with each other during the exam. When a student completes the exam, grade it and answer any questions.

Students who scored less than 84% will need immediate remediation.

During remediation, make sure that the students understand why their answers were incorrect.

If you need to provide remediation to a student who did not pass the exam, you must confirm knowledge acquisition and understanding. That can be done by having the student take a second exam, or by doing a verbal remediation. If you give the student a second exam, review the first exam with the student, allowing time for the student to study the questions they got wrong. If you provide verbal remediation, ask the student to verbally answer the questions that they answered incorrectly, and document on the answer sheet whether the student correctly answered each question. It needs to be documented on the answer sheet that the remediation was successful and that the student achieved a passing score.

If you have a student who has difficulty reading or understanding the written questions, you may read the exam to the student. You must read the exam as written and in a manner that does not indicate the correct answer. You may verbally translate the exam, if required.

## After the Course

### Program Evaluation

Ongoing evaluation and improvement of AHA materials and instructors are important to the AHA.

- Your students will complete an evaluation online before they claim their course completion eCard. Therefore, you are not required to have students complete paper evaluations. However, if you would like to do so for personal improvement purposes, a template is available on the Instructor Network in multiple languages. Make enough copies for all of your students. Have them complete the evaluation at the end of the course and return it to you. If you choose to do paper evaluations, please inform students that they will still be required to complete a second online evaluation in order to claim their eCard.
- If you are an instructor with an International Training Center, your students will complete an evaluation online before they can claim their CPRverify™ certificate; in addition, instructors can also have students complete the paper evaluation provided by the AHA.

### Issuing eCards

Each student who successfully completes the AHA Heartsaver course completion requirements is to be issued an AHA Heartsaver eCard. Only your Training Center Coordinator can provide you with the required eCards. Check with your Training Center Coordinator for the process at your Training Center for obtaining and issuing cards to your students.

By submitting your rosters or signing your name as an assisting instructor, you are verifying that those students have successfully met all requirements for course completion.

No AHA course completion eCard is issued without hands-on manikin skills practice and testing by an AHA Heartsaver Instructor.

### Application for Continuing Education

Heartsaver online courses may offer credit for continuing education/continuing medical education. Students can claim credit after they have completed the online portion of the course. Instructions for claiming credit are provided upon completion.



## Heartsaver Student Renewal

### Renewal Timeline

The current recommended timeline for renewal of the Heartsaver course completion card is every 2 years. The only exception is the Bloodborne Pathogens Course, which has a 1-year renewal interval, as required by OSHA. Although there is insufficient evidence to determine the optimal method and timing of retaking the Heartsaver course, research on skills retention and training show the following:

- There is growing evidence that Heartsaver knowledge and skills decay rapidly after initial training.
- Studies have demonstrated the deterioration of Heartsaver skills in as little as months after initial training.
- Studies examining the effect of brief, more frequent training sessions demonstrated improvement in chest compression performance and shorter time to defibrillation.
- Studies also found that students reported improved confidence and willingness to perform CPR after additional or high-frequency training.

Given how fast Heartsaver skills decay after training, and with the observed improvement in skill and confidence among students who train more frequently, students should be encouraged to periodically review their student workbook and practice CPR and AED skills whenever possible.

# Part 4

## Additional Resources

### Course Topics and Path List

Table 4 lists the required and optional topics for each path option. These table topics are listed in the order in which they appear in the lesson plans and videos, and they correspond to topics that students can find in their workbooks.

Instructors should make sure that students check with their respective agency or workplace to ensure that the course path fulfills their requirements. Note that Heartsaver Pediatric and Heartsaver Pediatric Total are targeted toward a broad audience while Babysitter and Water Safety are tailored to specific activities.

**Table 4. Topic List for Course Path Options\***

Topic	Heartsaver Pediatric	Heartsaver Pediatric Total	Babysitter	Water Safety
			Recommended topics for these paths	
<b>CPR AED</b>				
Introduction	✓	✓	✓	✓
Child CPR AED <sup>†</sup>	✓	✓	✓	✓
Infant CPR <sup>†</sup>	✓	✓	✓	✓
Adult CPR AED <sup>†</sup>	Optional	Optional	Optional	Optional
Drug Overdose	Optional	Optional	Optional	Optional
Choking in Children, Infants, or Adults	✓	✓	✓	✓
<b>First Aid Basics</b>				
Introduction to First Aid	✓	✓	✓	✓
Assessing the Scene and Phoning for Help	✓	✓	✓	✓
Universal Precautions, Exposure to Blood, and Removing Gloves <sup>†</sup>	✓	✓	✓	✓

(continued)



Topic	Heartsaver Pediatric	Heartsaver Pediatric Total	Babysitter	Water Safety
			Recommended topics for these paths	
Washing Hands	✓	✓	✓	✓
Finding the Problem†	✓	✓	✓	✓
<b>Medical Emergencies</b>				
Allergic Reactions (administering an epinephrine injection <sup>†</sup> )	✓	✓	✓	✓
Asthma	✓	✓	✓	✓
Diabetes and Low Blood Sugar	Optional	✓	Optional	Optional
Seizure	Optional	✓	Optional	Optional
Heart Attack (video found in the CPR AED section, under Adult CPR AED)	✓	✓	✓	✓
Stroke (video found in the CPR AED section, under Adult CPR AED)	✓	✓	✓	✓
Fainting	Optional	✓	Optional	Optional
<b>Injury Emergencies</b>				
External Bleeding (controlling bleeding and bandaging <sup>†</sup> )	✓	✓	✓	✓
Shock	Optional	✓	Optional	Optional
Penetrating and Puncturing Injuries	Optional	✓	Optional	Optional
Amputation	Optional	✓	✓	✓
Bleeding From the Nose	Optional	✓	Optional	Optional
Bleeding From the Mouth	Optional	✓	Optional	Optional
Tooth Injuries	Optional	✓	Optional	Optional
Eye Injuries	Optional	✓	Optional	Optional
Internal Bleeding	✓	✓	✓	✓
Concussions	Optional	✓	Optional	Optional
Head, Neck, and Spine Injuries	Optional	✓	Optional	Optional

(continued)

Topic	Heartsaver Pediatric	Heartsaver Pediatric Total	Babysitter	Water Safety
			Recommended topics for these paths	
Broken Bones and Sprains	Optional	✓	Optional	Optional
Splinting	Optional	✓	Optional	Optional
Burns and Electrical Injuries	Optional	✓	Optional	✓
Environmental Emergencies				
Bites and Stings	Optional	✓	✓	✓
Heat-Related Emergencies	Optional	✓	✓	Optional
Cold-Related Emergencies	Optional	✓	✓	✓
Poison Emergencies	Optional	✓	✓	✓
Water Safety/ Drowning	Optional	✓	✓	✓
Prevention				
Risks of Smoking and Vaping	Optional	✓	Optional	Optional
Benefits of a Healthy Lifestyle	Optional	✓	Optional	Optional
Preventing Illness and Injury	Optional	✓	Optional	Optional

\*Topic groups vary by course path. See sample agendas in the Instructor Resources on the Instructor Network for details.

†Topic requires a skills test.
























## Course Path Outlines

### Heartsaver Pediatric First Aid CPR AED Outline for the Heartsaver Pediatric Course Path









Approximate course path duration without optional topics: 3½ hours;  
time may be extended with additional topics

Student-instructor ratio 6:1; student-manikin ratio 3:1

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



























Lesson	Course event	Lesson plan actions and time estimate for optional and required topics (in minutes)
<b>Child CPR AED</b>		
1	Introduction	  5
2	Child CPR Part 1: Scene Safety and Assessment Part 2: Child Chest Compressions Part 3: Giving Breaths Mouth-to-Mouth Part 4: Using a Face Shield or Pocket Mask to Give Breaths	     26
3	Using an AED (Child) Part 1: AED Part 2: Putting It All Together	    12
4	Summary: Child CPR AED	  2
5	Child CPR Skills Test	  12
6	Choking in Children	   7
7	Water Safety (Optional)	 2 (0 min required)
8	Conclusion	  2



Lesson	Course event	Lesson plan actions and time estimate for optional and required topics (in minutes)
<b>Infant CPR</b>		
1	Introduction	 2
2	Infant CPR Part 1: Steps Leading Up to Infant CPR Part 2: Infant Chest Compressions Part 3: Giving Breaths to an Infant Part 4: Using a Pocket Mask to Give Breaths to an Infant Part 5: Putting It All Together	 20
3	Summary: Infant CPR	 2
4	Infant CPR Skills Test	 12
5	Choking in Infants	 11
6	Conclusion (if you are not teaching Adult CPR AED)	 2
<b>Adult CPR AED</b> (Optional; if not teaching Adult CPR AED, go to Lesson 1: Introduction in Pediatric First Aid.)		
1	Introduction	 5
2	Adult CPR Part 1: Chest Compressions Part 2: Giving Breaths Mouth-to-Mouth	 26







(continued)



Lesson	Course event	Lesson plan actions and time estimate for optional and required topics (in minutes)
3	Using an AED on an Adult Part 1: AED Part 2: Putting It All Together	    15
4	Summary: Adult CPR AED	   2
5	Adult CPR and AED Skills Test	  20
6	Drug Overdose (Optional)	   5 (0 min required)
7	Choking in Adults	   6
8	Conclusion	 2
<b>Pediatric First Aid</b>		
1	Introduction	 7
2	First Aid Basics Part 1: Introduction to First Aid Part 2: Assessing the Scene and Phoning for Help Part 3: Universal Precautions and Exposure to Blood Part 4: Removing Gloves (Test) Part 5: Washing Hands Part 6: Finding the Problem (Test)	       30
3	First Aid Basics Summary	  3

(continued)



Lesson	Course event	Lesson plan actions and time estimate for optional and required topics (in minutes)
4	Medical Emergencies Part 1: Allergic Reactions Part 2: Administering an Epinephrine Injection ( <b>Test</b> ) Part 3: Asthma Part 4: Choking ( <b>if choking has not been taught yet</b> ) Part 5: Diabetes and Low Blood Sugar ( <b>Optional</b> ) Part 6: Seizure ( <b>Optional</b> ) Part 7: Heart Attack and Stroke Part 8: Fainting ( <b>Optional</b> )	 <p>60 (24 min required)</p>
5	Medical Emergencies Summary	 <p>3</p>
6	Injury and Environmental Emergencies Part 1: External Bleeding (Controlling Bleeding and Bandaging) ( <b>Test</b> ) Part 2: Shock, Penetrating and Puncturing Injuries ( <b>Optional</b> ), Amputation ( <b>Optional</b> ) Part 3: Bleeding From the Nose ( <b>Optional</b> ), Bleeding From the Mouth, Tooth Injuries ( <b>Optional</b> ), Eye Injuries Part 4: Internal Bleeding Part 5: Concussions ( <b>Optional</b> ); Head, Neck, and Spine Injuries Part 6: Broken Bones and Sprains; Splinting ( <b>Optional</b> ) Part 7: Burns ( <b>Optional</b> ); Electrical Injuries ( <b>Optional</b> ) Part 8: Bites and Stings ( <b>Optional</b> ) Part 9: Heat-Related Emergencies ( <b>Optional</b> ) Part 10: Cold-Related Emergencies ( <b>Optional</b> ) Part 11: Poison Emergencies ( <b>Optional</b> ) Part 12: Water Safety ( <b>Optional</b> )	 <p>50 (27 min required)</p>
7	Injury and Environmental Emergencies Summary	 <p>2</p>
8	Prevention Strategies ( <b>Optional</b> ) Part 1: Risks of Smoking and Vaping Part 2: Benefits of a Healthy Lifestyle Part 3: Preventing Illness and Injury	 <p>9 (0 min required)</p>
9	Conclusion	 <p>2</p>
























### Heartsaver Pediatric First Aid CPR AED Outline for the Heartsaver Pediatric Total Course Path

Approximate course path duration: 4¾ hours;  
time may be extended with additional topics










Student-instructor ratio 6:1; student-manikin ratio 3:1

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

Lesson	Course event	Lesson plan actions and time estimate (in minutes)
<b>Child CPR AED</b>		
1	Introduction	  5
2	Child CPR Part 1: Scene Safety and Assessment Part 2: Child Chest Compressions Part 3: Giving Breaths Mouth-to-Mouth Part 4: Using a Face Shield or Pocket Mask to Give Breaths	    26
3	Using an AED (Child) Part 1: AED Part 2: Putting It All Together	    12
4	Summary: Child CPR AED	   2
5	Child CPR Skills Test	  12
6	Choking in Children	   7
7	Water Safety	 2
<b>Infant CPR</b>		
1	Introduction	  2






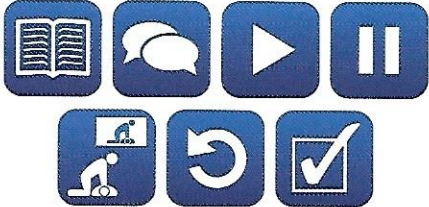


(continued)

















Lesson	Course event	Lesson plan actions and time estimate (in minutes)
2	Infant CPR Part 1: Steps Leading Up to Infant CPR Part 2: Infant Chest Compressions Part 3: Giving Breaths to an Infant Part 4: Using a Pocket Mask to Give Breaths to an Infant Part 5: Putting It All Together	 <p>20</p>
3	Summary: Infant CPR	 <p>2</p>
4	Infant CPR Skills Test	 <p>12</p>
5	Choking in Infants	 <p>11</p>
6	Conclusion (if you are not teaching Adult CPR AED)	 <p>2</p>
<b>Adult CPR AED</b> (Optional: if not teaching Adult CPR AED, go to Lesson 1: Introduction in Pediatric First Aid.)		
1	Introduction	 <p>5</p>
2	Adult CPR Part 1: Adult Chest Compressions Part 2: Giving Breaths Mouth-to-Mouth	 <p>26</p>
3	Using an AED on an Adult Part 1: AED Part 2: Putting It All Together	 <p>15</p>
4	Summary: Adult CPR AED	 <p>2</p>

(continued)



Lesson	Course event	Lesson plan actions and time estimate (in minutes)
5	Adult CPR and AED Skills Test	 20
6	Drug Overdose	 5
7	Choking in Adults	 6
8	Conclusion	 2
<b>Pediatric First Aid</b>		
1	Introduction	 7
2	First Aid Basics Part 1: Introduction to First Aid Part 2: Assessing the Scene and Phoning for Help Part 3: Universal Precautions and Exposure to Blood Part 4: Removing Gloves ( <b>Test</b> ) Part 5: Washing Hands Part 6: Finding the Problem ( <b>Test</b> )	 30
3	First Aid Basics Summary	 3
4	Medical Emergencies Part 1: Allergic Reactions Part 2: Administering an Epinephrine Injection ( <b>Test</b> ) Part 3: Breathing Problems (Asthma) Part 4: Choking (if choking has not been taught yet) Part 5: Diabetes and Low Blood Sugar Part 6: Seizure Part 7: Heart Attack and Stroke Part 8: Fainting	 60

(continued)

Lesson	Course event	Lesson plan actions and time estimate (in minutes)
5	Medical Emergencies Summary	  3
6	Injury and Environmental Emergencies Part 1: External Bleeding (Controlling Bleeding and Bandaging) <b>(Test)</b> Part 2: Shock, Penetrating and Puncturing Injuries, Amputation Part 3: Bleeding From the Nose, Bleeding From the Mouth, Tooth Injuries, Eye Injuries Part 4: Internal Bleeding Part 5: Concussions; Head, Neck, and Spine Injuries Part 6: Broken Bones and Sprains; Splinting Part 7: Burns; Electrical Injuries Part 8: Bites and Stings Part 9: Heat-Related Emergencies Part 10: Cold-Related Emergencies Part 11: Poison Emergencies Part 12: Water Safety	      50
7	Injury and Environmental Emergencies Summary	  2
8	Prevention Strategies Part 1: Risks of Smoking and Vaping Part 2: Benefits of a Healthy Lifestyle Part 3: Preventing Illness and Injury	  9
9	Conclusion	  2



### Heartsaver Pediatric First Aid CPR AED for the Heartsaver Pediatric Total Course Path Blended-Learning Course Outline (In-Person or Virtual Classroom)




Approximate course path duration without optional topics: 2¼ hours;  
time may be extended with additional topics

Student-instructor ratio 6:1; student-manikin ratio 3:1

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

Lesson	Course event	Lesson plan actions and time estimate (in minutes)
1	Introduction	 5
2	Child CPR AED Part 1: Scene Safety and Assessment Part 2: Child Chest Compressions Part 3: Giving Breaths Part 4: Using an AED Part 5: Putting It All Together	 15
3	Child CPR Skills Test	 12
4	Infant CPR Part 1: Infant Chest Compressions Part 2: Giving Breaths Part 3: Putting It All Together	 22
5	Infant CPR Skills Test	 12
6	Relief of Choking in a Responsive Infant	 7
7	Adult CPR AED (Optional) Part 1: Adult Chest Compressions Part 2: Giving Breaths Part 3: Using an AED Part 4: Putting It All Together	 27
8	Adult CPR and AED Skills Test (Optional)	 20

(continued)

Lesson	Course event	Lesson plan actions and time estimate (in minutes)
9	Pediatric First Aid Part 1: Removing Gloves ( <b>Test</b> ) Part 2: Finding the Problem ( <b>Test</b> ) Part 3: Controlling Bleeding and Bandaging ( <b>Test</b> ) Part 4: Administering an Epinephrine Injection ( <b>Test</b> )	 16
10	Prevention Strategies Part 1: Risks of Smoking and Vaping Part 2: Benefits of a Healthy Lifestyle Part 3: Preventing Illness and Injury	 2
11	Conclusion	 2











### Heartsaver Pediatric First Aid CPR AED Outline for the Babysitter Course Path

Approximate course path duration without optional topics: 3½ hours;  
time may be extended with additional topics

Student-instructor ratio 6:1; student-manikin ratio 3:1

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

Lesson	Course event	Lesson plan actions and time estimate for optional and required topics (in minutes)
<b>Child CPR AED</b>		
1	Introduction	 5
2	Child CPR Part 1: Scene Safety and Assessment Part 2: Child Chest Compressions Part 3: Giving Breaths (Mouth-to-Mouth) Part 4: Using a Face Shield or Pocket Mask to Give Breaths	 26
3	Using an AED (Child) Part 1: AED Part 2: Putting It All Together	 12
4	Summary: Child CPR AED	 2
5	Child CPR Skills Test	 12
6	Choking in Children	 7
7	Water Safety	 2
<b>Infant CPR</b>		
1	Introduction	 2

(continued)

**Adult Cycle 2**

Students should deliver another set of 30 compressions and 2 breaths. Evaluate students with the same criteria as in Cycle 1.

**Adult AED**

Students should turn the AED on as required for their specific device; this may require the students to push the power button on the AED, or the AED may turn on automatically when the case is opened. Students should attach the AED pads to the manikin by following the pictures on the pads. Students should follow the prompts of the AED they are using. Instructors should be aware that some of the AED steps outlined on the skills testing checklist might not be completely applicable to all devices. Some AEDs require the patient to be cleared during the analysis and charging cycle, and some AEDs allow compressions to be continued while the device is charging. You should tailor the AED section of the skills testing checklist to the particular device. Once the AED is ready to deliver a shock, the student should clear the person both verbally and visually. Once everyone is clear, the student should press the Shock button. Compressions should resume immediately.

Note: An AED is not used in child or infant testing.

**Adult Cycle 3**

Evaluate the student with the same criteria for compressions as in Cycle 1. After the student delivers another set of 30 compressions and 2 breaths, stop the test.

**Test Results**

If the student successfully performs all of the skills, circle "Pass" on the student's skills testing checklist. If the student does not successfully perform all of the skills, circle "NR" for needs remediation. The instructor should retest (reevaluate) the student on the skills that were not performed correctly by using a new skills testing checklist. If remediation is required, both the skills testing checklist that indicated the need for remediation and the new skills testing checklist indicating that the student passed should be stored with the course records. Provide your initials, your instructor ID, and the date in the box at the end of the checklist.



Heartsaver®  
**Adult CPR and AED  
 Skills Testing Checklist**



Student Name \_\_\_\_\_ Date of Test \_\_\_\_\_

Scenario: "You arrive at the scene for a suspected cardiac arrest. No bystander CPR has been provided. You approach the scene and ensure that it is safe. Demonstrate what you would do next."

**Assessment and Activation**

- Checks responsiveness     Shouts for help/Sends someone to phone 9-1-1 and get an AED
- Checks breathing

Once student shouts for help, instructor says, "Here's the barrier device. I am going to phone 9-1-1 and get the AED."

**Cycle 1 of CPR (30:2)**

**Adult Compressions**

- Performs high-quality compressions\*:
  - Hand placement on lower half of breastbone
  - 30 compressions in no less than 15 and no more than 18 seconds
  - Compresses at least 2 inches (5 cm)
  - Complete recoil after each compression

**Adult Breaths**

- Gives 2 breaths with a barrier device:
  - Each breath given over 1 second
  - Visible chest rise with each breath
  - Gives 2 breaths in less than 10 seconds

*\*CPR feedback devices preferred for accuracy.*

**Cycle 2 of CPR (repeats steps in Cycle 1) Only check box if step is successfully performed**

- Gives 30 high-quality compressions     Gives 2 effective breaths

Instructor says, "Here is the AED."

**AED (follows prompts of AED)**

- Powers on AED     Correctly attaches pads     Clears for analysis     Clears to safely deliver a shock
- Presses button to deliver shock     Student immediately resumes compressions

AED trainer says, "The shock has been delivered."

**Cycle 3 of CPR (repeats steps in Cycle 1) Only check box if step is successfully performed**

- Gives 30 high-quality compressions     Gives 2 effective breaths

**STOP TEST**

**Instructor Notes**

- Place a check in the box next to each step the student completes successfully.
- If the student does not complete all steps successfully (as indicated by at least 1 blank check box), the student must receive remediation. Make a note here of which skills require remediation (refer to instructor manual for information about remediation).

**Test Results**    Circle **PASS** or **NR** to indicate pass or needs remediation:

**PASS**

**NR**

Instructor Initials \_\_\_\_\_ Instructor Number \_\_\_\_\_ Date \_\_\_\_\_

Heartsaver®

## Adult CPR and AED Skills Testing

### Critical Skills Descriptors

1. **Assesses the person and activates emergency response system (this must precede starting compressions) within a maximum of 30 seconds. After determining that the scene is safe:**
  - Checks for responsiveness by tapping and shouting
  - Shouts for help/directs someone to use a cell phone to phone 9-1-1 or leave to find a phone and get AED
  - Checks for no breathing or no normal breathing (only gasping)
    - Scans from the head to the chest for a minimum of 5 seconds and no more than 10 seconds
2. **Cycle 1: Performs high-quality chest compressions (initiates compressions immediately after recognition of cardiac arrest)**
  - Correct hand placement
    - Lower half of the breastbone
    - 2-handed (second hand on top of the first)
  - Compression rate of 100 to 120/min
    - Delivers 30 compressions in 15 to 18 seconds
  - Compression depth and recoil—at least 2 inches (5 cm)
    - Use of a commercial feedback device/manikin is highly recommended
    - Complete chest recoil after each compression
3. **Cycle 1: Provides 2 breaths by using a barrier device**
  - Opens airway adequately
    - Uses a head tilt–chin lift maneuver
  - Delivers each breath over 1 second
  - Delivers breaths that produce visible chest rise
  - Avoids excessive ventilation
  - Resumes chest compressions in less than 10 seconds
4. **Cycle 2: Performs same steps for compressions and breaths as in Cycle 1**
5. **AED use**
  - Powers on AED
    - Turns AED on by pushing button or lifting lid as soon as it arrives
  - Correctly attaches pads
    - Places proper-sized pads for person's age in correct location
  - Clears for analysis
    - Clears rescuers from person for AED to analyze rhythm (pushes analyze button if required by device)
    - Verbalizes and visually demonstrates to stay clear of the person
  - Clears to safely deliver shock
    - Verbalizes and visually demonstrates to stay clear of the person
  - Presses button to deliver a shock
    - Resumes chest compressions immediately after shock delivery
    - Does not turn off AED during CPR
6. **Cycle 3: Performs same steps for compressions and breaths as in Cycle 1**



## Understanding the Pediatric First Aid Skills Testing Checklist

### *Removing Gloves*

The student must complete all steps in this box in the order listed.

#### **Script**

The instructor tells the student, "EMS has arrived and takes over. You may now remove your gloves. Demonstrate what you would do next."

#### **Grips One Glove**

The student should remove the gloves by gripping one glove on the outside, near the cuff, and peeling it off, inside out. The student should not touch the outside of the gloves.

#### **Cups the Inside-Out Glove**

The student should cup the inside-out glove with the gloved hand. The student should not touch the outside of the gloves.

#### **Uses 2 Fingers**

The student should use 2 fingers, from the hand that is bare, to peel the second glove off, with the first glove inside it. The student should not touch the outside of the gloves.

#### **Verbalizes the Need to Dispose of Gloves Properly**

The student should verbalize that they are disposing of the gloves properly.

### *Finding the Problem*

The student must complete all steps in this box in the order listed.

#### **Script**

The instructor tells the student, "You find a child lying on the floor. A phone, a first aid kit, and an AED are on the wall. Demonstrate how you would find the problem."

#### **Verbalizes That the Scene Is Safe**

The student verbalizes that the scene is safe before proceeding.

#### **Taps and Shouts**

The student taps the manikin on the shoulders and speaks in a loud voice (eg, "Are you OK?").

#### **Script**

The instructor tells the student, "The child is unresponsive."

#### **Shouts for Help/Phones 9-1-1/Gets First Aid Kit and AED**

The student must tell someone to phone the emergency response number (or 9-1-1) and get an AED. The student must tell the bystander to perform both actions.

The student may say any phrase indicating emergency response number or 9-1-1, or they may say the student's specific work-site emergency response number.

#### **Checks Breathing**

The student quickly checks the manikin for no breathing or only gasping by scanning the manikin back and forth and from the head to the chest for at least 5 seconds but no more than 10 seconds.

#### **Script**

The instructor tells the student, "The child is breathing normally."

#### **Looks for Injury and Medical Information Jewelry**

The student looks quickly and scans the manikin from head to toe, looking for signs of injury. The student also verbalizes checking the person for medical identification jewelry. It is acceptable for the student to visually check for medical information jewelry at the wrists and neck.

**Script**

The instructor tells the student, "The child is not injured, and there is no medical information jewelry."

**Verbalizes Staying With the Child Until EMS Arrives**

After performing all the steps for finding the problem, the student needs to verbalize that they will remain with the child until advanced help arrives.

***Using the Epinephrine Pen***

The student must complete all steps in this box in the order listed.

**Script**

The instructor tells the student, "A child has a severe allergic reaction, has an epinephrine pen, and needs help using it. You have completed all previous steps and are now ready to use the epinephrine pen. You have read the manufacturer's instructions, which state to inject for 3 seconds. Demonstrate what you would do next."

**Holds Epinephrine Pen in Fist**

The student holds the epinephrine pen in their fist while not touching either end of the pen. Also, the student's hands or fingers are not over either end of the pen.

**Takes Off Safety Cap**

The student removes the safety cap and continues to hold the epinephrine pen correctly, as described above. The student continues to avoid having the hands or fingers over either end.

**Holds Leg in Place; Presses Epinephrine Pen Firmly Against Outer Side of Thigh for 3 Seconds**

The student holds the leg firmly in place just before and during the injection. The student removes the cap if there is one. The student presses the epinephrine pen firmly against the outer side of the person's thigh, halfway between the hip and knee, and holds the pen in place for about 10 seconds. The student presses with sufficient force to cause the epinephrine pen to activate (the pen will make a clicking sound). For EpiPen and EpiPen Jr autoinjectors, hold the autoinjector in place for 3 seconds. Some other autoinjectors may be held in place for up to 10 seconds. Be familiar with the manufacturer's instructions for the type of autoinjector you are using.

**Removes Epinephrine Pen**

The student should remove the epinephrine pen by pulling it straight out from the leg.

**Rubs Injection Site for 10 Seconds**

The student should rub the outer side of the person's thigh, halfway between the hip and knee, for 10 seconds. Once the student has completed this step, stop the test. There is no need for the student to perform any additional steps.

***Controlling Bleeding and Bandaging***

The student must complete all steps in this box in the order listed.

**Script**

The instructor tells the student, "You will demonstrate controlling bleeding and then bandaging a small cut on the person's forearm. You have the first aid kit and are now ready to begin."

**Verbalizes Putting on Gloves and Places Pressure Over Cut With a Clean Dressing**

The student verbalizes putting on gloves. Gloves are the only indicated/required personal protective equipment for this test. It is acceptable for the student to actually wear the gloves. The student places a clean dressing over the cut and applies pressure.



**Script**

After about 15 seconds, the instructor tells the student, "The bleeding is not stopping."

**Presses Harder**

The student presses harder to ensure that the bleeding is stopped.

**Script**

After another 5 seconds, the instructor tells the student, "The bleeding has stopped."

**Applies Bandages Over the Dressings**

The student uses a knot, tape, or similar method to secure the bandage. The student holds the dressing firmly in place and verbalizes how to secure the dressing with a bandage.

***Test Results***

If the student successfully performs all of the skills, circle "Pass" on the student's skills testing checklist. If the student does not successfully perform all of the skills, circle "NR" for needs remediation. The instructor should retest (reevaluate) the student on the skills that were not performed correctly by using a new skills testing checklist. If remediation is required, both the skills testing checklist that indicated the need for remediation and the new skills testing checklist indicating that the student passed should be stored with the course records. Provide your initials, your instructor ID, and the date in the box at the end of the checklist.

# Heartsaver®

## First Aid Skills Testing Checklist



Student Name \_\_\_\_\_ Date of Test \_\_\_\_\_

Scenario: "EMS has arrived and takes over. You may now remove your gloves. Demonstrate what you would do next."

### Removing Gloves

- Grips one glove on the outside, near the cuff, to peel it off
- Cups the inside-out glove with the gloved hand
- Places 2 fingers of the bare hand inside the cuff to peel the second glove off, with the first glove inside it
- Verbalizes the need to dispose of the gloves properly

Scenario: "You find a coworker lying on the floor in the break room. A phone, a first aid kit, and an AED are on the wall. Demonstrate on how you would find the problem."

### Finding the Problem

- Verbalizes that the scene is safe
- Taps and shouts\*
- Shouts for help/Phones 9-1-1/Gets the first aid kit and AED
- Checks breathing†
- Looks for injury and medical information jewelry‡
- Verbalizes that he or she will stay with the person until EMS arrives

\*After the student taps and shouts, the instructor says, "The person is unresponsive."

†After the student verbalizes that they have checked for breathing, the instructor says, "The person is breathing normally."

‡After the student checks for injury and medical information jewelry, the instructor says, "The person is not injured, and there is no medical information jewelry."

Scenario: "A coworker has a severe allergic reaction, has an epinephrine pen, and needs help using it. You have completed all previous steps and are now ready to use the epinephrine pen. You have read the manufacturer's instructions, which state to inject for 3 seconds. Demonstrate what you would do next."

### Using an Epinephrine Pen

- Holds epinephrine pen in fist
- Takes off safety cap
- Holds leg in place; presses epinephrine pen firmly against outer side of thigh for 3 seconds
- Removes epinephrine pen
- Rubs injection site for 10 seconds

Scenario: "You will demonstrate controlling bleeding and then bandaging a small cut on the person's forearm. You have the first aid kit and are now ready to begin."

### Controlling Bleeding and Bandaging

- Verbalizes putting on gloves, and places pressure over cut with a clean dressing\*
- Presses harder to ensure that bleeding is stopped†
- Applies bandages over the dressings

\*After about 15 seconds, the instructor says, "The bleeding is not stopping."

†After another 5 seconds, the instructor says, "The bleeding has stopped."

## STOP TEST

### Instructor Notes

- Place a check in the box next to each step the student completes successfully.
- If the student does not complete all steps successfully (as indicated by at least 1 blank check box), the student must receive remediation. Make a note here of which skills require remediation (refer to instructor manual for information about remediation).

**Test Results** Circle **PASS** or **NR** to indicate pass or needs remediation:

**PASS**

**NR**

Instructor Initials \_\_\_\_\_ Instructor Number \_\_\_\_\_ Date \_\_\_\_\_



## Instructor Training and Renewal

### Recruiting and Mentoring Instructors

As a current AHA Instructor, you may have students in your course whom you identify as a strong candidate and they want to become an AHA Heartsaver or Basic Life Support Instructor. The AHA encourages you to take a moment to pass along the following information to all students who are interested in becoming an instructor after they successfully complete the provider course.

An AHA Instructor course teaches the methods required to effectively instruct others in Heartsaver and Basic Life Support courses. The AHA requires that instructors be at least 18 years of age to attend Heartsaver Instructor and Basic Life Support Instructor courses.

### Instructor Candidate Selection

The ideal instructor candidate

- Is motivated to teach
- Is motivated to facilitate learning
- Is motivated to ensure that students acquire the skills necessary for successful course completion
- Views student assessment as a way to improve individual knowledge and skills

### Instructor Course Prerequisites

Prospective participants in an AHA Instructor course must

- Be accepted by an authorized AHA Training Center
- Have completed an Instructor Candidate Application (obtained from the Training Center Coordinator)
- Have current provider status in the discipline they wish to teach
- Successfully complete the Instructor Essentials Course for the discipline in which they are becoming an instructor, including both the online portion and the classroom/hands-on session.
- Successfully be monitored teaching within 6 months of completing the hands-on session of their Instructor Essentials Course (Training Center Coordinators may require additional monitoring, if needed)

### Maintaining Instructor Status

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

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

## Issuing an Instructor Card

Your instructor card is issued by your Training Center for that discipline. That may not be the same Training Center where you took your training or monitoring.

All instructor cards are issued for 2 years.

### If you are a new instructor:

- You must be monitored when teaching your first course within 6 months of completing the classroom portion of your training. Current Training Faculty for your discipline must monitor you teaching a provider course or an update or renewal course. It is your responsibility to schedule this monitoring, working with the Training Faculty who conducted your course or with the Training Center Coordinator of your Training Center.
- You will receive your instructor card from your Training Center once you have successfully completed all monitoring requirements. The expiration date will be 2 years from the month you completed all requirements, including monitoring.
- You must register on the Instructor Network with your Training Center so that you receive your instructor ID number. This number is placed on the back of your card, so you need it before your card can be issued. Any questions about receiving your instructor card should be directed to your Training Center Coordinator.

### If you are an existing instructor:

- Your new instructor card will be issued by your Training Center when you have completed and documented all renewal requirements. It is your responsibility to see that all requirements are met. If you believe that you will not be able to meet a requirement or will not be able to teach the required number of classes, notify your Training Center Coordinator before your expiration date. There are times when exceptions can be made or extensions given. However, this is at the discretion of your Training Center Coordinator.
- You must register on the Instructor Network. It is a requirement that all instructor cards have the instructor ID number on the back and that all provider cards issued have the ID number of the instructor listed.



## CPR FAQs

### ***Why do the courses teach compressions and breaths first?***

Compressions are the most important skill of CPR. Studies have shown that students mastered CPR skills best when they began by practicing compressions and breaths, then the other skills, and then put it all together.

### ***Why don't the lay rescuer courses teach jaw thrusts?***

The jaw thrust for opening an airway is a difficult technique to learn. To make sure that the lay rescuer can open the airway, only head tilt–chin lift is taught. In addition, all methods of opening the airway can produce movement of an injured spine, so the jaw thrust may not be any safer than head tilt–chin lift.

### ***Why is the ratio a maximum of 3 students to 1 manikin?***

The 3:1 ratio is used to optimize the amount of time each student practices with a manikin while also keeping the course length reasonable. This also allows the instructor the ability to monitor and assist students.

### ***Why don't the lay courses teach students to reassess breathing?***

Compressions are at the core of good CPR. Every time compressions are interrupted, the first few compressions are not as effective as later compressions. The more often the compressions are interrupted, the lower the person's chance of survival.

### ***Why don't we teach AED for infants?***

Cardiac arrest in infants is most often caused by a problem with breathing that worsens over a short period of time. This means that an AED is less likely to be effective in infants compared with adults.

### ***Why isn't there practice for adult and child choking?***

Actions to assist a person who is choking cannot be safely performed on other students in the classroom. Unfortunately, most manikins used in the classroom are not suitable for effective practice. Although we have included the choking practice before, it likely does not prepare people for a choking emergency because it cannot be practiced correctly in the classroom. Rather than practice potentially incorrect techniques such as inadequate abdominal thrusts and to avoid risk of harm to other students, the choking practice was removed from the course.

### ***Is there a specific place to tap a person when checking for a response?***

It doesn't matter where the person is tapped. For consistency, we teach tapping the shoulder of adults and children and tapping the foot of infants.

### ***Why are manikin shirts required?***

Moving clothes out of the way is an essential part of CPR. Students need to practice moving clothes out of the way.

### ***Can I get into legal trouble if I don't do CPR correctly?***

Do CPR to the best of your ability. As long as you are trying to do the right thing and you are not trying to hurt the person, Good Samaritan laws will protect you in most states.

### ***I am afraid to give breaths without a barrier device. Should I just do nothing if I don't have a mask?***

You might carry a barrier device with you. Some barrier devices fold up very small and fit on a key ring. If your job requires you to use a barrier device and you don't have one, do compressions until someone with a barrier device arrives. Compressions alone are better than doing nothing for teens and adults. Children and infants should always be given compressions and breaths.

**Can I contract an infectious disease by doing CPR?**

While there is a risk of disease transmission, this risk is extremely small and should not deter you from performing CPR. Use of a barrier device may reduce the risk further. If you are unable or unwilling to provide breaths, perform Hands-Only CPR until advanced help arrives.

**When should I stop CPR?**

Stop when

- The person starts to move
- Someone with more advanced training arrives and takes over
- You are too exhausted to continue or it is dangerous for you to continue, such as during an airplane landing (resume as soon as you can unfasten your seatbelt)

**How do I give CPR to someone with an opening in the neck?**

Some people have an opening that connects the airway directly to the skin. This is called a stoma. If the person needs breaths, give them directly into the stoma.

**If I find a person on a bed, should I move them to the floor so that I have a hard surface under their back?**

If you can, quickly move the person to a firm surface to give CPR if it is safe for you to do so without injury to yourself. Make sure you support the head and neck. If you are alone and can't move the person, try to find something flat and firm. Slide it under the back to provide a firm surface.

**What should I do if the person has dentures?**

Leave them in place if possible. If they get in the way of creating an airtight seal, remove them.

**Does the AHA endorse "cough CPR"?**

No. "Cough CPR" doesn't work if the person doesn't respond. If you think you or someone else is having a serious medical emergency, phone your emergency response number (or 9-1-1).

**Why don't we do a pulse check?**

Even some healthcare providers have a hard time telling if there is a pulse within 10 seconds. It is better to give CPR to a person who has a pulse than to not give CPR to someone who needs it.

**What should I do if the person vomits?**

1. Turn the person's head to the side so the person doesn't choke.
2. Clear the mouth by sweeping it with a cloth or other material wrapped around your fingers.
3. Reposition the person and resume CPR.

**If I am choking and alone, what should I do?**

Although there is no science to support this recommendation, a person who is alone and choking may be able to give abdominal thrusts to himself over a hard object such as the back of a chair.

**What is the difference between cardiac arrest and heart attack?**

People often use the terms cardiac arrest and heart attack interchangeably, but they are not the same. As an instructor, it is important to know the difference:

- Cardiac arrest occurs when the heart malfunctions and stops beating.
- A heart attack occurs when blood flow to one part of the heart is blocked and the heart continues beating.



## First Aid FAQs

### ***Why does the tongue swell in a severe allergic reaction?***

An allergic reaction causes the release of chemical mediators (such as histamines) in the body. If the person experiences a severe allergic reaction, they may experience symptoms such as swelling (edema) of the tongue. Swelling of the face, neck, or tongue can block the airway and make it difficult to breathe.

### ***Why is it OK to do a head tilt–chin lift on a person who may have a head, neck, or spine injury?***

Someone who isn't breathing won't survive if you don't give them breaths. There are other methods of opening the airway, but they also may move the head, neck, or spine, and the other methods may not be as successful for opening the airway.

### ***Why don't you give anything by mouth to a person with diabetes who isn't responding?***

If the person isn't responding, they may choke.

### ***What solutions are most effective for preserving a knocked-out tooth?***

Hank's Balanced Salt Solution, also known as HBSS (containing calcium, potassium chloride and phosphate, magnesium chloride and sulfate, sodium chloride, sodium bicarbonate, sodium phosphate dibasic, and glucose), is demonstrated to have efficacy at prolonging dental cell viability from 30 to 120 minutes, and it may be available to first aid providers. If this is unavailable, wrap the tooth in cling film. If neither HBSS or cling film is available, store the person's tooth in cow's milk or in the injured person's saliva—not in the person's mouth. Do not store the tooth in tap water.

### ***Why is it best to have non-latex gloves in the first aid kit?***

Some people are very allergic to latex and may not know it. When you put on gloves, latex may be released into the air.

### ***Suppose I don't get any blood or body fluids on my gloves. Can I reuse them?***

No. You may not see any blood or body fluids on the gloves. However, some may still be there. Remove and dispose of the gloves properly.

### ***How do I know whether bleeding is minor, moderate, or severe?***

If the cut is not bleeding or is a small abrasion, assume the cut is minor. Wash a minor cut with soap and water and once the bleeding has stopped, you can apply an antibiotic ointment, provided the person has no known allergies, before applying a bandage. For moderate bleeding, you'll want to use pressure to stop the bleeding before applying a bandage.

Assume bleeding is severe if it does not stop or slow down with pressure and blood is quickly soaking through the bandage.