

## Preparing for the Course

### Course Overview

#### Course Goal

The goal of the BLS Course is to train participants to save the lives of victims in cardiac arrest through high-quality CPR. The AHA designed the BLS Course to teach healthcare professionals how to perform high-quality CPR individually or as part of a team. BLS skills are applicable to any healthcare setting. BLS students will learn rescue techniques for adults, children, and infants.

#### Learning Objectives

At the end of the BLS Course, students will be able to

- Describe the importance of high-quality CPR and its impact on survival
- Describe all the steps of the Chain of Survival
- Apply the BLS concepts of the Chain of Survival
- Recognize when someone needs CPR
- Perform high-quality CPR for an adult, a child, and an infant
- Describe the importance of early use of an AED
- Demonstrate the appropriate use of an AED
- Provide effective ventilation by using a barrier device
- Describe the importance of teams in multirescuer resuscitation
- Perform as an effective team member during multirescuer CPR
- Describe how to relieve foreign-body airway obstruction for an adult, a child, and an infant

#### Educational Design

The AHA's BLS Course is designed for healthcare providers caring for patients both in and out of the hospital setting. Three different course formats are available to accommodate the learning needs of individual students and offer flexibility for instructors. All 3 course formats include the same learning objectives and result in the same course completion card. A list of available formats is below.

- **Instructor-led training:** This option is led by an instructor in a classroom setting. Instructors deliver courses designed to include both the cognitive portion of training and the psychomotor component of thorough skills practice and testing.
- **Blended learning:** Blended learning uses online technology not only to supplement but also to transform and improve the learning process. Successful blended learning can reach students with varying learning styles and in different environments. It is a combination of eLearning, in which a student completes part of the course in a self-directed manner, and a hands-on session with an instructor or a HeartCode-compatible manikin.

- Resuscitation Quality Improvement® (RQI®): A unique ECC program designed specifically for training actively employed healthcare providers in clinical environments. Unlike the traditional instructor-led and blended courses, the RQI program is a maintenance-of-competence platform designed for site-specific adoption.

### 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. Time spent at a Training Center or other facility for supervised practice and testing is reduced.
- Instructors have more time to focus on students' learning needs, such as answering questions, coaching, and skills development.
- Testing of core concepts is completed online, so students do not have to wait for other students to finish taking the exam, and instructors have more time to focus on students' learning needs.

### Preparing to Teach HeartCode BLS

To be prepared to teach HeartCode BLS, the blended-learning program for BLS, we recommend that instructors take the online component of the course. This will help instructors understand what students learn there as well as answer questions students may have about the online course. As with instructor-led courses, all online 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 are required to 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 descriptions, and skills sections of the course video. Because some students may require more in-depth information, instructors may want to review the high-performance teams and CCF sections in the course video as well.

### Understanding HeartCode BLS

The online component of HeartCode BLS uses a variety of learning assets—such as dramatizations, animations, self-directed learning, and interactive activities—to teach students the knowledge and skills of BLS. After completing the online portion, students will complete a hands-on skills session either with a HeartCode-compatible manikin or by attending an instructor-led session that focuses on meaningful skills practice, debriefing, team scenarios, discussions of local protocols, and skills testing.

### Validation of Online Course Certificates

When a student has completed the online portion of any AHA course, a skills practice and testing session must be completed with an AHA Instructor or an approved HeartCode-compatible manikin.

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

## Course Audience

### Who Can Take the Course

This course is designed for healthcare providers and trained first responders who provide care to patients in a wide variety of settings or by those in a healthcare training program.

### Course Flexibility

The AHA allows instructors to tailor the BLS Course to meet audience-specific needs. Consider these examples:

- If you are teaching this course to staff at a children's hospital, you might want to include extra practice time on infant and child manikins.
- You may choose to adapt situations to the specific location.
- You may eliminate "phone 9-1-1" for students who are EMS professionals and other emergency responders.

Any changes to the course are in addition to the basic course contents as outlined in this manual and will add to the length 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.

### Who Can Teach the Course

AHA courses must be taught by AHA Instructors who have current instructor status in their specific discipline. 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 BLS 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:

- Each BLS Course must have a lead instructor physically on-site throughout the course.
- 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 BLS Course is flexible. The course is designed for a ratio of 3 students to 1 manikin, with no more than 2 manikins to 1 instructor (6 students to 2 manikins to 1 instructor). With this ratio, 1 instructor observes 2 students during video-led manikin practice (practice while watching). The video for the course is designed to allow the practice-while-watching sections to be repeated as many times as needed.

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 should have his or her 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.

## Course Planning and Support Materials

### Sample Precourse Letter to Students (Classroom Course)

The letter below is a sample you may modify and send to students attending the BLS Course.

(Date)

Dear BLS Course Student:

Welcome to the BLS Course. Enclosed are the agenda and your copy of the *BLS Provider Manual* to help you prepare for the program and the exam. Please bring your *BLS Provider Manual* to class; you will be able to refer to it during class and the exam. If you are using the eBook version, make sure your device is fully charged and download the manual to your device's eReader app in case there is no internet connection. Review both the agenda and the manual 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 class. 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 (HeartCode BLS)

The letter below is a sample you may modify and send to students completing HeartCode BLS.

(Date)

Dear BLS Course Student:

Welcome to the HeartCode® BLS Course. This course has 2 components: an online portion and an instructor-led classroom portion. You must complete the online portion first.

You can access the online portion of the course by using this unique URL: [student's license URL].

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 class. 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

## Room Requirements

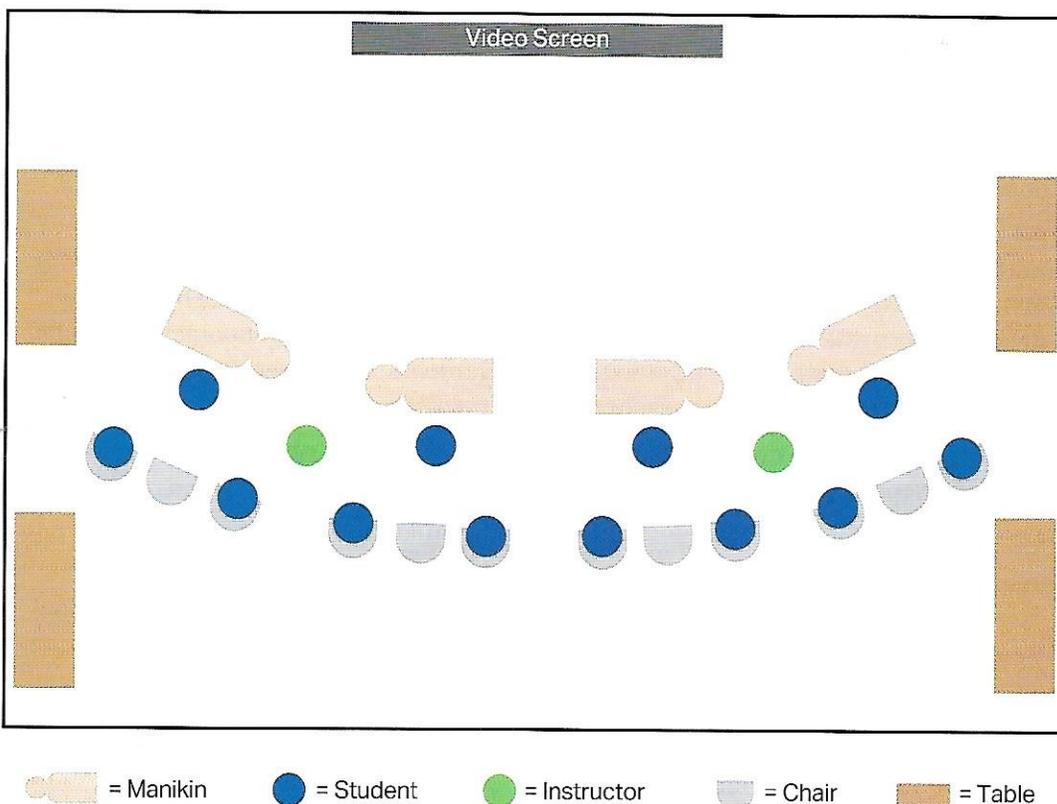
When selecting a location for a BLS Course, make sure the room has

- 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
- A chair for each student
- Ideally, a firm surface with adequate padding/protection for skills practice (eg, carpeted floors, sturdy table top, hospital bed, padded mats)
- A table for completing the exam

## Sample Floor Plan

Figure 2 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 2.** Sample floor plan.



## Core Curriculum

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

## Equipment List

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

### **Course Materials**

- **Course roster:** 1 per class
- **Course agenda:** 1 per instructor, 1 per student (if requested)
- **Lesson plans:** 1 per instructor
- **Course video:** 1 per class

### **Checklists and Exams**

- **Skills testing checklists:** 1 per student
- **Exam version 1:** Paper copies as needed for backup for online exam (for classroom-based students)
- **Exam version 2:** Enough copies for remediation, if needed
- **Blank exam answer sheet:** 2 paper answer sheets per student as needed (for classroom-based students)
- **Exam answer key:** 1 for each exam version
- **Course evaluation:** 1 per student (for classroom-based students)
- **Pencil or pen:** 1 per student

### **Reference Material**

- **BLS Instructor Manual:** 1 per instructor
- **BLS Provider Manual:** 1 per instructor, 1 per student

### **Equipment**

- **AED trainer with adult and pediatric pads:** 1 per student group\*
- **Manikins (adult/child, infant) (child manikin is optional):** 1 per student group\*
- **Pocket mask:** 1 per student
- **Disposable mouthpiece:** 1 per student
- **Bag-mask device (appropriate sizes for each manikin used):** 1 per student
- **Stopwatches:** 2 per student
- **Video player and monitor or screen large enough for all students to view:** 1 per class
- **Manikin cleaning supplies (eg, alcohol pads):** 1 set per class

\*Student group: 1 per group of 3 students if 3:1 student-to-manikin ratio, except during the High-Performance Teams Activity.