



BLS Instructor Essentials Faculty Guide

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Chapter 1: General Concepts

About This Faculty Guide

This course will prepare instructor candidates to teach American Heart Association (AHA) instructor-led and blended-learning course formats. The course educates participants on how to adequately use instructor teaching materials, ensure that students meet learning objectives, offer student coaching, provide objective skills performance evaluation, and follow AHA policies.

This *Instructor Essentials Faculty Guide*, including its lesson plans, is designed for Training Faculty who will teach the hands-on portion of the Instructor Essentials Course. This guide equips Training Faculty with updated materials and educational practices that reflect the *2025 AHA Guidelines for Cardiopulmonary Resuscitation (CPR) and Emergency Cardiovascular Care*.

We have organized this faculty guide to provide an introductory chapter, which discusses the basic logistics for conducting any AHA Instructor Essentials Course. The remaining chapters cover course-specific information.

Educational Design

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

Steps Needed to Become an AHA Instructor

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

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

Role of Faculty

This guide, including the lesson plans, is for Training Faculty who will be teaching the hands-on session of the Instructor Essentials Course. The purpose of this faculty guide and the lesson plans is to provide Training Faculty with materials that contain new information and educational practices that are incorporated into the 2025 AHA resuscitation course portfolio. These materials are to be used as a guide for teaching and preparing instructor candidates to become AHA Instructors. We thank you for your continuous efforts in conducting the hands-on session of Instructor Essentials.

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

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

Find or List a Course



Use the Create a Class tool on Atlas to list your courses. Instructor candidates will then be able to access this information through the AHA's online Course Catalog (at atlas.heart.org) or by phone at 1-877-AHA-4CPR (1-877-242-4277). This link is for United States TCs only.

TC profile information is entered into Atlas by the TCC. The AHA encourages TCs to post scheduled courses on Atlas. With permission from the TCC, TC Faculty may also post scheduled courses.

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

The Find a Class online tool is not available to international TCs and instructors.

Faculty-to-Instructor Candidate Ratio

Keep track of how many people are enrolled in the course. Based on the number of students enrolled, determine how many faculty members are needed to teach and who will be Lead Faculty. The size for each Instructor Essentials Course is flexible, but it is ideal that 1 faculty member conduct an Instructor Essentials Course with at least 4 instructor candidates, up to a maximum of 7 instructor candidates (so as not to exceed a 1:7 ratio). This ratio is ideal because, throughout the course, there are group activities where one instructor candidate would play the role of instructor while the other candidates would play the role of students. An instructor course of 7 candidates would need 2 manikin stations.

Room Requirements and Course Materials

When selecting a location for the hands-on session of the Instructor Essentials Course, make sure the room has

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

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

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

You can find a detailed equipment list for class in Chapter 2 of this faculty guide.

Sample Precourse Letter to Instructor Candidates

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

Dear Instructor Candidate,

Welcome to the **Instructor Essentials Course**! Attached to this email, you'll find the course agenda and *Instructor Essentials Instructor Candidate Workbook*. Please review these materials *before* class to help you feel more prepared and confident. For access to the *Basic Life Support Instructor Manual* and *Basic Life Support Provider Manual*, **[Insert TC-specific process]**. We recommend having access to your manuals during class—you'll be able to refer to them during the exam.

This course includes 2 parts:

1. Online portion: to be completed independently
2. Classroom portion: to be completed in person with an instructor

You must complete the online portion first. Once completed, **print your certificate of completion**.

⚠️ *You must bring this certificate of completion to the classroom portion. It's required to participate in the hands-on session.*

Access your course here: [Course URL]

Classroom Session Details

📅 **Date:** [Date]

🕒 **Time:** [Time]

📍 **Location:** [Location]

👕 What to Wear

Please wear loose, comfortable clothing. You'll be practicing skills that involve kneeling, bending, standing, and lifting. If you have physical conditions that may affect your participation, let your instructor know when you arrive. The instructor will work to accommodate your needs within the stated course completion requirements.

❌ 📅 Unable to Attend?

If you're sick or unable to attend, please contact your instructor to reschedule your training.

We look forward to seeing you on [Day, Date]! If you have any questions, contact [Faculty Name] at [Phone Number].

Warm regards,

[Faculty Name]

Faculty

American Heart Association

Using Lesson Plans

Use lesson plans before and during class.

Before Class

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, and consider preparing a list of questions and answers to use during lesson debriefing.

During Class

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

Understanding Icons

The icons used in the lesson plans are there to remind you of what specific action needs to be taken at that point in the course. The icons used throughout the lesson plans are included in Table 1.

Table 1. Lesson Plan Icons

Icon	Definition
	Discussion
	Play the video
	Instructor candidates practice
	Instructor candidates practice while watching
	Instructor candidate materials
	Exam

Chapter 2: Preparing for the Course

The Basic Life Support (BLS) Instructor Essentials Course is designed for those who want to teach both BLS and Heartsaver® courses.

Who Can Take the Course

The BLS Instructor Essentials Course is a comprehensive course for instructor candidates who have already successfully completed the BLS Course. The role and scope of practice of health care professionals can vary greatly (eg, physicians, nurses, paramedics), so there are no profession-specific guidelines for becoming an AHA Instructor. The instructor candidate must possess the knowledge and skills covered in the provider course within their clinical scope of practice to attend instructor training. Ideal candidates will not only have a solid knowledge base to be able to teach BLS content and protocols but also possess the communication and leadership skills necessary to educate and mentor others effectively. Instructor candidates should exemplify integrity, demonstrate strong ethics, communicate clearly, and model dedication to quality training.

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

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

As a BLS Instructor, candidates will also be able to teach any course within the Heartsaver portfolio. Although instructor candidates will be qualified to teach both BLS and Heartsaver courses after completing the BLS Instructor Essentials Course, they need only a BLS card to enroll in the course.

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

Course Materials and Equipment

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

Table 3. Classroom Equipment and Supplies

Quantity	Materials and equipment
1 per faculty	• <i>BLS Instructor Essentials Faculty Guide</i> with lesson plans • <i>Program Administration Manual</i> (online only) • BLS Course materials: – <i>BLS Instructor Manual</i> with lesson plans – Course video (streaming or course DVD or USB)

Quantity	Materials and equipment
	• Heartsaver Course materials: – <i>Heartsaver Instructor Manual</i> with lesson plans – Heartsaver Course video (DVD, USB, or streaming) • BLS and Heartsaver Instructor Essentials Course videos (DVD, USB, or streaming)
1 per instructor candidate	• 1-way valve and pocket mask • Course agenda • Course evaluation (optional) • BLS skills testing checklists (at least 2 copies of each) for the following: – Adult CPR and AED – Infant CPR • Heartsaver skills testing checklists (at least 2 copies of each) for the following: – Adult CPR and AED – Child CPR – Infant CPR – Adult First Aid – Pediatric First Aid • BLS Instructor Essentials materials: – Instructor candidate workbook – Exam • <i>BLS Instructor Manual</i> • <i>BLS Provider Manual</i> • BLS Course exam • Advisor: BLS materials • Heartsaver First Aid CPR AED Course materials: – <i>Heartsaver Instructor Manual</i> – <i>Heartsaver Student Workbook</i> – Exams
1 per set of 3 instructor candidates (3:1 ratio)	• AED trainer with adult and child AED pads • Manikins with shirts for adult, child (optional), and infant • CPR feedback device (required for adult CPR) • Pocket mask (<i>Note: You must provide one 1-way valve per instructor candidate if you don't have enough pocket masks for every instructor candidate to have their own.</i>) • Stopwatch or other timer (like a cell phone) • Adult bag-mask device and infant bag-mask device
1 per course	• TV with DVD player or computer with USB or DVD video player and projection screen • Course roster • Manikin cleaning supplies

Chapter 3: Teaching the Course

Course Agenda

BLS Instructor Essentials Course Agenda

Instructor candidate–faculty ratio 7:1; instructor candidate–manikin ratio 3:1

Approximately 5.75 hours without breaks

Time	Lesson
8:00-8:10	Lesson 1: Course Introduction
8:10-8:20	Lesson 2: AHA Introduction AHA Mission Instructor Core Competencies
8:20-8:40	Lesson 3: AHA Instructor Resources <i>Program Administration Manual</i> Other Electronic Resources Training Center–Specific Policies
8:40-8:55	Lesson 4: BLS Course Overview (Instructor-Led) Course Formats Instructor Materials Learning Objectives and Course Completion Requirements
8:55-9:10	Lesson 5: BLS Course Preparation Course Paperwork Course Preparation
9:10-10:25	Lesson 6: BLS Course: Lessons 2-4 Lesson 2: 1-Rescuer Adult BLS Lesson 3: Bag-Mask Device and AED Lesson 4: 2-Rescuer Adult BLS
10:25-10:35	Break
10:35-11:35	Lesson 7: BLS Course: Lessons 5 and 6 Lesson 5: High-Performance Teams Lesson 6: Special Considerations
11:35-11:45	Lesson 8: BLS Course: Lessons 7-10 Lesson 7: Child BLS Lesson 8: Infant BLS Lesson 9: Local Protocols Discussion Lesson 10: Relief of Choking
11:45-12:20	Lesson 9: BLS Course: Lessons 11-14 Lesson 11: Conclusion Lesson 12: Skills Test Lesson 13: Exam Lesson 14: Remediation
12:20-12:30	Lesson 10: HeartCode® BLS HeartCode BLS Overview

Time	Lesson
	HeartCode BLS Online Portion HeartCode BLS Hands-On Session
12:30-1:00	Lunch
1:00-1:10	Lesson 11: Heartsaver Course Overview (Instructor-Led) Course Formats Instructor Materials Learning Objectives and Course Completion Requirements
1:10-1:20	Lesson 12: Heartsaver Portfolio Adult CPR AED Child CPR AED Infant CPR AED First Aid
1:20-1:30	Lesson 13: Heartsaver Testing Heartsaver Skills Testing Heartsaver Exam
1:30-1:40	Lesson 14: Heartsaver Blended-Learning Course Heartsaver Blended-Learning Course Overview Heartsaver Online Portion Heartsaver Hands-On Session
1:40-2:25	Lesson 15: Course Conclusion and Exam Course Conclusion BLS Instructor Essentials Exam

Chapter 4: BLS Instructor Essentials Course Faculty Lesson Plans

Precourse

Faculty Tip

Thoroughly review the BLS Course instructor materials, the Heartsaver First Aid CPR AED Course instructor materials, and the BLS Instructor Essentials Course faculty materials. The time you invest in this part of your preparation is important to the overall success of every instructor candidate and will allow the course to run smoothly.

30 to 60 Days Before Class

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

At Least 3 Weeks Before Class

- Review the BLS and HeartCode® BLS Course materials, including
 - BLS Course video
 - *BLS Provider Manual*
 - *BLS Instructor Manual*
 - HeartCode BLS online portion
- Review the Heartsaver First Aid CPR AED Course materials, including
 - Heartsaver First Aid CPR AED Course video
 - *Heartsaver Student Workbook*
 - *Heartsaver Instructor Manual*
 - Heartsaver First Aid CPR AED online portion
- Read through this faculty guide and lesson plans.
 - Prepare any questions for each lesson in advance.
- Review the *Program Administration Manual (PAM)*.
- Send participating instructor candidates the precourse letter, course materials, and course agenda.

1 Week Before Class

Confirm room reservations and that all required equipment is available for the course.

Day Before Class

- Set up the room and make sure that all technology and equipment are working properly.
 - If the room is not accessible the day before, you can also do this before class begins the day of the course.
- Coordinate the roles and responsibilities with additional faculty, if needed, to fulfill the course agenda and ensure efficiency and timing of the course.
- Ensure that all course paperwork is in order.
- Verify that instructor candidates have successfully completed the BLS Course by viewing proof of their current BLS course completion card. Instructor candidates do not need a Heartsaver course completion card to take the BLS Instructor Essentials Course.
- Verify that all instructor candidates have an alignment agreement with a TC.

Day of Class

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

- Locate the nearest AED in the building, review the emergency response plan, and confirm the emergency response number.
- Have the video (streaming, USB, or DVD) ready to play before instructor candidates arrive, and make sure it is working properly with sound.
- Distribute supplies to the instructor candidates or set up supplies for instructor candidates to collect when they arrive, with clear instructions on what they need.
- Greet instructor candidates as they arrive to put them at ease, and direct them where to go.
- Verify that all instructor candidates have completed the BLS Instructor Essentials online portion.
- Make sure all instructor candidates complete the course roster as they arrive for class.

Lesson 1

Course Introduction

10 minutes

Faculty Tips

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



Discussion

In a large group, with all instructor candidates, do the following:

- Introduce yourself and additional faculty, if present.
- Invite instructor candidates to introduce themselves.
- Explain that the course is interactive. Refer to the following points for discussion with instructor candidates:
 - Your role
 - Video-based and hands-on learning with practice
 - Explain to instructor candidates that during class, they will have the opportunity to go through the overall flow of the BLS Course, with extensive practice demonstrating instructor skills.
 - Use and reference of the *BLS Instructor Manual*, lesson plans, and skills testing checklists
 - Exam
- Ask that any instructor candidate who anticipates difficulties because of personal limitations, such as a medical concern or knee or back problems, speak with one of the faculty.
- Explain the layout of the building, including bathrooms and emergency exits.
- Remind instructor candidates that all AHA courses are to be conducted in a smoke-free facility, including surrounding grounds, parking lots, and entrances.
- Remind instructor candidates of where the nearest AED is located and the emergency response number.
- Describe the course agenda:
 - Inform instructor candidates of breaks you have scheduled during the class.
 - Tell the instructor candidates, "We are scheduled to end at ____."
- Remind instructor candidates what they will learn during the course. Direct instructor candidates to review the Instructor Essentials course objectives in the *Instructor Essentials Instructor Candidate Workbook*.
- Remind instructor candidates that they must score at least 84% on the exam as part of the course completion requirements.
- Encourage instructor candidates to write notes in their instructor candidate workbook and *BLS Instructor Manual* throughout the course.

Lesson 2

AHA Introduction

10 minutes

AHA Mission

Instructor Core Competencies

Learning Objective

- List the core competencies of an AHA Instructor

Faculty Tip

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



Instructor Candidate Materials

For this lesson, instructor candidates will need their instructor candidate workbook so they can follow along with the AHA Mission and ECC Guiding Philosophy.



Discussion: AHA Mission

Discuss the following mission statements with instructor candidates by first reading the mission statement and then discussing as a group their role in the overall AHA Mission and ECC Guiding Philosophy.

AHA Mission

Our mission is to be a relentless force for a world of longer, healthier lives. That single purpose drives all we do. The need for our work is beyond question.

The AHA is the United States' oldest and largest voluntary health organization dedicated to saving people from heart disease and stroke. Heart disease is the No. 1 killer worldwide, and stroke ranks second globally. The AHA is the trusted leader in ECC and trains people around the world in how to save lives with CPR and first aid.

ECC Guiding Philosophy

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

The goal of the AHA's ECC Programs, specifically, is to be the world's premier resuscitation organization and serve the global community of scientists, health care professionals, and citizens as a critical leader in discovery, processing, and transfer of resuscitation science. Our programs, products, and services focus on maximizing survival from life-threatening cardiovascular emergencies.



Discussion: Instructor Core Competencies—Instructor Candidate Workbook

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

- **Skills:** be proficient in all the skills of the disciplines they teach
- **Course delivery:** teach AHA materials correctly and as they were intended

- **Testing:** be able to test their students effectively
- **Professionalism:** maintain a high standard of ethics and professionalism when teaching AHA courses
- **Program administration:** be able to manage time, space, materials, and paperwork in compliance with AHA guidelines

Lesson 3

AHA Instructor Resources

20 minutes

Program Administration Manual

Other Electronic Resources

Training Center–Specific Policies

Learning Objectives

- Describe the purpose of the PAM
- Identify resources available to an AHA Instructor

Faculty Tips

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



Discussion: PAM

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

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

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



Discussion: Atlas

Share the Atlas website (atlas.heart.org) and discuss the following information about Atlas with instructor candidates:

- All AHA Instructors are required to have an Atlas account.
- Atlas contains information that is needed and used by AHA Instructors, including science updates and information on how to order materials.
- Inform instructor candidates that they will need to align with a TC or a Training Site through Atlas by creating a profile.
 - The instructor ID number will be assigned by Atlas after the instructor card has been issued. If the instructor candidate already has an instructor ID number from another discipline, the number will remain the same.
 - The instructor ID number will be on the instructor card and placed on every course completion card.
- Instructors can have multiple alignments, but they should not create a second profile. The other alignments can be added to an existing profile. The TC that an instructor has primary alignment with is responsible for maintaining the instructor's records, course monitoring, and issuing and renewing the instructor's card.



Discussion: TC-Specific Policies

Discuss the following list of policies with instructor candidates, and **provide TC-specific policies to review during this lesson**. Responses will vary depending on how each TC implements each policy, so have information prepared in advance to engage discussion. Encourage instructor candidates to write responses in their instructor candidate workbook.

- How to register to teach classes
- How much notice to give the TC to arrange a class
- How to advertise and communicate with students
- What to do about equipment for the class; decontamination policy
- How to obtain course materials for students
- How to manage course rosters, skill testing sheets, exam answer sheets, and course completion cards
- Dispute resolution
- Compliance with the Americans With Disabilities Act

Lesson 4

BLS Course Overview (Instructor-Led)

15 minutes

Course Formats

Instructor Materials

Learning Objectives and Course Completion Requirements

Learning Objectives

- Identify discipline-specific course formats available to students for completion of the course
- List discipline-specific course completion requirements
- Describe discipline-specific flexibility options within the course that are available to an AHA Instructor

Faculty Tips

- Inform instructor candidates that they can refer to their instructor candidate workbook during and after the course, but now they will transition to using and becoming familiar with the *BLS Instructor Manual*.
- Before teaching this lesson, become familiar with how the instructor materials are aligned within the BLS Course, including the lesson plans and the BLS Course video.
 - Have the BLS Course video ready for this lesson to show instructor candidates the menu options.
- Review the Course Goal, Course Objectives, and Educational Design sections of Part 2: Preparing for the Course in the *BLS Instructor Manual*.
- Remind instructor candidates that, for this portion of the BLS Instructor Essentials Course, they will move through the elements of the BLS Course, and it is important to keep in mind the perspective of their future students as they learn how to teach the BLS Course.
- Thoroughly review the *BLS Instructor Manual* to learn more about all course options.



Instructor Candidate Materials

For this lesson, instructor candidates need their *BLS Instructor Manual*.



Discussion: BLS Course Formats

Inform instructor candidates that, in addition to instructor-led training, there are 2 other course formats that students can use to obtain a BLS course completion card:

- Instructor-led training: classroom-based course taught by an instructor
- Blended learning (HeartCode® BLS): online learning portion followed by a hands-on session of practice and skills testing that can be completed with an AHA Instructor or a computer-based module with a HeartCode-compatible manikin
- Resuscitation Quality Improvement® (RQI®): maintenance of competence training for employed health care professionals in clinical environments; not led by an instructor

Remind instructor candidates that all course formats are tailored to teach both in-hospital and out-of-hospital health care professionals, depending on audience needs.



Discussion: Instructor Materials

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

Teaching With a Video

Many of the lessons in the BLS Course use the practice-while-watching format. This means that students practice skills as the video guides them. To make sure that course material is taught consistently and that students benefit from the latest scientific research, explain to instructor candidates that they must show all of the course's video lessons in their entirety.

Practice While Watching

The practice-while-watching method is used to teach skills in the BLS Course. Practice while watching is an effective approach for building skills performance.

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

It is recommended that instructors play the video through once. Then, allow students time to practice while they follow the video demonstration. Observe students' performance of the skills and provide corrective feedback.

Instructors should use the practice-while-watching video to observe skills performance and provide corrective feedback to students as they practice skills along with the video.

BLS Course Video Overview

- BLS videos are now available on USB, on DVD, or in online digital format.
 - The BLS Course online digital format features the same content as the BLS Course USB or DVD but is an alternative to those formats. The online digital format gives instructors 2 options to view the course video: by streaming course videos with an internet connection or by downloading course videos to an app on a device for offline viewing. Online digital videos include the required video segments for the instructor-led BLS Course, BLS Renewal Course, and HeartCode® BLS Course.
 - The agenda and lesson plans found in the *BLS Instructor Manual* explain when to play the appropriate video for each version of the BLS Course.
- Organization of the course video:
 - The course videos are organized by the course tracks: in-hospital and out-of-hospital. The course videos are organized by lessons that correspond with the lesson plans.
 - Many lessons have an in-hospital or out-of-hospital real-world dramatization video for the specific course track that plays to open each lesson.
 - Lessons include instruction videos of the skills being taught, followed by practice while watching of the skill, where applicable.
- Menu navigation options on the video; navigate to each menu while discussing the following with instructor candidates:
 - Click through the course video track options
 - Discuss how the course video is arranged
 - Discuss how videos can be replayed in the USB, streaming, and DVD format for practice-while-watching videos

Lesson Plans Overview

- Lesson plan design
 - The lesson plan titles and icons, which indicate instructor actions, correspond with the course video.
 - The lesson plans contain the following elements to help instructors teach the course. Emphasize that instructors need to review and use these elements:
 - Learning Objectives
 - References to the *BLS Provider Manual*
 - Discussion notes
 - Practice While Watching: steps to each skill, aiding in instructor feedback
- Instructor flexibility
 - There are optional lessons and optional practice sessions throughout the BLS Lesson Plans to help instructors tailor the course to audience needs.
 - Instructor-led practice and discussions are also featured throughout the BLS Lesson Plans to promote student-instructor interaction.



Instructor Candidate Materials

Now, have instructor candidates turn to Part 6: BLS Course Lessons Plans and Lesson 1: Course Introduction in their *BLS Instructor Manual*. Instructor candidates will need to locate the learning objectives and course completion requirements and follow along as you discuss.



Discussion: Learning Objectives and Course Completion Requirements

- Explain to instructor candidates that these learning objectives are the measurable outcomes of a student's completion of the course and are organized by each lesson, in addition to the course completion requirements for a health care professional to receive a BLS course completion card.
- Course flexibility: As a BLS Instructor, you'll teach a diverse audience that includes both in-hospital and out-of-hospital health care professionals. The course's ability to serve both of these audiences is supported in the instructor-led (classroom) course as well as HeartCode BLS by both instructor and student materials.
- Course lessons and videos are tailored so that all students can experience settings that are most applicable to their practice. For example, if most of your students work in a hospital setting, you can select the in-hospital course track for the course video. Skills testing checklists include both in-hospital and out-of-hospital scenarios to adapt to the students' needs.

Lesson 5

BLS Course Preparation

15 minutes

Course Paperwork

Course Preparation

Learning Objective

- Use discipline-specific AHA instructor materials: instructor manual, lesson plans, course videos, and skills testing checklists

Faculty Tips

- Be familiar with all up-to-date course paperwork and your TC policies to provide instructor candidates with specific information on where to obtain all the forms they will need for teaching.
- Review the Preparing Your Materials section of the instructor candidate workbook and Part 2: Preparing for the Course in the *BLS Instructor Manual*, including the equipment list, before teaching this lesson.
- The AHA strongly recommends that instructors take the online portion of a blended-learning course if teaching blended-learning courses. Hands-on sessions are more effective if the instructor is familiar with the information presented to students before the students enter the classroom portion of the course.



Instructor Candidate Materials

For this lesson, instructor candidates will refer to Part 1: Prepare in their *Instructor Essentials Instructor Candidate Workbook*.



Discussion: Course Paperwork

Let instructor candidates know they can refer to the Preparing Your Materials section of the instructor candidate workbook.

Provide copies of course rosters and course evaluations to instructor candidates. Discuss how to obtain the following course paperwork, and include specific procedures that pertain to your TC:

- **Course rosters:** Available on Atlas or from the TCC; must be retained by your TC
- **Course evaluations:** Available on Atlas or from the TCC; must be retained by your TC (course evaluations may also be completed when claiming eCards)
- **Student materials:** Ordered from your TC, the AHA at [ShopCPR.Heart.org](https://shopcpr.heart.org), or other authorized distributors; the TCC can provide a list of AHA distributors for instructors outside the United States
- **Exams:** Information provided from the TCC on how to obtain online or paper exams; refer to the PAM and the *BLS Instructor Manual* for information about exam administration and security; exams need to be kept by your TC for those students who did not meet course completion requirements
- **Skills testing documents:** Found in the *BLS Instructor Manual*, on Atlas (Instructor Resources), or through the TCC; the TCC needs to keep the skills testing documents for those students who did not meet course completion requirements
- **Electronic course completion cards (eCards):**
 - eCard information is populated electronically by the TCC or instructor and can be altered by only the TCC or AHA Customer Service by using the AHA's My Cards.
 - eCards can be easily verified by employers at ecards.heart.org/Student/MyeCards to prove issuance by a valid TC and instructor aligned with that TC or Training Site.
 - Information about issuing eCards can be found in Part 1: General Concepts of the *BLS Instructor Manual* with details about the criteria and specific course completion requirements.

- All other course paperwork can usually be found either on Atlas or in the *BLS Instructor Manual*.



Instructor Candidate Materials

For this discussion, instructor candidates can refer to Part 2: Preparing for the Course in the *BLS Instructor Manual*.



Discussion: Course Preparation

Discuss with instructor candidates the 3 main areas to consider when preparing to teach an AHA course: students, equipment, and the classroom. Emphasize that instructor preparation for each course is essential to successful student outcomes. Review the following key steps to course preparation:

Student Preparation

- Be sure to know your course audience, including their reason for taking the course, and the size of your class.
- At least 3 weeks before class: Send students the precourse letter, agenda, and student materials. A sample precourse letter can be found in Part 2: Preparing for the Course in the *BLS Instructor Manual*.

Classroom Preparation

- Reserve a room per the room requirements found in Part 2: Preparing for the Course of the *BLS Instructor Manual* 30 to 60 days before class.
- Review all course materials, including lesson plans and the course videos, at least 3 weeks before class.
- Depending on the size of your course audience, be sure to schedule any additional AHA Instructors needed for appropriate instructor-to-student ratios.

Equipment Preparation

- Reserve all equipment needed to teach the course, found on the equipment list in Part 2: Preparing for the Course of the *BLS Instructor Manual*, at least 30 to 60 days before class.
- Ensure that course equipment is in good working order and properly set up before students arrive for class.



Instructor Candidate Materials

Have instructor candidates turn to Part 6: BLS Course Lesson Plans in the *BLS Instructor Manual*. Discuss with instructors how each of the BLS Lesson Plans in Parts 6, 6A, and 7 in the *BLS Instructor Manual* include Precourse Preparation for each course.



Instructor Candidates Practice: Assembling the Manikins

To provide instructor candidates with hands-on practice assembling the equipment needed to teach a BLS Course, have instructor candidates assemble the course equipment for the Instructor Essentials Course, including

- Assembling manikins and lungs
- Setting up and using a feedback device
- Assembling a bag-mask device
- Setting up course equipment in the classroom
- Cleaning the course equipment
 - Instructor candidates can refer to the Equipment and Manikin Cleaning section of Part 1: General Concepts in the *BLS Instructor Manual*.

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

Lesson 6

BLS Course: Lessons 2-4

75 minutes

Lesson 2: 1-Rescuer Adult BLS

Lesson 3: Bag-Mask Device and AED

Lesson 4: 2-Rescuer Adult BLS

Learning Objective

- Use discipline-specific AHA instructor materials: instructor manual, lesson plans, course videos, and skills testing checklists

Faculty Tips

- Before teaching this lesson, thoroughly review Lessons 2 through 4 in Part 6: BLS Course Lesson Plans in the *BLS Instructor Manual* with the corresponding video lessons. Also review the Advisor: BLS materials available on Atlas. Determine which skills session videos to show based on their reason for taking the course.
- When completing the Students Practice: AED practice session with instructor candidates, be sure to have enough AED trainers for the size of the groups completing the practice.



Instructor Candidate Materials

Ask instructor candidates to open to Lesson 2: 1-Rescuer Adult BLS in Part 6: BLS Course Lesson Plans in the *BLS Instructor Manual*.



Discussion: Lesson 2: 1-Rescuer Adult BLS

Discuss with instructor candidates that the titles and icons on the lesson plans and course video are aligned to guide instructor actions. Have them refer to Lesson 2 in their *BLS Instructor Manual* for the format of a typical lesson plan.

- Lead instructor candidates through a discussion of the Lesson 2: 1-Rescuer Adult BLS format and go over the lesson plan and course video topics. Remind candidates about selecting a course track.
 - Learning objectives for each lesson at the top of the lesson plan page
 - Dramatized video of the skills taught in the lesson
 - Instructions for the skill taught in the lesson
 - Discussion for the instructor to review with students after watching videos or while practicing
 - Practice while watching a skill being demonstrated



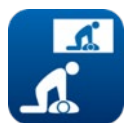
Play Video: Scene Safety and Assessment

Play the Scene Safety and Assessment video. This will allow instructors to review an instructional video of a skill in the BLS Course.



Discussion: Scene Safety and Assessment

After playing the video, review the Discussion: Scene Safety and Assessment discussion points in Lesson 2: 1-Rescuer Adult BLS. Remind instructor candidates that it is essential to use the lesson plans and engage in discussion with students throughout the class.



Practice While Watching: Initial Steps of CPR

- Play the Practice While Watching: Initial Steps of CPR video.
- Have instructor candidates get into position to follow along with and perform the practice-while-watching segment to become comfortable with the practice-while-watching format.



Discussion: BLS Lesson Plans

Once instructor candidates have seen how the lesson plans align with the videos, go through the BLS Course lessons, identifying key elements and practicing from the instructor's perspective instead of from the student's perspective.



Instructor Candidate Materials

Have instructor candidates turn to Lesson 3: Bag-Mask Device and AED in Part 6: BLS Course Lesson Plans of the *BLS Instructor Manual*.



Discussion: Lesson 3: Bag-Mask Device and AED

Tell instructor candidates that, during this lesson, they will have the opportunity as instructors to teach and lead a discussion about using the AED.

Discuss the following tips with instructor candidates on how to lead a good discussion in the classroom:

- Ask students open-ended questions to increase their participation.
- When answering a question, acknowledge the individual with eye contact, and then answer to the entire room, coming back to the questioner periodically.

Discuss the following tips with instructor candidates on how to facilitate practice-while-watching segments in the classroom:

- Before playing a practice-while-watching video segment, always tell students what they are about to do so that they will be prepared and know to get in place for practice.
- When providing feedback to students who are practicing, remember to use a positive tone, focusing on what you *do* want rather than what you *don't* want.
- At the end of practice-while-watching segments, ask all students if they are ready to move forward to the next skill or if they would like to repeat the practice-while-watching segment.



Instructor Candidates Practice: Practice While Watching: Bag-Mask Device

Have instructor candidates practice leading the Practice While Watching: Bag-Mask Device segment.

- Before instructor candidates practice, have them locate and read the Discussion and Practice While Watching: Bag-Mask Device sections in Lesson 3: Bag-Mask Device and AED.
- Split instructor candidates into groups of 3 or 4. Have 2 instructor candidates play the role of the instructor while the remaining instructor candidates play the role of the students.
- **Tell candidates playing the role of instructor to use the lesson plan as they guide the discussion for their small group.** Then, as the Practice While Watching: Bag-Mask Device video plays, they will observe and give feedback to the candidates playing the role of students in their small group.
- Repeat the practice as many times as necessary until each instructor candidate has an opportunity to play the role of instructor and everyone feels comfortable.



Discussion: Students Practice: AED

Discuss the Students Practice activities in the BLS Course as well as the instructor's role in these activities. Have students read the Students Practice: AED section in Lesson 3.



Instructor Candidates Practice: Students Practice: AED

Have instructor candidates practice leading the Students Practice: AED activity.

- Split instructor candidates into groups of 3 or 4. Have 2 instructor candidates play the role of the instructor while the remaining instructor candidates play the role of the students.
- **Tell candidates playing the role of instructor to use the lesson plan as they guide and give feedback during the activity for their small group.**



Instructor Candidate Materials

Have instructor candidates turn to Lesson 4: 2-Rescuer Adult BLS in Part 6: BLS Course Lesson Plans of the *BLS Instructor Manual*.



Discussion: Lesson 4: 2-Rescuer Adult BLS

Tell instructor candidates that, during this lesson, their students will watch a dramatized scenario of 2-rescuer adult BLS, practice their skills during a 2-rescuer practice-while-watching segment, and engage in an instructor-led Students Practice activity.



Instructor Candidates Practice: Practice While Watching: 2-Rescuer Adult BLS

Have instructor candidates practice leading the Practice While Watching: 2-Rescuer Adult BLS segment.

- Split instructor candidates into groups of 3 or 4. Have 2 instructor candidates play the role of the instructor while the remaining instructor candidates play the role of the students.
- **Tell candidates playing the role of instructor to use the lesson plan as they play the Practice While Watching: Bag-Mask Device video and observe and give feedback to the candidates playing the role of students in their small group.**
- Repeat the practice as many times as necessary until each instructor candidate has an opportunity to play the role of instructor and everyone feels comfortable.

After completing the practice, discuss with instructor candidates what they found easy and challenging about the practice-while-watching segment from the student perspective. It is important that instructor candidates keep these in mind when they are instructors, including room layout and the assignment of student roles before practice.

Lesson 7

BLS Course: Lessons 5 and 6

60 minutes

Lesson 5: High-Performance Teams

Lesson 6: Special Considerations

Learning Objectives

- Describe the need to measure chest compression fraction
- Describe the role of a CPR Coach

Faculty Tips

- Before teaching this lesson, thoroughly review Lessons 5 and 6 in Part 6: BLS Lesson Plans in the *BLS Instructor Manual*, along with the corresponding video lessons.
- Inform instructor candidates that the use of a feedback device is required when teaching an AHA course to learn the psychomotor skill of CPR. Use of feedback devices can be effective in improving CPR performance during training.
- When explaining how to measure chest compression fraction (CCF), set the stopwatch that is measuring total compression time to 10 minutes as a reminder to stop the scenario.



Instructor Candidate Materials

For this lesson, instructor candidates need Lesson 5: High Performance Teams from Part 6: BLS Lesson Plans in the *BLS Instructor Manual*.



Discussion: Lesson 5: High-Performance Teams

Inform instructor candidates that, during this portion of the BLS Course, their students will learn about team dynamics and high-performance teams. The instructor's preparedness is critical. The Team Dynamics portion of this lesson focuses on the elements of effective team dynamics, including the roles and responsibilities of the resuscitation team as well as communication. The High-Performance Teams portion of the lesson focuses on the skills needed to achieve specific performance metrics, including a high CCF.

- Let instructor candidates know that their students' understanding of team dynamics is critical to the success of a high-performance team.



Play Video: Team Dynamics

Play the Team Dynamics video. The video will show and discuss good team dynamics, team roles, and information about successful resuscitation teams.



Discussion: High-Performance Teams Activity

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

- Discuss the following key points with instructor candidates:
 - CCF
 - Let instructor candidates know that measuring the proportion of time that chest compressions are performed during a cardiac arrest (CCF) is critical because shorter duration of interruptions in chest compressions is associated with better outcomes. The higher the CCF, the more likely the chance of survival. Students should target a CCF of at least 60%.
 - How to calculate CCF with stopwatches

1. Use 2 stopwatches: one to measure total resuscitation time and one to measure total compression time.
 2. Start both stopwatches once cardiac arrest has been identified. Let one stopwatch run continuously for the duration of the scenario.
 3. Pause the second stopwatch each time the Compressor stops or when chest compressions are interrupted and restart the stopwatch when chest compressions are resumed.
 4. At the completion of the scenario, convert the time on each stopwatch to seconds (eg, 8 minutes of compressions = 480 seconds, 10 minutes of total resuscitation time = 600 seconds).
 5. Divide the total compression time in seconds by the total resuscitation time in seconds (eg, $480/600 = 0.80$).
 6. Round to 2 places and convert to a percentage. This will give you the CCF (eg 80%).
- Positions for 6-Person High-Performance Teams diagram (Figure 26 in the *BLS Provider Manual*) and the location and role of each team member
 - Use of scenarios and assigning team roles for the activity
 - CPR Coach role in the High-Performance Teams Activity
 - Debriefing after the High-Performance Teams Activity
 - Have instructor candidates refer to the Discussion: High-Performance Teams Activity Debriefing section located in Lesson 5 of the *BLS Instructor Manual* and discuss the definition of *debriefing*, feedback vs debriefing, and effective debriefing characteristics found in Part 1: General Concepts of the *BLS Instructor Manual*.

High-Performance Teamwork

With resuscitation teams, high-performance teamwork is a critical element of providing high-quality CPR and increasing survival rates. Resuscitation skills competency is most often verified on an individual basis despite the fact that successful patient outcome from cardiac arrest depends on a team.

High-performance teams effectively incorporate timing, quality, coordination, and administration of the appropriate procedures during a cardiac arrest. These 4 key areas of focus include the following specifics:

- **Timing:** time to first compression, time to first shock, CCF ideally greater than 80%, minimizing preshock pause, and early emergency medical services response time (while a CCF of 60% is considered a minimum target, high-performance teams may achieve higher levels [eg, >80%])
- **Quality:** rate, depth, complete recoil; minimizing interruptions; switching compressors every 2 minutes or sooner if fatigued; avoiding excessive ventilation; and always using a feedback device
- **Coordination:** team dynamics; team members working together, proficient in their roles
- **Administration:** leadership, measurement, continuous quality improvement, number of participating code team members

Teams function differently in different facilities and in all out-of-hospital settings. Knowing the policies and procedures and the local protocols of your classroom audience is essential to instructor preparation.

CPR Coach

Discuss the following:

- The CPR Coach supports performance of high-quality BLS skills, allowing the Team Leader to focus on other aspects of clinical care. Studies have shown that resuscitation teams with a CPR

Coach perform higher-quality CPR with higher CCF and shorter pause durations compared with teams that don't use a CPR Coach.

- The CPR Coach focuses on compressions and ventilation to ensure high-quality CPR. They help minimize the length of pauses during provider switches and defibrillation.
- The CPR Coach does not need to be a separate role; they can be blended into the current responsibilities of the Monitor/Defibrillator.
- Because the CPR Coach must continually talk to give ongoing coaching, they must modulate their voice's tone and volume so that they do not disrupt other aspects of patient care.
- The CPR Coach should respect the Team Leader's role and not be perceived as trying to take over leadership. They should keep the Team Leader informed, share their understanding with the Team Leader, and ask for verification of key tasks and decisions.
- Any health care professional can be a CPR Coach if they have a current BLS course completion card, understand the responsibilities of a CPR Coach, and demonstrate the ability to coach Compressors and Airway providers effectively to improve performance.



Play Video: High-Performance Teams Activity

After the discussion, navigate to the High-Performance Teams Activity video. The video will show instructor candidates a demonstration of the activity to prepare for their practice.



Instructor Candidates Practice: Students Practice: Team Activity

- Place the instructor candidates in groups of 4 to 6 with one candidate playing the instructor and the rest playing the role of students on a high-performance team. Guide each candidate playing the role of instructor to assign student roles and provide an overview of the activity to those playing the role of students.
- Allow instructor candidates to practice the activity according to the instructions in Lesson 5 of the *BLS Instructor Manual*. Due to time limits, all instructor candidates may not be able to practice every role.
 - Limit the activity to 5 minutes to allow time to achieve the desired CCF.
 - Allow instructor candidates to practice in at least 2 roles of a high-performance team.
- After the activity concludes, have the candidate playing the role of instructor lead the debriefing with those playing the role of students.
 - Observe instructor candidates and provide positive and corrective feedback on their performance during the practice and debriefing.



Instructor Candidate Materials

For this lesson, instructor candidates need Lesson 6: Special Considerations from Part 6: BLS Lesson Plans in the *BLS Instructor Manual*.



Discussion: Lesson 6: Special Considerations

Review with instructor candidates the topics covered in Lesson 6: Special Considerations. Topics include

- Mouth-to-Mouth Breaths
- Breaths and Ventilations
- Breaths With an Advanced Airway
- Opioid-Associated Emergency
- Maternal Cardiac Arrest
- Drowning

Have instructor candidates review the learning objectives and topics that will be covered in Lesson 6. After the candidates have reviewed the topics, ask if they have any questions.



Discussion: Advisor: BLS Materials

Discuss with instructor candidates the course materials for the Advisor: BLS Course.

Provide copies of Advisor: BLS skills testing checklists and lesson plans available on Atlas.

- The Advisor: BLS card was developed to accommodate students who pass the cognitive portion of the HeartCode BLS Course but cannot perform the physical skills of CPR.
- Review the Advisor: BLS skills testing checklists and lesson plans with the instructor candidates.

Inform instructor candidates that they can find these materials on Atlas.

Lesson 8

BLS Course: Lessons 7-10

10 minutes

Lesson 7: Child BLS

Lesson 8: Infant BLS

Lesson 9: Local Protocols Discussion

Lesson 10: Relief of Choking

Learning Objective

- Use discipline-specific AHA instructor materials: instructor manual, lesson plans, course videos, and skills testing checklists

Faculty Tip

Before teaching this lesson, thoroughly review Lessons 7 through 10 in Part 6: BLS Lesson Plans in the *BLS Instructor Manual* and the corresponding BLS Course video lessons.



Instructor Candidate Materials

Instructor candidates will use Lesson 7: Child BLS in Part 6: BLS Course Lesson Plans and Part 5: Appendix in the *BLS Instructor Manual*.



Discussion: Lesson 7: Child BLS

Tell instructor candidates that child BLS is taught within the BLS Course but is not tested. Also discuss the key differences between adult and child BLS.

- Have students refer to the Summary of High-Quality CPR Components for BLS Professionals in Part 5: Appendix of the *BLS Instructor Manual* to discuss the key differences.
- Now, have instructor candidates turn to Lesson 7: Child BLS in Part 6: BLS Course Lesson Plans and review the learning objectives and topics that will be covered in Lesson 7.
- After the candidates have reviewed the topics, ask if they have any questions.



Instructor Candidate Materials

Instructor candidates will now use Lesson 8: Infant BLS in Part 6: BLS Course Lesson Plans and Part 5: Appendix in the *BLS Instructor Manual*.



Discussion: Lesson 8: Infant BLS

Have instructor candidates refer to the Summary of High-Quality CPR Components for BLS Professionals in Part 5: Appendix to compare the key differences in CPR between adults, children, and infants.

- Have instructor candidates turn to Lesson 8: Infant BLS in Part 6: BLS Course Lesson Plans and review the learning objectives and topics that will be covered in Lesson 8.
- After the candidates have reviewed the topics, ask if they have any questions.
- Inform instructor candidates that they can complete the optional Students Practice: Infant High-Performance Teams Activity in class if their course audience works primarily in pediatrics.



Instructor Candidate Materials

Instructor candidates will now use Lesson 9: Local Protocols Discussions (Optional) in Part 6: BLS Course Lesson Plan the *BLS Instructor Manual*.



Discussion: Lesson 9: Local Protocols Discussion

Let instructor candidates know that this lesson is optional in the BLS Course and to keep the following key points in mind when teaching this lesson:

- Across the country, EMS systems develop treatment protocols based on local need, preference of administration, and medical direction. In some cases, these protocols differ from established national standards, so this course may occasionally direct students to act in ways that are not consistent with established local protocols.
- Although the AHA does not endorse a particular protocol or strategy, it does issue evidence-based guidelines, which are relevant and broadly applicable. These guidelines are developed by experts in the field, who use a rigorous scientific process. This discussion is a chance for students to articulate and practice AHA skills within the context of their local protocols.
- When leading the discussion on local protocols, make sure you know what the local protocols are. If you are a member of the local emergency medical services system, you should already be aware of local protocols; but if you are not, obtain and study them before the course so that you can have a meaningful discussion.



Instructor Candidate Materials

Instructor candidates will now turn to Lesson 10: Relief of Choking in Part 6: BLS Course Lesson Plans the *BLS Instructor Manual*.



Play Video: Adult and Child Choking

Play the Adult and Child Choking video.



Discussion: Lessons 10: Relief of Choking

Discuss with instructor candidates that, after the video instruction on adult and child choking, there is an instructor-led discussion to address questions that students may have.

- Review the steps to perform back blows and abdominal (or chest) thrusts on an adult.
- Inform instructor candidates that, at the end of the Adult and Child Choking video, they may allow their students to practice hand placement for back blows, chest thrusts, and abdominal thrusts.
 - Backs blows, chest thrusts, and abdominal thrusts can also be practiced on a compatible manikin.
 - If students are practicing hand placement on other students, remind instructor candidates that their students must display professional behaviors and respect for each other.
 - Students should *not* perform back blows, chest thrusts, or abdominal thrusts on someone who is not choking. Doing so could cause additional injury.

Lesson 9

BLS Course: Lessons 11-14

35 minutes

Lesson 11: Conclusion

Lesson 12: Skills Test

Lesson 13: Exam

Lesson 14: Remediation

Learning Objectives

- Demonstrate the administration of skills testing with the use of the skills testing checklists
- Use effective AHA Instructor feedback and remediation techniques

Faculty Tips

- Before teaching this lesson, thoroughly review
 - The BLS Adult CPR and AED Skills Testing Checklist and BLS Infant CPR Skills Testing Checklist, along with critical skills descriptors
 - Lesson 12: Skills Test
 - The BLS exam and exam content in Part 4: Testing and Lesson 13: Exam of the *BLS Instructor Manual*
 - Lesson 14: Remediation
- Have at least 2 copies of each skills testing checklist for instructor candidates to practice with for this lesson.
- This lesson requires the use of the BLS Instructor Essentials course videos. When summarizing what the BLS Course portion has covered, allow instructor candidates to lead this discussion at times by asking 1 or 2 instructor candidates what they observed or learned during the course.



Instructor Candidate Materials

For this lesson, instructor candidates need Lesson 11: Conclusion from Part 6: BLS Course Lesson Plans in the *BLS Instructor Manual*.



Discussion: BLS Conclusion

Summarize for instructor candidates what they have learned thus far in the course, including

- AHA policies and recommendations
- Course preparation and paperwork
- BLS course formats and instructor materials
- BLS lessons and instructor flexibility

Review with instructor candidates that a course conclusion is important to summarize what students have learned in the course. Then, review Lesson 11: Conclusion, with close attention to the discussion points on the lesson plan.



Instructor Candidate Materials

Now, have instructor candidates turn to Lesson 12: Skills Test in Part 6: BLS Course Lesson Plans in the *BLS Instructor Manual*.



Play Video: High-Quality BLS

Play the High-Quality BLS video in the BLS Instructor Essentials Course video to provide an overview of high-quality BLS.

- Discuss the steps with the instructor candidates and answer any questions.



Discussion: BLS Skills Testing

Remind instructor candidates that the BLS Course has 2 skills testing checklists to provide an objective method of evaluating student performance of BLS skills.

- Review the BLS Adult CPR and AED Skills Testing Checklists and the BLS Infant CPR Skills Testing Checklist. Discuss the following key points with instructor candidates:
 - In-Hospital and Out-of-Hospital Scenario options are available.
 - Assessment and Activation steps can be done simultaneously.
 - Check each box on the checklist if the criteria for each skill is met.
 - Instructor or student language prompts are given on the skills testing checklists, such as Rescuer 2 saying, “Here is the AED.”
 - Although there are Rescuer 1 and Rescuer 2 roles during the Infant CPR Skills Test, only Rescuer 1 is evaluated on each individual skills testing checklist.
- Discuss with instructor candidates that, in addition to the skills testing checklists, they also can use the following resources to facilitate the skills testing session:
 - Critical skills descriptors located on the back of each skills testing checklist
 - Lesson 12: Skills Test in the BLS Lesson Plans
 - Understanding the BLS Adult CPR and AED Skills Testing Checklist and Understanding the BLS Infant CPR Skills Testing Checklist sections in Part 4: Testing of the *BLS Instructor Manual*



Instructor Candidate Materials

Now, have instructor candidates turn to Lesson 13: Exam in Part 6: BLS Course Lesson Plans in the *BLS Instructor Manual*.



Discussion: BLS Exam

Tell instructor candidates that, in addition to the skills testing checklists, there is also a required BLS exam to measure student outcomes with course learning objectives. Provide instructor candidates with a copy of the BLS exam and discuss the following key points:

- **In the instructor-led BLS Course, the exam is administered in the classroom. Exams are not used in HeartCode due to the continuous assessment in the adaptive HeartCode program.**
- Exams are administered online. Refer to Atlas and the *BLS Instructor Manual* for information about exam administration and security. If paper exams are needed, use the current version of course exams and obtain them from your TCC in advance. Paper exams are available only through the TCC.
- The BLS exam consists of 25 questions.
- **The exam has a minimum passing score of 84%.**
- The use of scenarios in the exam is designed to stimulate critical thinking and allow students to have real-world examples when measuring their BLS knowledge.
- **The exam is open resource.**
 - Refer to the Exam section in Part 1: General Concepts of the *BLS Instructor Manual* for a list of appropriate resources.
- The exam does not have a time limit for completion mandated by the AHA but may take between 1 to 2 minutes per question. Some students may require additional time to complete the course exam. The instructor or TC can determine the best way to meet this need.
- Remediation will be covered in the next discussion.
- Discuss exam security.
 - Ensure that all exams are kept secure and not copied or distributed outside the classroom.
 - Because exams are copyrighted, you may not alter them in any way or post them to any learning management systems such as internet or intranet sites.

- Exams are translated into multiple languages. If a translated exam is required for a course you are teaching, have your TCC contact the Customer Support Center to see if the required translation is available.
- You must account for each paper exam at the end of the testing period.



Instructor Candidate Materials

Have instructor candidates turn to Lesson 14: Remediation in Part 6: BLS Course Lesson Plans in the *BLS Instructor Manual*.



Discussion: Remediation

Discuss the following key points:

- Explain differences between informal and formal remediation.
 - Let instructor candidates know that they can refer to the Remediation section in Part 1: General Concepts of the *BLS Instructor Manual* for further details.
- Students receive formal remediation *after* a BLS exam or skills test if they are unsuccessful. Remediation is not provided during an exam or skills test.
- For students who need remediation on the written exam, follow these steps:
 - **Students who score less than 84% need immediate remediation. If the written exam score is between 73% and 83%, provide remediation by having students verbally answer each item they got incorrect, showing understanding of incorrect items. If the student scores less than 73%, administer the alternate version of the exam.**
 - Upon successful remediation, students should show an improvement in being able to provide correct responses and an understanding of the correct response.
- Instructors can use the BLS Course video to provide remediation and additional practice to students with the use of the practice-while-watching videos.
- Students are allowed no more than 2 attempts to pass the online exam. After remediation on the first version of a paper exam, the student will take the alternate version of the current paper exam.
- After skills remediation, the student will complete a second skills testing session.
- If remediation is not successful, then students will need to retake the BLS Course to receive a course completion card.



Instructor Candidates Practice: BLS Skills Testing

Inform instructor candidates that they will now have the opportunity to practice using the BLS skills testing checklists.

- Make sure that each instructor candidate has 2 copies of each skills testing checklist and a timing device, such as a stopwatch. Instructor candidates will need 3 copies if practicing the third optional scenario.
- Explain to instructor candidates how to use a timing device with the skills testing checklist. Allow them to practice, as needed, before playing the skills scenario videos.
- As a class, all instructor candidates will view the skills testing practice scenarios and evaluate the skills testing performance for each of the videos.



Play Video: BLS Testing Scenario 1 and BLS Testing Scenario 2

Play the BLS Testing Scenario videos for practice evaluating skills testing:

- BLS Testing Scenario 1: Adult CPR and AED—successful
 - All boxes should be checked on the skills testing checklist.
- BLS Testing Scenario 2: Adult CPR and AED—unsuccessful

- The skills testing checklist should show the following items as unchecked. Discuss with candidates what they marked as successful.
 - Breathing and pulse check greater than 10 seconds
 - Incorrect compressions in Cycle 1: Compression rate too slow; compression depth not deep enough; irregular compressions
 - Incorrect breaths in Cycle 1: 13 Second delay between compressions
 - Incorrect compressions in Cycle 2: Compression rate too slow
 - Incorrect AED use: Pads placed incorrectly; did not “clear” for analysis; did not “clear” for shock
- Discuss with instructor candidates that this student was not ready to test on the CPR skills. This student should have been provided with adequate practice time to ensure they were prepared to complete the BLS Skills Testing Station.

After each video, debrief instructor candidates on how they evaluated each skills testing performance. Discuss the differences between each evaluation and if the students in the videos were successful or unsuccessful in each skills testing scenario.

- For those scenarios in which the student was unsuccessful, ask instructor candidates what examples of remediation they would provide.
- *Optional:* At this time, you may allow instructor candidates to practice using the BLS Infant CPR Skills Testing Checklist.
 - In groups of 3, ask instructor candidates to practice infant CPR skills with one candidate performing the role of instructor and checking off skills while the other candidates act as students.
 - Review with instructor candidates how to perform compressions by using the 2 thumb–encircling hands technique and the heel-of-1-hand placement for infant CPR.
 - *Note:* This will add time to the Instructor Essentials course.

Lesson 10

HeartCode® BLS

10 minutes

HeartCode BLS Overview

HeartCode BLS Online Portion

HeartCode BLS Hands-On Session

Learning Objectives

- Use discipline-specific AHA instructor materials: instructor manual, lesson plans, course videos, and skills testing checklists
- Identify discipline-specific course formats available to students for completion of the course
- Describe discipline-specific flexibility options within the course that are available to an AHA Instructor

Faculty Tips

- Before teaching this lesson, thoroughly review the following:
 - Benefits of Blended Learning and Preparing to Teach HeartCode BLS sections in Part 2: Preparing for the Course in the *BLS Instructor Manual*
 - HeartCode BLS online portion
 - HeartCode BLS Lesson Plans and course agendas
 - HeartCode BLS course video
- Remind instructor candidates that the AHA strongly recommends they complete the online portion of Heartcode BLS themselves if they are planning to teach students who might take it. Doing so will better prepare them for what students learned as well as anticipate questions that might be asked.



Instructor Candidate Materials

For this lesson, instructor candidates need to refer to Part 7: HeartCode BLS Instructor-Led and Virtual Instructor-Led Hands-On Skills Session Lesson Plans in the *BLS Instructor Manual*.



Discussion: HeartCode BLS Overview

Remind instructor candidates that HeartCode BLS is the blended-learning format of BLS and that students must first complete an online portion before attending the hands-on session with an instructor. Students also have the option of completing the hands-on session with a HeartCode-compatible manikin system. Discuss the following key points with instructor candidates:

- Students completing HeartCode BLS must present a certificate of completion to an instructor to complete the hands-on session.
 - Refer instructor candidates to Validation of Online Course Certificates in Part 2: Preparing for the Course in the *BLS Instructor Manual* for further detail.
- The course content is the same for both the instructor-led and blended-learning BLS Course formats.



Discussion: HeartCode BLS Hands-On Session

Discuss the following overview of the HeartCode BLS Course video and HeartCode BLS Lesson Plans with instructor candidates, emphasizing how they are aligned with the instructor-led BLS Course for ease of use and navigation while teaching. Have the HeartCode BLS Course video accessible during this discussion to show instructor candidates the menu navigation options.

[HeartCode BLS Course Video Overview](#)

- Organization of the in-person HeartCode BLS Course video

- This video does not feature scenarios and has an accelerated instruction of BLS skills to serve as a review for students who have completed the online course before skills practice and testing.
- For the in-person skills session, students will complete only practice-while-watching videos and students practice activities for practice before skills testing.

HeartCode BLS Lesson Plans Overview

- The HeartCode BLS Lesson Plans have the same objectives as the instructor-led course and align with the BLS Course Lesson Plans and videos.



Instructor Candidate Materials

Now, have instructor candidates turn to the HeartCode BLS Instructor-Led and Virtual Instructor-Led Hands-On Skills Session Agenda in Part 3: Teaching the Course of the *BLS Instructor Manual*.



Discussion: HeartCode BLS Agenda Overview

- Discuss the following:
 - The HeartCode BLS Agenda (duration approximately 2 hours and 45 minutes) is located in the *BLS Instructor Manual* and contains all optional and required lessons.
 - Lessons consist of skills practice, through practice-while-watching and students practice, and skills testing.

Lesson 11

Heartsaver Course Overview (Instructor-Led)

10 minutes

Course Formats

Instructor Materials

Learning Objectives and Course Completion Requirements

Learning Objectives

- Use discipline-specific AHA instructor materials: instructor manual, lesson plans, course videos, and skills testing checklists
- Identify discipline-specific course formats available to students for completion of the course
- Describe discipline-specific flexibility options within the course that are available to an AHA Instructor

Faculty Tips

- Inform instructor candidates that they can refer to their instructor candidate workbook during and after the course but they will now transition to using and becoming familiar with the *Heartsaver Instructor Manual*.
- Before teaching this lesson, become familiar with how the instructor materials are aligned within the Heartsaver portfolio, including the lesson plans and the course videos.
- Review the Course Goal, Learning Objectives, and Educational Design sections of Part 1: Preparing for the Course in the *Heartsaver Instructor Manual*.
- Remind instructor candidates that for this portion of the BLS Instructor Essentials Course, they will move through the elements of the Heartsaver portfolio. It is important to keep in mind the perspective of their future students as they learn how to teach Heartsaver Courses.



Instructor Candidate Materials

For this lesson, instructor candidates need their *Heartsaver Instructor Manual*.



Discussion: Heartsaver Course Formats

- Discuss with instructor candidates that this lesson specifically pertains to the instructor-led training format of Heartsaver. Inform instructor candidates that the courses within the Heartsaver portfolio are offered in both an instructor-led and a blended-learning format:
 - Instructor-led training: classroom-based course taught by an instructor
 - Blended-learning training: online learning portion followed by a hands-on session in an in-person classroom, online learning portion followed by a hands-on session in a virtual classroom, and a self-directed independent learning experience (called *Heartsaver Direct*).
- Remind instructor candidates that the Heartsaver portfolio contains topics that can be combined to meet the needs of their audience. Refer them to the Topic List for Course Path Options in Part 4: Additional Resources in the *Heartsaver Instructor Manual*.
 - The Heartsaver courses are designed for anyone who is interested in learning first aid and CPR. These courses are also for anyone who needs a course completion card for job, regulatory, or the US Occupational Safety and Health Administration requirements.
 - Students should check with their agency or workplace to ensure that the course fulfills workplace requirements. Before teaching the course, instructors should always ask students if they have confirmed this information.
 - Heartsaver course path agenda options include the following:
 - **Heartsaver Basic:** Heartsaver Basic is designed to be flexible for students who need to review only certain topics to meet requirements for the Heartsaver First Aid CPR AED Course.

- **Heartsaver Total:** Heartsaver Total is a comprehensive first aid CPR AED curriculum that includes topics beyond those required in the Heartsaver Basic Course.
- **Other agendas:** In addition to providing the Heartsaver Basic and Heartsaver Total agendas, Heartsaver courses offer instructors the flexibility to target specific audience needs: **Heartsaver CPR AED**, **Heartsaver First Aid**, and **Heartsaver Pediatric First Aid CPR AED**.
- Inform instructor candidates that the Heartsaver portfolio also includes the Bloodborne Pathogens Course for organizations that require this training.



Discussion: Instructor-Led Heartsaver Instructor Materials

Discuss with instructor candidates that the Heartsaver instructor materials are similar to BLS in that the lesson plans and videos are aligned with the use of titles, icons, and lessons.

Heartsaver Course Video Overview

Heartsaver videos are now available on USB, on DVD, or in online digital format. The Heartsaver online digital format features the same content as the Heartsaver Course USB or DVD but is an alternative to those formats. The online digital format gives instructors 2 options to view the course videos: by streaming course videos with an internet connection or by downloading course videos to an app on a device for offline viewing. Online digital videos include the required video segments for the instructor-led course and blended-learning course. The agenda and lesson plans found in the *Heartsaver Instructor Manual* explain when to play the appropriate video for each course path.

- Organization of the course video:
 - The video is organized by lessons that correspond with the lesson plans.
 - Each lesson includes a real-world dramatization.
- Each lesson begins with the spokesperson introducing the section, followed by instruction of a skill and then practice, if applicable.
- There are 5 menus to choose from for CPR AED:
 - Adult CPR AED
 - Child CPR AED
 - Infant CPR AED
 - Blended Learning
 - Survivor Stories
- There are 3 menus to choose from for First Aid:
 - First Aid
 - Blended Learning
 - Survivor Stories
- Inform instructor candidates that if they are teaching CPR AED, the Choking lesson will appear in the CPR AED sections. If they are not teaching CPR AED, the Choking lesson will appear in the First Aid section.

The Heartsaver course, much like the BLS Course, provides instruction through video lessons and practice-while-watching segments to maintain consistency in course delivery.

Heartsaver Lesson Plans are also designed similar to the BLS Lesson Plans.



Discussion: Learning Objectives and Course Completion Requirements

- Have instructor candidates turn to Lesson 1: Course Introduction in Part 5: Heartsaver First Aid CPR AED Lesson Plans in the *Heartsaver Instructor Manual* and locate the learning objectives and course completion requirements.

- Explain to instructor candidates that these learning objectives are the measurable outcomes of a student's completion of the course and are organized by each lesson, in addition to the required course completion requirements for a student to receive a Heartsaver course completion card.
- Course flexibility: Heartsaver courses provide first aid and CPR skills for adults, children, and infants. Within this course, you can teach any of the following combinations:
 - First Aid
 - Adult CPR AED, First Aid
 - Adult CPR AED, Child CPR AED, First Aid
 - Adult CPR AED, Infant CPR AED, First Aid
 - Adult CPR AED, Child CPR AED, Infant CPR AED, First Aid
 - Adult CPR AED
 - Adult CPR AED, Child CPR AED
 - Adult CPR AED, Infant CPR AED
 - Adult CPR AED, Child CPR AED, Infant CPR AED
- In addition, you can teach the following Pediatric First Aid CPR AED combinations:
 - Child CPR AED, Infant CPR AED, Pediatric First Aid
 - Child CPR AED, Infant CPR AED, Adult CPR AED, Pediatric First Aid

Lesson 12

Heartsaver Portfolio

10 minutes

Adult CPR AED

Child CPR AED

Infant CPR AED

First Aid

Learning Objectives

- Use discipline-specific AHA instructor materials: instructor manual, lesson plans, course videos, and skills testing checklists
- Identify discipline-specific course formats available to students for completion of the course
- Describe discipline-specific flexibility options within the course that are available to an AHA Instructor

Faculty Tips

- Remind instructor candidates that this course addresses the Heartsaver First Aid CPR AED Course directly, but the same educational design and principles apply to the Heartsaver Pediatric First Aid CPR AED Course.



Instructor Candidate Materials

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



Discussion: Adult CPR AED

Have instructor candidates turn to the Adult CPR AED portion of the Heartsaver First Aid CPR AED Instructor-Led Course Agenda. Discuss the following key components of Heartsaver Adult CPR AED:

- Giving breaths: Students will practice giving breaths mouth-to-mouth and with a barrier device (refer to Lesson 2: Adult CPR).
- Instructor-led AED practice: Similar to BLS, Adult CPR AED has an instructor-led review and practice of using an AED (refer to Lesson 3: Use an AED on an Adult).
- Putting it all together: Instructors will lead practice of the full Adult CPR AED sequence, where students will practice the method of giving breaths that they will be tested on (refer to the end of Lesson 3: Use an AED on an Adult).
- Heartsaver vs BLS language: The terminology used in Heartsaver and BLS is different because of the student audience. When speaking with the lay audience that is common in Heartsaver, it is important to use the language presented and taught in the Heartsaver courses rather than that of BLS. For example, in Heartsaver, the term *breastbone* is used instead of *sternum*.
- Summary discussions: At the end of the full Adult CPR AED sequence, there is a summary instructor-led discussion to reinforce what students have learned (refer to Summary: Adult CPR AED).

Now, have instructor candidates look at the First Aid portion of the agenda. Discuss the following:

- Opioid overdose: The topic of opioid overdose is taught to provide public awareness about the prevalence of deaths caused by opioid overdose (refer to Lesson 3: Medical Emergencies).



Instructor Candidates Practice: Medical Emergencies: Additional Discussion (Optional)

- As an optional practice, you can have instructor candidates practice leading the discussion in Summary: Medical Emergencies in the First Aid Lesson Plans. This practice discussion can be done in either of the following 2 formats:
 - Have instructor candidates form groups of 2 to 4, with each instructor candidate (playing the role of instructor) asking fellow instructor candidates (playing the role of students) 1 to 2 questions from the discussion, or
 - Lead the instructor candidates in the discussion as the instructor to provide an example, with the instructor candidates playing the role of students.



Discussion: Child CPR AED

Have instructor candidates turn to the Child CPR AED portion of the Heartsaver First Aid CPR AED Instructor-Led Course Agenda. Discuss the following key components of Heartsaver Child CPR AED:

- Explain to instructor candidates that the Heartsaver Child CPR AED Course is very similar to the Heartsaver Adult CPR AED Course, containing the same following key components:
 - Giving breaths: Refer to Lesson 2: Child CPR.
 - Instructor-led AED practice: Refer to Lesson 3: Use an AED on a Child.
 - Putting it all together: Refer to the end of Lesson 3: Use an AED on a Child.



Discussion: Infant CPR AED

Have instructor candidates turn to the Infant CPR AED portion of the Heartsaver First Aid CPR AED Instructor-Led Course Agenda. Discuss the following key components of Heartsaver Infant CPR:

- Explain to instructor candidates that the Heartsaver Infant CPR AED lessons are very similar to the Adult and Child CPR AED lessons, containing these same key components:
 - Giving breaths: Refer to Lesson 2: Infant CPR.
 - Compressions can be tailored to the student's ability to perform by using either the heel-of-1-hand placement or 2 thumb-encircling hands technique.
 - Putting it all together: Refer to Lesson 3: Use an AED on an Infant.
 - Summary discussions: Refer to Summary: Infant CPR AED.
- Infant AED is not tested in Heartsaver Infant CPR and is only practiced.
- Relief of choking in a responsive infant: Similar to BLS, Heartsaver has a practice-while-watching segment for infant choking (refer to Lesson 5: Infant Choking).



Discussion: First Aid

Have instructor candidates turn to the First Aid portion of the Heartsaver First Aid CPR AED Lesson Plans. Tell instructor candidates the following:

- Even if the instructor candidates are teaching only First Aid, the course video will play an overview of CPR to make students aware of the steps.
- Skills testing is slightly different from the CPR AED courses because testing occurs immediately after the practice of each skill rather than toward the end of the course.
- Practice while watching: Similar to the CPR AED courses, First Aid includes practice-while-watching segments for some skills (refer to the Practice While Watching: Bleeding Control section in Lesson 5: Injury Emergencies).
- Splinting (optional): If students need to learn splinting to meet job requirements, instructors have the option to conduct a splinting practice (refer to the Students Practice: Splinting section in Lesson 5: Injury Emergencies).

- Guiding questions: Because of the amount of content in First Aid, guiding questions have been incorporated into the lesson plans to encourage instructor-student interaction and to gauge student understanding of content.

Lesson 13

Heartsaver Testing

10 minutes

Heartsaver Skills Testing

Heartsaver Exam

Learning Objectives

- Use effective AHA Instructor feedback and remediation techniques
- Demonstrate the administration of skills testing with the use of the skills testing checklists

Faculty Tips

- Before teaching this lesson, thoroughly review the following:
 - Heartsaver skills testing checklists, with critical skills descriptors:
 - Adult CPR and AED
 - Child CPR
 - Infant CPR
 - Adult First Aid
 - Pediatric First Aid
 - Skills testing sections:
 - Skills Test: Responding to a First Aid Emergency section in Lesson 9: First Aid of the Heartsaver First Aid CPR AED Lesson Plans, Blended Learning (In-Person or Virtual Classroom)
 - Skills Test: Controlling Bleeding and Bandaging section in Lesson 5: Injury Emergencies of the First Aid Lesson Plans in the Heartsaver First Aid CPR AED Lesson Plans, Instructor-Led Course
 - Heartsaver exams:
 - Heartsaver Basic
 - Heartsaver Total
 - Heartsaver CPR AED
 - Heartsaver First Aid
 - Heartsaver Pediatric First Aid CPR AED
- Have one copy of the Heartsaver Adult First Aid Skills Testing Checklist and one copy each of the skills testing checklists for Adult CPR and AED, Child CPR, and Infant CPR for students to review during this lesson.
- This lesson requires the use of the BLS and Heartsaver Instructor Essentials Course videos.



Instructor Candidate Materials

For this lesson, instructor candidates need the Heartsaver Adult First Aid Skills Testing Checklist found in Part 3: Testing and Remediation and Lessons 2 and 5 from the First Aid section of the Part 5: Heartsaver First Aid CPR AED Lesson Plans in the *Heartsaver Instructor Manual*.



Discussion: Heartsaver Skills Testing

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

Let instructor candidates know that the skills testing checklists for Heartsaver follow the same design format as BLS but contain differences on the Adult CPR and AED Skills Testing Checklists. For reference, have instructor candidates compare the adult, child, and infant skills testing checklists for both BLS and Heartsaver to note these key differences:

- Adult CPR and AED
 - Assessment and Activation steps are different for the lay rescuer.
 - A complete third cycle of CPR is performed after using the AED in Heartsaver courses.
- Child CPR
 - Child CPR is tested only in Heartsaver—not in BLS.
- Infant CPR
 - Assessment and activation steps are different for the lay rescuer.
 - A second rescuer does not participate in Heartsaver; only one rescuer is present through 3 cycles of CPR.

Remind instructor candidates that, similar to BLS, they can use the critical skills descriptors, lesson plans, and Using the Skills Testing Checklists and Critical Skills Descriptors section in Part 3: Testing and Remediation in the *Heartsaver Instructor Manual* as resources to help facilitate the skills testing session.



Discussion: Heartsaver Exam

Discuss with instructor candidates that, unlike BLS, the Heartsaver exam is optional and is administered only at the request of students, primarily because of employer requirements. Provide instructor candidates with a copy of the Heartsaver First Aid CPR AED Course exam and discuss the following key points:

- **The Heartsaver exam is administered only in the classroom, even for those students completing the blended-learning format.**
- Be prepared and know the needs of your student audience to determine if you will need to bring exams to the classroom.
 - **If a student's employer needs verification of the student passing an exam, there is a certificate on Atlas that can be obtained by the TCC.**
- There are 5 Heartsaver First Aid CPR AED exams:
 - Heartsaver Basic
 - Heartsaver Total
 - Heartsaver CPR AED
 - Heartsaver First Aid
 - Heartsaver Pediatric First Aid CPR AED
- Use the current version of course exams and obtain them from your TCC in advance. Exams are only available through the TCC.
- The Heartsaver exams range from 10 to 25 questions.
- Note these similarities to the BLS exam:
 - **The exam has a minimum passing score of 84%.**
 - Scenarios are used.
 - **The exam is open resource.**
 - The exam does not have a time limit for completion mandated by the AHA but may take between 1 to 2 minutes per question. Some students may require additional time to complete the course exam. The instructor or TC can determine the best way to meet this need.
- For students who need remediation, follow these steps:
 - **Students who score less than 84% need immediate remediation. If the written exam score is between 73% and 83%, provide remediation by having students verbally answer each item they got incorrect, showing understanding of incorrect items. If the student scores less than 73%, administer the alternate version of the exam.**
 - Upon successful remediation, students should show an improvement in being able to provide correct responses and an understanding of the correct response.

- If remediation is not successful, students will need to retake and pass the ACLS Course to receive a course completion card.
- Discuss exam security.
 - Ensure that all exams are kept secure and not copied or distributed outside the classroom.
 - Because exams are copyrighted, you may not alter them in any way or post them to any learning management systems such as internet or intranet sites.
 - Exams are translated into multiple languages. If a translated exam is required for a course you are teaching, have your TCC contact the Customer Support Center to see if the required translation is available.
 - You must account for each paper exam at the end of the testing period.

Lesson 14

Heartsaver Blended-Learning Course

10 minutes

Heartsaver Blended-Learning Course Overview

Heartsaver Hands-On Session

Heartsaver Blended-Learning Lesson Plans Overview

Learning Objectives

- Identify discipline-specific course formats available to students for completion of the course
- Describe discipline-specific flexibility options within the course that are available to an AHA Instructor

Faculty Tips

- Before teaching this lesson, thoroughly review the following:
 - Heartsaver blended-learning online portion
 - Heartsaver blended-learning lesson plans and course agenda



Instructor Candidate Materials

For this lesson, instructor candidates need the Heartsaver blended-learning lesson plans and agenda from the *Heartsaver Instructor Manual*. Remind instructor candidates that Heartsaver course agendas can also be found on Atlas.



Discussion: Heartsaver Blended-Learning Course Overview

Remind instructor candidates that, similar to BLS, in the blended-learning format of Heartsaver, students first complete the online portion for each Heartsaver course they are taking before completing the hands-on session with an instructor. They will need to present their certificate of completion upon arrival to class.

The AHA strongly recommends that the candidates complete the online portion of the Heartsaver blended-learning course themselves if they are planning to teach it. Doing so will better prepare them for what students learned as well as anticipate questions that might be asked.



Discussion: Heartsaver Hands-On Session

- Discuss with instructor candidates that, unlike BLS, there is not a separate blended-learning course video for Heartsaver. Instead, the blended-learning lesson plans are designed to provide instructors direction on how to teach the hands-on session of the Heartsaver blended-learning course with the help of the videos used in the instructor-led course.
- Have the Heartsaver First Aid CPR AED Course video accessible during this discussion to show instructor candidates how to navigate the menu options for the blended-learning lesson plans.



Discussion: Heartsaver Blended-Learning Lesson Plans Overview

- Have instructor candidates refer to the Heartsaver First Aid CPR AED Blended-Learning (In-Person or Virtual Classroom) Course Agenda in Part 4: Additional Resources of the *Heartsaver Instructor Manual* for an overview of the skills covered in the hands-on session.
- In the hands-on session of the Heartsaver blended-learning course, students first complete practice-while-watching segments followed by skills tests when taking CPR AED and perform instructor-led practice sessions followed by skills tests when taking First Aid. If students need remediation or additional practice of these skills, instructors will navigate to the following menus for remediation:
 - Lesson Menu for CPR AED Blended Learning
 - Lesson Menu for First Aid Blended Learning
- After students have had a sufficient amount of practice with feedback, they may complete the skills testing portion of the hands-on session.

Lesson 15

Course Conclusion and Exam

45 minutes

Course Conclusion

BLS Instructor Essentials Exam

Learning Objectives

- Identify the prerequisites to becoming an AHA Instructor
- Discuss the requirements for maintaining AHA Instructor status

Faculty Tip

Make sure to have a copy of the BLS Instructor Essentials Exam for each instructor candidate.



Discussion: Course Conclusion

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

- Encourage instructor candidates to continue to become familiar with the BLS and Heartsaver instructor materials discussed throughout this course.
 - Instructor candidates can also refer to the FAQ found in their instructor candidate workbook and FAQ for the BLS and Heartsaver courses found on the 2025 Guidelines BLS and Heartsaver Instructor Resources pages on Atlas.
- Answer any questions that the instructor candidates may have about the instructor materials, the courses, or AHA policies and procedures.
- Summarize what instructor candidates have learned.
- Remind instructor candidates that, to become a BLS Instructor, they must first pass the BLS Instructor Essentials exam and then be monitored teaching their first course within 6 months after completing the BLS Instructor Essentials Course.
- Discuss the requirements for maintaining AHA Instructor status (refer to the *BLS Instructor Manual*).
- Discuss any TC-specific policies or protocols with instructor candidates.
 - *Optional:* Have instructor candidates turn to the Quick Self-Quiz in their instructor candidate workbook, and review the questions with them before they take the exam.
- Distribute and collect course evaluations before or after the BLS Instructor Essentials Exam.



BLS Instructor Essentials Exam

- The Instructor Essentials exam is open resource.
- Distribute an answer sheet and exam to each instructor candidate.
- As instructor candidates complete the exam, collect their exams and grade them.
- Regardless of their score, all instructor candidates should be given their exam results and be allowed the opportunity to review and ask questions.
- For instructor candidates who need remediation, follow these steps:
 - Instructor candidates who score less than 84% need immediate remediation. If the written exam score is between 73% and 83%, have the instructor candidate orally go over each incorrect item to show understanding of the correct answer. If the instructor candidate scores less than 73%, administer the alternate version of the exam.
 - Upon successful remediation, students should show an improvement in being able to provide correct responses and an understanding of the correct response.
 - If remediation is not successful, students will need to retake and pass the BLS Instructor Essentials course.