

Faculty Guide for BLS and Heartsaver Instructor Courses

Contents

Part 1: Preparing for the Course	3
Course Objectives and Competencies	4
Course Audience and Prerequisites.....	4
Educational Design	5
Faculty Needs	5
Attendance Requirements.....	6
Course Planning Checklist and Timeline	6
TC Faculty Course Support Materials	10
Part 2: Teaching the Course	13
Using Lesson Maps.....	14
Cleaning Manikins.....	15
BLS Instructor Course Outline	16
Heartsaver Instructor Course Outline.....	18
Part 3: Renewal	20
Part 4: Lesson Maps	21
BLS Instructor Course Lesson Maps	21
Heartsaver Instructor Course Lesson Maps.....	46
Appendix: Instructor Competency Checklist	69

Part 1: Preparing for the Course

Course Objectives and Competencies

Introduction	This manual is to be used by BLS Regional Faculty and Training Center Faculty to conduct the BLS Instructor Course and the Heartsaver Instructor Course. Both of these courses are classroom based and are open to instructor candidates who have met the admission criteria.
Course Goal	The American Heart Association designed the BLS Instructor Course and Heartsaver Instructor Course to prepare people to become Basic Life Support (BLS) or Heartsaver instructors.
Objectives	At the end of the BLS Instructor Course or Heartsaver Instructor Course, instructor candidates will be able to teach a BLS course using the video and lesson maps that are part of the appropriate BLS course instructor materials. Instructor candidates will also be able to use the new testing materials to conduct skills testing.
Exit Criteria	<p>Successful completion of each instructor course consists of instructor candidates facilitating a session where they</p> <ul style="list-style-type: none">• Instruct a group on practice-while-watching the video• Successfully evaluate another instructor candidate while correctly using the skills testing checklist• Successfully remediate another instructor candidate <p>The Training Center (TC) Faculty will use the American Heart Association Emergency Cardiovascular Care Instructor Competency Checklist found at the end of this manual. This document serves as a guide in assessing instructor candidate proficiency in the AHA Core Course competencies during the practice session in the discipline-specific course. Not all competencies can be assessed in a single instructor candidate demonstration.</p>

Course Audience and Prerequisites

Who Can Take the Course	<p>Anyone who wants to become an AHA ECC BLS or Heartsaver instructor can take this course. The ideal candidate will be motivated to</p> <ul style="list-style-type: none">• Teach• Facilitate learning• Ensure that providers acquire the skills necessary for successful course completion• View provider assessment as a way to improve individual knowledge and skills
--------------------------------	---

Course Prerequisites

- Prospective instructors must
- Have completed the AHA Core Instructor Course
 - Be aligned with an AHA TC

Those entering the BLS Instructor Course must have current AHA Healthcare Provider status. Non-healthcare professionals must also have current first aid status.

Those entering the Heartsaver Instructor Course must have current status in any combination of courses that provide the following skills:

- Adult/child CPR, AED, mask use, and choking
 - Infant CPR, mask use, and choking
 - First aid
-

Educational Design

Lesson-Based and Video-Based Structure

The BLS and Heartsaver Instructor Courses are video-based. They are divided into multiple lessons. Some of the CPR lessons are practice-while-watching lessons during which students practice skills as the video guides them.

The video instruction shapes the course. It defines course content and skills practice intervals and provides consistent instruction to every student in every class. It should help Training Center Faculty maintain a tight schedule and a carefully integrated curriculum.

This instructional design maximizes skills practice and learning.

Practice While Watching

The BLS Instructor Course and Heartsaver Instructor Course are instructor-led, using video to guide practice. Immediate TCF feedback during skills practice enhances learning.

Faculty Needs

Who Can Teach the Course

Any current AHA BLS TC or Regional Faculty member may teach the BLS or Heartsaver Instructor Course.

TC Faculty-to-Student Ratio

The size for each BLS Instructor Course or Heartsaver Instructor Course is flexible, and there is currently no research-based best instructor-to-student ratio. The practice lessons of the course, however, are designed to use a

ratio of 8 students to 2 manikins to 1 TC Faculty. This will create 2 groups of 4 students. During practice and role-playing sessions, 1 instructor candidate in each group will play the role of instructor and the other 3 will play the role of students.

Attendance Requirements

Attendance Requirements Instructor candidates must successfully complete the entire course to be eligible to be monitored as a new instructor. An instructor card is issued only after successful monitoring.

Once candidates are certified as instructors, they should be encouraged to join the AHA Instructor Network. The Instructor Network is an online resource offering a free “one-stop-shop” for access to Instructor and TC Coordinator information, bulletins, and memos, networking and educational opportunities, and much more.

Course Planning Checklist and Timeline

Notifying ECC Service Center of Pending Course To provide better customer service, the TC should submit a list of planned instructor courses that are open to the public to their AHA Service Center. The list should include course dates, location, and contact person for registration. The Service Center will make this information available to people seeking course information.

Ordering Materials To help in the distribution of ECC materials, the AHA has partnered with several companies that provide high-quality customer service and support. To order materials contact one of the companies listed on the back cover of any ECC book or visit the ECC website at www.americanheart.org/cpr.

Instructors can directly order books or support materials from any of the AHA distributors. Only a TC Coordinator can order cards.

Room Requirements You can teach an average instructor course of 16 instructor candidates with 2 TC Faculty in 1 large room. The room should comfortably accommodate the students with open space at the front of the classroom for manikins, students, chairs, tables, and room to move around easily.

The room should have

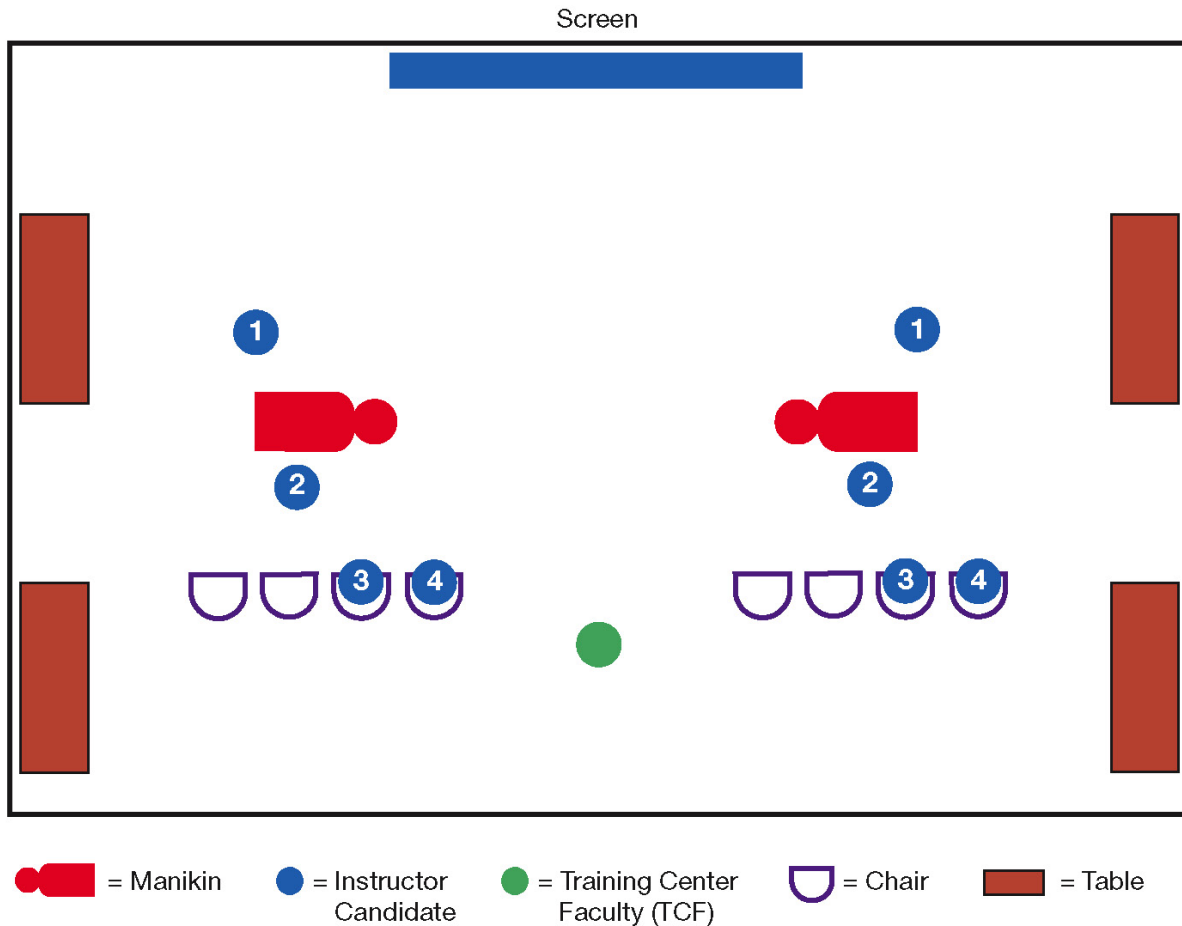
- Good acoustics
- Good lighting that can be dimmed or adjusted for video presentations
- An instructor-controlled video player (DVD or VCR) and monitor large

enough to be viewed by all students. (Although a TV may be acceptable for small classes with only a few groups, larger classes with several manikins may require a large-screen TV or a TV projector. See the sample floor plan on the next page.)

- Ideally, carpeted floors for skills practice
- A chair for each student

Sample Floor Plan

The following picture shows a sample floor plan:



Sample Precourse Letter to Instructor Candidates

The letter on the following page is a sample you may modify and send to instructor candidates.

Sample Precourse Letter to Instructor Candidates

(Date)

Dear _____ Instructor Course Candidate:

Welcome to the _____ Instructor Course.

When and Where

The class will be

Date: _____

Time: _____

Location: _____

Please plan to be on time because it will be hard for late students to catch up once we start.

How to Get Ready

The _____ Instructor Course covers a lot of material in a short time. Please bring your _____ Instructor Manual(s) and lesson maps with you to class. This will help you learn more during the course and make you more comfortable with the material.

What to Wear

Please wear loose, comfortable clothing. You will be practicing skills that require working on your hands and knees, bending, standing, and lifting. If you have any physical conditions that might prevent these activities, please tell one of the instructors. The instructor may be able to adjust the equipment if you have back, knee, or hip problems. Also please tell your instructor if you are allergic to latex.

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

Sincerely,

(Title)

TC Faculty Course Support Materials

TC Faculty Materials

TC Faculty materials available for teaching these courses include the following:

Item	Description	Use
TC Faculty Guide for BLS and Heartsaver Instructor Courses	Text with information about how to teach the BLS Instructor Course and the Heartsaver Instructor Course. Available on the Instructor Network.	Review before class to understand your role and the necessary equipment
BLS/Heartsaver Instructor Course DVDs	<ul style="list-style-type: none"> • <i>Basic Life Support Skills Testing Training Video</i> • 2006 BLS Rollout video titled: <i>2006 Guidelines Rollouts Materials Training Videos*</i> 	<ul style="list-style-type: none"> • Review before class to understand the videos • Show during class <p>* Note: the <i>2006 Guidelines Materials Training Videos</i> had a mislabeling for the first print run provided to TCs. Check the actual video before using it in class.</p>
Lesson maps	Cards with information about what each lesson includes	<ul style="list-style-type: none"> • Review before class to understand your role and the necessary equipment • Refer to these during the course to know what each lesson includes and what you need to do to help the students meet their learning objectives for each lesson
Instructor manuals and videos for all BLS courses	Manuals and videos (DVD or VHS format) for all BLS courses	<ul style="list-style-type: none"> • Ask students to pull appropriate lesson maps from these courses when it is time for role-play lessons • If a student does not have the Heartsaver Instructor Manual, print the necessary lesson maps from the PDF on the Instructor Network
AHA Core Instructor Workbook and CD	Workbook and CD	Refer to this if students ask questions covered in the AHA Core Instructor Course

Equipment List

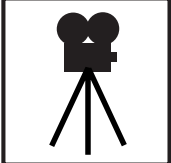



The following table lists the *required* equipment for the BLS Instructor Course or the Heartsaver Instructor Course:

Quantity	Equipment
1 per candidate	1-way valve and pocket mask
	Course agenda
	Critical skills testing checklists
	Skills practice sheets
	Core Instructor Workbook and discipline-specific manual(s)
	Student manual for discipline-specific course
1 per set of 4 students (4:1 ratio)	AED trainer with adult pads
	Manikins with shirts: <ul style="list-style-type: none"> • Adult • Child (optional) • Infant
	Pocket mask (if not enough for 1 per student)
	Stop watch
	For BLS instructor course: bag-mask devices appropriate for manikins
1 per course	TV with DVD or VCR laptop or PC with projector and screen (to show PowerPoint slides)
	Instructor Course DVD or videotape
	Assortment of class DVDs <ul style="list-style-type: none"> • For BLS Instructor Course: HCP; HS FA; HS Pediatric First Aid; or other HS • For Heartsaver Instructor: HS First Aid; HS Pediatric First Aid; and/or HS AED
	Course roster
	Manikin cleaning supplies (such as alcohol pads)
	1 per TC Faculty
Instructor CD from discipline-specific course	

**Understanding
Icons**

Throughout the video and lesson maps, you will see icons that remind you to take certain actions. This approach recognizes that the busy instructor may not be able to keep track of every important action to take.

These icons signal what to do throughout the course:

Icon	Action
	Show the video.
	Pause the video for questions and answers.
P W W	Students practice-while-watching the video.
	Students practice skills.
	Discuss the topics listed on the lesson map.
T	Give the written test and skills test.

Part 2: Teaching the Course

Using Lesson Maps

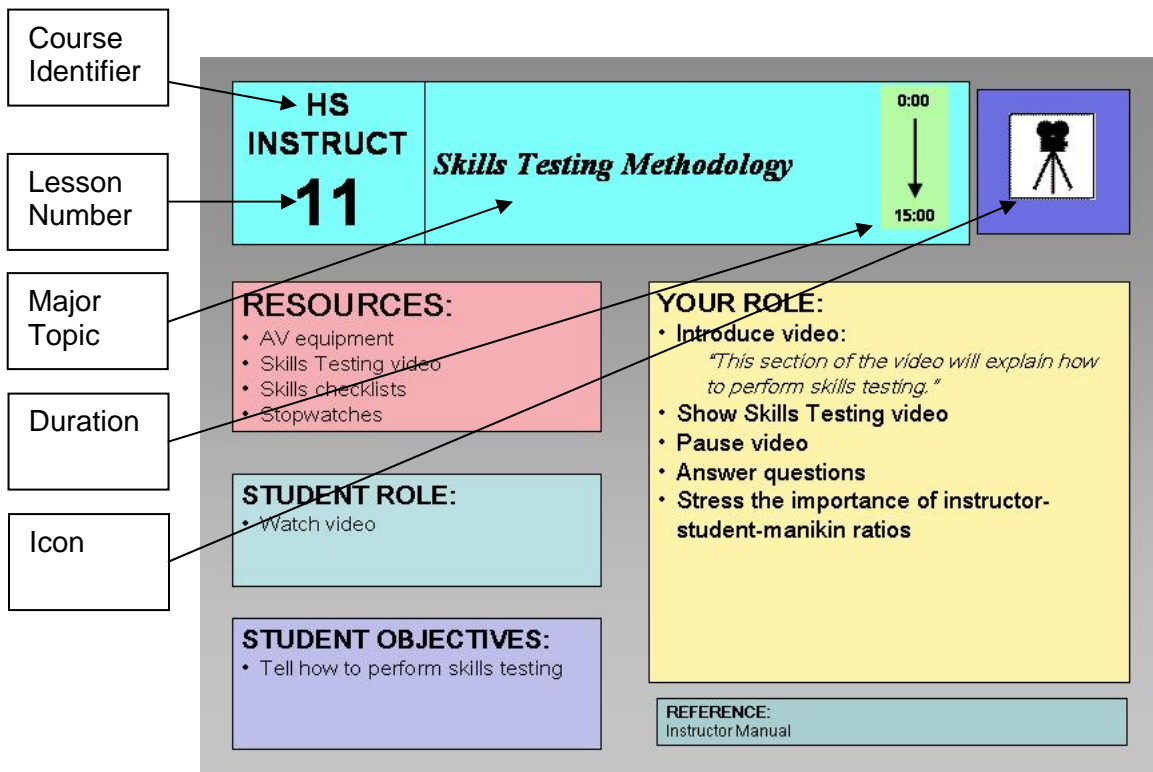
Understanding Lesson Maps

The AHA 2006 instructor materials include lesson maps to help our instructors better facilitate our courses. The lesson maps help ensure consistency from course to course and help keep the instructor focused on the main objectives for each lesson. Lesson maps are for instructor use only.

Each lesson map represents the main components for that lesson:

- Course identifier
- Lesson number
- Major topics
- Icon for type of lesson
- Reference to the student workbook
- Resources needed
- Student role
- Student objectives
- Instructor role
- Duration (in minutes)

The following graphic is a sample lesson map:



Continued on next page

Using Lesson Maps

There are many ways to use these lesson maps:

When	Then you can:
Before you teach	Review the maps to understand: <ul style="list-style-type: none">• The objectives for each lesson• Your role for each lesson• The resources that you need for each lesson
As you teach	Follow each lesson map as you conduct the course. <ul style="list-style-type: none">• Remind students what they will see in each video segment.• Make sure you have all resources and supplies ready for each lesson.• Make notes on your lesson maps, such as what page numbers in student books to reference

Cleaning Manikins

Manikin Cleaning Options











You must explain to the instructor candidates how they will clean their manikins between students. The following table lists what you should tell the student depending on which option you use:












Option	Tell the students
Face shields	<ul style="list-style-type: none">• To put their names on their face shield• To keep the same side up each time they use the face shield
Alcohol and gauze	<ul style="list-style-type: none">• If they are using spray alcohol and gauze, how to spray the alcohol on the gauze, not in the manikin mouth, and to dry the excess alcohol with gauze.• If they are using alcohol swabs, how to wipe in and around the manikin mouth, turn the gauze or swab around to the clean side and place it over the mouth, and leave it in place for 30 seconds. Then dry the excess alcohol with gauze.
Individual faces	<ul style="list-style-type: none">• How to keep track of their own manikin face and how to replace the face

BLS Instructor Course Outline

The following times are approximate. You may increase times for specific lessons if necessary.

Approximate course duration: 5½ hours
 (Student-TC Faculty ratio 8:1, student-manikin ratio 4:1)

Lesson	Course Event	Time Estimate (in minutes)
BLS INSTRUCT 1	Introduction	 5
BLS INSTRUCT 2	Overview of New Science	 22
BLS INSTRUCT 3	New CPR Course Design	 10
BLS INSTRUCT 4	Instructor Materials	 10
BLS INSTRUCT 5	Outlines of BLS Courses	 30
BLS INSTRUCT 6	Lesson Maps	 5
BLS INSTRUCT 7	Training Facilitation	 7
BLS INSTRUCT 8	Equipment	 10
BLS INSTRUCT 9	Room Setup	 10
BLS INSTRUCT 10	Role-Play: Practice While Watching	 40 (10 min x 4)











Lesson	Course Event	Time Estimate (in minutes)
BLS INSTRUCT 11	Skills Testing Methodology	 25
BLS INSTRUCT 12	Role-Play: Skills Testing	 40 (10 min x 4)
BLS INSTRUCT 13	Written Testing Methodology: BLS for Healthcare Providers	 10
BLS INSTRUCT 14	Written Testing Methodology: Heartsaver First Aid and Heartsaver Pediatric First Aid	 5
BLS INSTRUCT 15	Remediation	 5
BLS INSTRUCT 16	Role-Play: Skills Test Remediation	 40 (10 min x 4)
BLS INSTRUCT 17	Role-Play: Written Test Remediation	 15
BLS INSTRUCT 18	TC Specifics	 30
BLS INSTRUCT 19	Course Monitoring	 15
BLS INSTRUCT 20	Instructor Renewal	 5
BLS INSTRUCT 21	Self-Directed Learning and Blended Training	 5









Heartsaver Instructor Course Outline

Make changes to this outline to match the HCP Instructor Outline

The following times are approximate. You may increase times for specific lessons if necessary.

Approximate course duration: 5½ hours
(Student-TC Faculty ratio 8:1, student-manikin ratio 4:1)

Lesson	Course Event	Time Estimate (in minutes)
HS INSTRUCT 1	Introduction	 5
HS INSTRUCT 2	Overview of New Science	 22
HS INSTRUCT 3	New CPR Course Design	 10
HS INSTRUCT 4	Instructor Materials	 10
HS INSTRUCT 5	Outlines of HS Courses	 30
HS INSTRUCT 6	Lesson Maps	 5
HS INSTRUCT 7	Training Facilitation	 7
HS INSTRUCT 8	Equipment	 10
HS INSTRUCT 9	Room Setup	 10
HS INSTRUCT 10	Role-Play: Practice While Watching	 40 (10 min x 4)

Lesson	Course Event	Time Estimate (in minutes)
HS INSTRUCT 11	Skills Testing Methodology	 25
HS INSTRUCT 12	Role-Play: Skills Testing	 10 x 4
HS INSTRUCT 13	Written Testing Methodology: Heartsaver First Aid and Heartsaver Pediatric First Aid	 5
HS INSTRUCT 14	Remediation	 5
HS INSTRUCT 15	Role-Play: Skills Test Remediation	<div style="border: 1px solid black; padding: 2px; display: inline-block;">P W W</div> 40 (10 min x 4)
HS INSTRUCT 16	TC Specifics	 30
HS INSTRUCT 17	Course Monitoring	 15
HS INSTRUCT 18	Instructor Renewal	 5
HS INSTRUCT 19	Self-Directed Learning and Blended Training	 5

Part 3: Renewal

**Instructor
Renewal
Criteria**

There is no renewal version of this course. If you offer a “renewal course,” use the full agenda listed earlier in this manual. See the Program Administration Manual and Instructor Network for renewal requirements.

Part 4: Lesson Maps

BLS Instructor Course Lesson Maps

START

Welcome

0:00



3:00



RESOURCES:

STUDENT ROLE:

- Introduce self
- Listen to instructor

STUDENT OBJECTIVES:

YOUR ROLE:

- Introduce instructors
- Invite participants to introduce themselves
- Explain housekeeping issues, including restrooms
- Explain paperwork
- Explain how students will learn by instructor-led discussions, practice-while-watching lessons, and practice sessions
- Tell the students:
“We are scheduled to end at ____.”

REFERENCE:

none

**BLS
INSTRUCT
1**

Introduction

0:00



5:00



RESOURCES:

STUDENT ROLE:

- Listen to TC faculty

STUDENT OBJECTIVES:

- Get motivated to be an AHA instructor

YOUR ROLE:

- Introduce concepts of new courses
- Motivate instructors to teach using new methodology

REFERENCE:

Instructor Manual

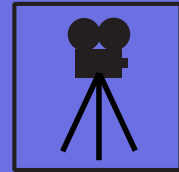
BLS INSTRUCT 2

Overview of New Science

0:00



22:00



RESOURCES:

- AV equipment
- *Overview of Science* video (Note: In the future, this video may be omitted and other science updates may need to be included.)

STUDENT ROLE:

- Watch video

STUDENT OBJECTIVES:

- List the key changes to science in *AHA 2005 Guidelines for CPR and ECC* that affect the BLS courses

YOUR ROLE:

- Evaluate instructor candidates to establish need for in-depth *Overview of Science* video
- Introduce video:
 - “*This video will overview the new science in Guidelines 2005.*”
- Show *BLS Science Update* on *Overview of Science* video
- Refer students to *Currents in Emergency Cardiovascular Care* Winter 2005 issue and *AHA 2005 Guidelines for CPR and ECC*
- Answer questions

REFERENCE:

Instructor Manual, *Currents in Emergency Cardiovascular Care* Winter 2005, *AHA 2005 Guidelines for CPR and ECC*

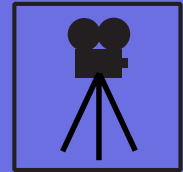
**BLS
INSTRUCT
3**

New CPR Course Design

0:00



10:00



RESOURCES:

- AV equipment
- *A New Way to Teach CPR* video

STUDENT ROLE:

- Watch video

STUDENT OBJECTIVES:

- List the major changes to CPR course design and implementation based on educational research

YOUR ROLE:

- Introduce video:
“This section of the video will explain the major changes to CPR course design and implementation based on educational research.”
- Show New Course Design presentation on *A New Way to Teach CPR* video
- Answer questions

REFERENCE:

Instructor Manual

BLS INSTRUCT 4

Instructor Materials

0:00



10:00



RESOURCES:

- Instructor materials

STUDENT ROLE:

- Listen to TC faculty

STUDENT OBJECTIVES:

- List the main parts of the instructor materials for each BLS course

YOUR ROLE:

- Orient the students to the instructor materials and how to use each piece
 - Instructor manual
 - Instructor CD
 - Course outline
 - Course agenda
 - Course videos
 - Lesson maps
- Answer questions

REFERENCE:

Instructor Manual

BLS INSTRUCT 5

Outlines of BLS Courses

0:00



30:00



RESOURCES:

- BLS Course Overview PowerPoint presentation
- BLS HCP course outline
- Heartsaver Pediatric First Aid course outline

STUDENT ROLE:

- Listen to TC faculty

STUDENT OBJECTIVES:

- Know how to use the course outlines to guide teaching a course

YOUR ROLE:

- Show *BLS Course Overview* PowerPoint presentation to explain each of the courses and what the instructors can teach
- Refer students to BLS HCP and Heartsaver Pediatric First Aid course outlines in instructor manuals
- Pass out Heartsaver Pediatric First Aid course agenda and outline to any instructor who does not have a Heartsaver Instructor Manual
- Explain how to use the course outlines

REFERENCE:

Instructor Manual

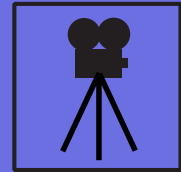
**BLS
INSTRUCT
6**

Lesson Maps

0:00



5:00



RESOURCES:

- AV equipment
- *A New Way to Teach CPR* video

STUDENT ROLE:

- Watch video

STUDENT OBJECTIVES:

- Understand the layout of the lesson maps

YOUR ROLE:

- Introduce video:
“This section of the video introduces you to lesson maps, an instructor tool to help you teach courses.”
- Show Lesson Maps presentation on *A New Way to Teach CPR* video
- Pause video
- Answer questions

REFERENCE:

Instructor Manual

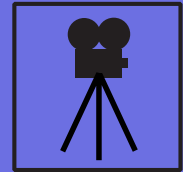
BLS INSTRUCT 7

Training Facilitation

0:00



7:00



RESOURCES:

- AV equipment
- *A New Way to Teach CPR* video

STUDENT ROLE:

- Watch video

STUDENT OBJECTIVES:

- Understand how to facilitate AHA courses

YOUR ROLE:

- Introduce video:
“This section of the video explains how to facilitate AHA courses.”
- Show Training Facilitation presentation on *A New Way to Teach CPR* video
- Pause video
- Answer questions

REFERENCE:

Instructor Manual

BLS INSTRUCT 8

Equipment

0:00



10:00



RESOURCES:

- AV equipment
- BLS HCP instructor manual
- Heartsaver instructor manual
- Manikins
- Face shields
- Face masks
- 1-way valves

STUDENT ROLE:

- Listen to TC faculty
- Ask questions

STUDENT OBJECTIVES:

- Tell how to find what equipment a course needs
- Tell where to find equipment
- Tell how to clean and store equipment

YOUR ROLE:

- Explain where to find lists of required and recommended equipment in discipline-specific instructor manual
- Explain how the participant-manikin ratio will affect the quantity of manikins, face masks, and other supplies
- Answer questions
- Explain how instructors will *instruct* students to clean equipment *during* course
- Explain how instructors will clean equipment *after* each course

REFERENCE:

Instructor Manual

BLS INSTRUCT 9A

Room Setup

0:00



10:00



RESOURCES:

- AV equipment
- BLS HCP instructor manual
- Heartsaver instructor manual

STUDENT ROLE:

- Listen to TC faculty
- Ask questions

STUDENT OBJECTIVES:

- Tell how to set up the room to maximize student learning

YOUR ROLE:

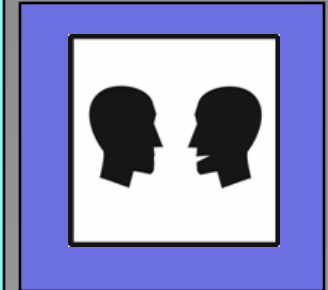
- Tell students to turn to sample floor plan for CPR training picture in BLS HCP instructor manual or Heartsaver instructor manual
- Explain why it is critical to set up the room appropriately
- Discuss what-if situations for instructor candidates to solve

REFERENCE:

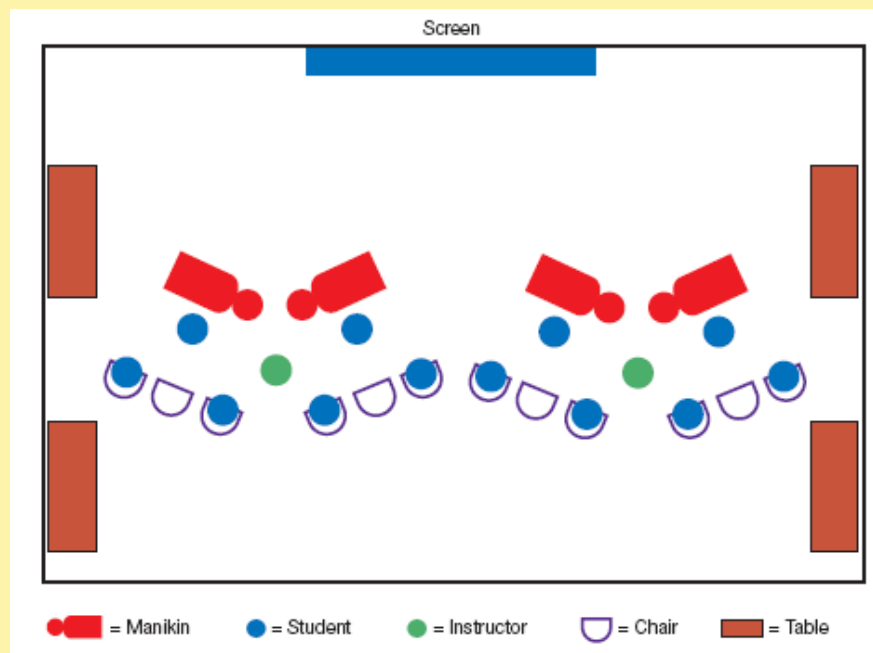
Instructor Manual

BLS INSTRUCT 9B

Room Setup Discussion Details



Sample Floor Plan for CPR Training



Sample What-If Scenarios

- If a classroom is long and narrow
- If a classroom has support pillars in the middle

BLS INSTRUCT 10A

Role-Play: Practice-While-Watching

0:00



40:00



P W W

RESOURCES:

- AV equipment
- Adult manikins
- Face shields
- Lesson maps from BLS HCP and Heartsaver Pediatric First Aid
- Epinephrine pen trainers
- BLS HCP video
- Heartsaver Pediatric First Aid video

STUDENT ROLE:

- Watch video
- Practice while watching
- 1 student serves as instructor

STUDENT OBJECTIVES:

- Practice facilitating lessons
- Show how to use lesson maps

YOUR ROLE:

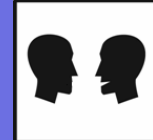
- Remind students of ratios and break students into small groups
- Select 1 student to serve as first instructor in each group of 4 students
- Tell students to pull lesson maps from the course lesson maps for the subsequent role-playing (use the grid on the following lesson map) or provide copies of the specific lesson maps
- Rotate among all students with each practicing as instructor using lesson maps and video
- “Teaching” student observes students and gives positive and corrective feedback
- TCF gives “teaching” student positive and corrective feedback

REFERENCE:

Instructor Manual

BLS INSTRUCT 10B

Role-Play: Practice-While-Watching Student Rotations



P W W

Lessons	Student 1	Student 2	Student 3	Student 4
HCP 1-3	<ul style="list-style-type: none"> Act as instructor Show video Facilitate Observe students and give feedback 	<ul style="list-style-type: none"> Act as student Watch video Practice with video 	<ul style="list-style-type: none"> Act as student Watch video Practice with video 	<ul style="list-style-type: none"> Act as student Watch video Practice with video
HCP 4-6	<ul style="list-style-type: none"> Act as student Watch video Practice with video 	<ul style="list-style-type: none"> Act as instructor Show video Facilitate Observe students and give feedback 	<ul style="list-style-type: none"> Act as student Watch video Practice with video 	<ul style="list-style-type: none"> Act as student Watch video Practice with video
HCP 7-9	<ul style="list-style-type: none"> Act as student Watch video Practice with video 	<ul style="list-style-type: none"> Act as student Watch video Practice with video 	<ul style="list-style-type: none"> Act as instructor Show video Facilitate Observe students and give feedback 	<ul style="list-style-type: none"> Act as student Watch video Practice with video
HS PFA 13	<ul style="list-style-type: none"> Act as student Watch video Practice with video 	<ul style="list-style-type: none"> Act as student Watch video Practice with video 	<ul style="list-style-type: none"> Act as student Watch video Practice with video 	<ul style="list-style-type: none"> Act as instructor Show video Facilitate Observe students and give feedback

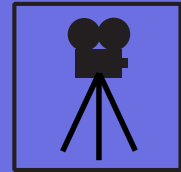
BLS INSTRUCT 11

Skills Testing Methodology

0:00



25:00



RESOURCES:

- AV equipment
- Skills Testing video
- Skills checklists
- Stopwatches

STUDENT ROLE:

- Watch video
- Participate with the video

STUDENT OBJECTIVES:

- Tell how to perform skills testing

YOUR ROLE:

- Introduce video:
“This section of the video will explain how to perform skills testing.”
- Show Skills Testing video
- Pause video
- Answer questions
- Stress the importance of instructor-student-manikin ratios

REFERENCE:

Instructor Manual

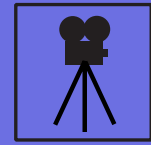
BLS INSTRUCT 12

Role-Play: Skills Testing

0:00



40:00



T

RESOURCES:

- AV equipment
- Adult manikins
- Face shields
- Stopwatches
- Skills checklists

STUDENT ROLE:

- Watch student performing CPR
- Use skills checklist to test student

STUDENT OBJECTIVES:

- Correctly use skills checklist
- Show how to use stopwatch

YOUR ROLE:

- 1 instructor candidate performs adult CPR as a student, making some mistakes
- Refer students to Adult CPR Practice and Test lesson map
- Tell all students to use skills checklist to record “student’s” performance
- Review skills checklist based on “student’s” performance
- Discuss students’ checklists
- Answer questions

REFERENCE:

Instructor Manual

BLS INSTRUCT 13

Written Testing Methodology: BLS for Healthcare Providers

0:00



10:00



RESOURCES:

- AV equipment
- BLS HCP written test
- BLS HCP annotated answer sheet
- Answer key

STUDENT ROLE:

- Watch presentation

STUDENT OBJECTIVES:

- Tell where to find tests
- Tell how to administer tests
- Tell how to grade tests
- Tell how to score tests

YOUR ROLE:

- Introduce topic:
“This section of the course will explain how to perform written testing for the BLS HCP course.”
- Pass out written tests, annotated answer sheets, and answer keys
- Tell students how to administer written tests
- Answer questions

REFERENCE:

Instructor Manual

**BLS
INSTRUCT
14**

*Written Testing Methodology:
Heartsaver First Aid and
Heartsaver Pediatric First Aid*

0:00



5:00



RESOURCES:

- AV equipment
- HS FA student workbook
- HS FA answer sheet
- HS FA 8 lesson map

STUDENT ROLE:

- Watch presentation

STUDENT OBJECTIVES:

- Tell where to find tests
- Tell how to administer tests

YOUR ROLE:

- Introduce topic:
“This section of the course will explain how to perform written testing for the Heartsaver first aid courses.”
- Tell students to turn to HS FA 8 lesson map – First Aid Basics Test
- Pass out answer sheets
- Tell students how to administer written tests
- Remind students that there is no pass/fail for this test
- Answer questions

REFERENCE:

Instructor Manual

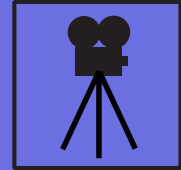
**BLS
INSTRUCT
15**

Remediation

0:00



5:00



RESOURCES:

- AV equipment
- ECC Core Instructor Course, Evaluation unit

STUDENT ROLE:

- Watch presentation

STUDENT OBJECTIVES:

- Tell how to perform remediation

YOUR ROLE:

- Introduce video:
“This section of the video will explain how to perform remediation.”
- Show Remediation video
- Pause video
- Answer questions

REFERENCE:

Instructor Manual

**BLS
INSTRUCT
16**

*Role-Play:
Skills Test Remediation*

0:00



40:00



RESOURCES:

- Adult manikins
- Face shields
- Stopwatches
- Skills checklists

STUDENT ROLE:

- Remediate student

STUDENT OBJECTIVES:

- Show how to use skills checklist
- Show how to use stopwatch

YOUR ROLE:

- Tell students to remediate student who showed poor skills during testing role-play
- Use skills checklist to record student's performance
- Review skills checklist based on "student's" performance
- Discuss students' checklists
- Have students pair up
- Answer questions

REFERENCE:

Instructor Manual

**BLS
INSTRUCT
17**

*Role-Play:
Written Test Remediation*

0:00



15:00



RESOURCES:

- BLS HCP written test

STUDENT ROLE:

- Remediate student

STUDENT OBJECTIVES:

- Show how to remediate written test

YOUR ROLE:

- Tell students to pair up and take turns remediating the BLS HCP written test
- “Instructor” discusses missed question with partner to ensure the student understands the concept

REFERENCE:

Instructor Manual

**BLS
INSTRUCT
18**

Training Center Specifics

0:00



30:00



RESOURCES:

STUDENT ROLE:

- Listen to TC faculty

STUDENT OBJECTIVES:

- Tell training center specifics for running courses

YOUR ROLE:

- Tell students issues specific to your training center:
 - Course completion cards
 - Course evaluations
 - How to get tests
 - Updates
 - Registering on the AHA Instructor Network
 - Staying in touch with your training center
 - Post-course paperwork
- Answer questions

REFERENCE:

Instructor Manual

**BLS
INSTRUCT
19**

Course Monitoring

0:00



15:00



RESOURCES:

STUDENT ROLE:

- Listen to TC faculty

STUDENT OBJECTIVES:

- Tell course monitoring requirements

YOUR ROLE:

- Explain course monitoring and how to set it up
- Remind students that they are not instructors until they complete course monitoring requirement
- Answer questions

REFERENCE:

Instructor Manual

BLS INSTRUCT 20

Instructor Renewal

0:00



5:00



RESOURCES:

STUDENT ROLE:

- Listen to TC faculty

STUDENT OBJECTIVES:

- Tell requirements for instructor renewal
- Tell where to find requirements

YOUR ROLE:

- Tell students the requirements for instructor renewal
- Tell students how your training center will monitor instructors
- Refer students to the *Program Administration Manual* for information on this topic
- Answer questions

REFERENCE:

PROAD Manual

**BLS
INSTRUCT
21**

*Self-Directed Learning and
Blended Training*

0:00



5:00



RESOURCES:

STUDENT ROLE:

- Listen to TC faculty

STUDENT OBJECTIVES:

- List self-directed learning offerings and related requirements
- List blended training offerings and related requirements

YOUR ROLE:

- List the courses available for self-directed learning and blended training
- Explain how instructors can get more information
- Explain instructor's role in these courses; encourage participation
- Answer questions

REFERENCE:

Instructor Manual

Part 4: Lesson Maps

Heartsaver Instructor Course Lesson Maps

START

Welcome

0:00



3:00



RESOURCES:

STUDENT ROLE:

- Introduce self
- Listen to instructor

STUDENT OBJECTIVES:

YOUR ROLE:

- Introduce instructors
- Invite participants to introduce themselves
- Explain housekeeping issues, including restrooms
- Explain paperwork
- Explain how students will learn by instructor-led discussions, practice-while-watching lessons, and practice sessions
- Tell the students:
“We are scheduled to end at ____.”

REFERENCE:

none

**HS
INSTRUCT
1**

Introduction

0:00



5:00



RESOURCES:

STUDENT ROLE:

- Listen to TC faculty

STUDENT OBJECTIVES:

- Get motivated to be an AHA instructor

YOUR ROLE:

- Introduce concepts of new courses
- Motivate instructors to teach using new methodology

REFERENCE:

Instructor Manual

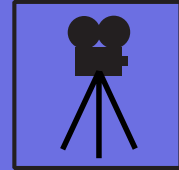
HS INSTRUCT 2

Overview of New Science

0:00



22:00



RESOURCES:

- AV equipment
- *Overview of Science* video (Note: In the future, this video may be omitted and other science updates may need to be included.)

STUDENT ROLE:

- Watch video

STUDENT OBJECTIVES:

- List the key changes to science in *AHA 2005 Guidelines for CPR and ECC* that affect the BLS courses

YOUR ROLE:

- Evaluate instructor candidates to establish need for in-depth *Overview of Science* video
- Introduce video:
 - “*This video will overview the new science in Guidelines 2005.*”
- Show *Heartsaver Science Update* on *Overview of Science* video
- Refer students to *Currents in Emergency Cardiovascular Care* Winter 2005 issue and *AHA 2005 Guidelines for CPR and ECC*
- Answer questions

REFERENCE:

Instructor Manual, *Currents in Emergency Cardiovascular Care* Winter 2005, *AHA 2005 Guidelines for CPR and ECC*

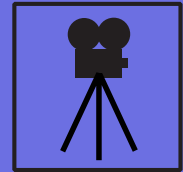
HS INSTRUCT 3

New CPR Course Design

0:00



10:00



RESOURCES:

- AV equipment
- *A New Way to Teach CPR* video

STUDENT ROLE:

- Watch video

STUDENT OBJECTIVES:

- List the major changes to CPR course design and implementation based on educational research

YOUR ROLE:

- Introduce video:
“This section of the video will explain the major changes to CPR course design and implementation based on educational research.”
- Show New Course Design presentation on *A New Way to Teach CPR* video
- Answer questions

REFERENCE:

Instructor Manual

HS INSTRUCT 4

Instructor Materials

0:00



10:00



RESOURCES:

- Instructor materials

STUDENT ROLE:

- Listen to TC faculty

STUDENT OBJECTIVES:

- List the main parts of the instructor materials for each HS course

YOUR ROLE:

- Orient the students to the instructor materials and how to use each piece
 - Instructor manual
 - Instructor CD
 - Course outline
 - Course agenda
 - Course videos
 - Lesson maps
- Answer questions

REFERENCE:

Instructor Manual

HS INSTRUCT 5

Outlines of Heartsaver Courses

0:00



30:00



RESOURCES:

- Heartsaver Course Overview PowerPoint presentation
- Heartsaver AED course outline
- Heartsaver Pediatric First Aid course outline

STUDENT ROLE:

- Listen to TC faculty

STUDENT OBJECTIVES:

- Know how to use the course outlines to guide teaching a course

YOUR ROLE:

- Show Heartsaver Course Overview PowerPoint presentation to explain each of the courses and what the instructors can teach
- Refer students to course outlines for Heartsaver AED and Heartsaver Pediatric First Aid in instructor manual
- Explain how to use the course outlines

REFERENCE:

Instructor Manual

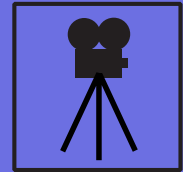
HS INSTRUCT 6

Lesson Maps

0:00



5:00



RESOURCES:

- AV equipment
- *A New Way to Teach CPR* video

STUDENT ROLE:

- Watch video

STUDENT OBJECTIVES:

- Understand the layout of the lesson maps

YOUR ROLE:

- Introduce video:
“This section of the video introduces you to lesson maps, an instructor tool to help you teach courses.”
- Show Lesson Maps presentation on *A New Way to Teach CPR* video
- Pause video
- Answer questions

REFERENCE:

Instructor Manual

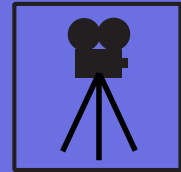
HS INSTRUCT 7

Training Facilitation

0:00



7:00



RESOURCES:

- AV equipment
- *A New Way to Teach CPR* video

STUDENT ROLE:

- Watch video

STUDENT OBJECTIVES:

- Understand how to facilitate AHA courses

YOUR ROLE:

- Introduce video:
“This section of the video explains how to facilitate AHA courses.”
- Show Training Facilitation presentation on *A New Way to Teach CPR* video
- Pause video
- Answer questions

REFERENCE:

Instructor Manual

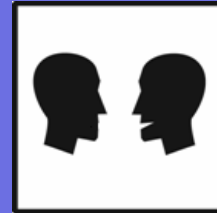
HS INSTRUCT 8

Equipment

0:00



10:00



RESOURCES:

- AV equipment
- Heartsaver instructor manual
- Manikins
- Face shields
- Face masks
- 1-way valves

STUDENT ROLE:

- Listen to TC faculty
- Ask questions

STUDENT OBJECTIVES:

- Tell how to find what equipment a course needs
- Tell where to find equipment
- Tell how to clean and store equipment

YOUR ROLE:

- Explain where to find lists of required and recommended equipment in discipline-specific instructor manual
- Explain how the participant-manikin ratio will affect the quantity of manikins, face masks, and other supplies
- Answer questions
- Explain how instructors will *instruct* students to clean equipment *during* course
- Explain how instructors will clean equipment *after* each course

REFERENCE:

Instructor Manual

HS INSTRUCT 9A

Room Setup

0:00



10:00



RESOURCES:

- AV equipment
- Heartsaver instructor manual

STUDENT ROLE:

- Listen to TC faculty
- Ask questions

STUDENT OBJECTIVES:

- Tell how to set up the room to maximize student learning

YOUR ROLE:

- Tell students to turn to sample floor plan for CPR training picture in Heartsaver instructor manual
- Explain why it is critical to set up the room appropriately
- Discuss what-if situations for instructor candidates to solve

REFERENCE:

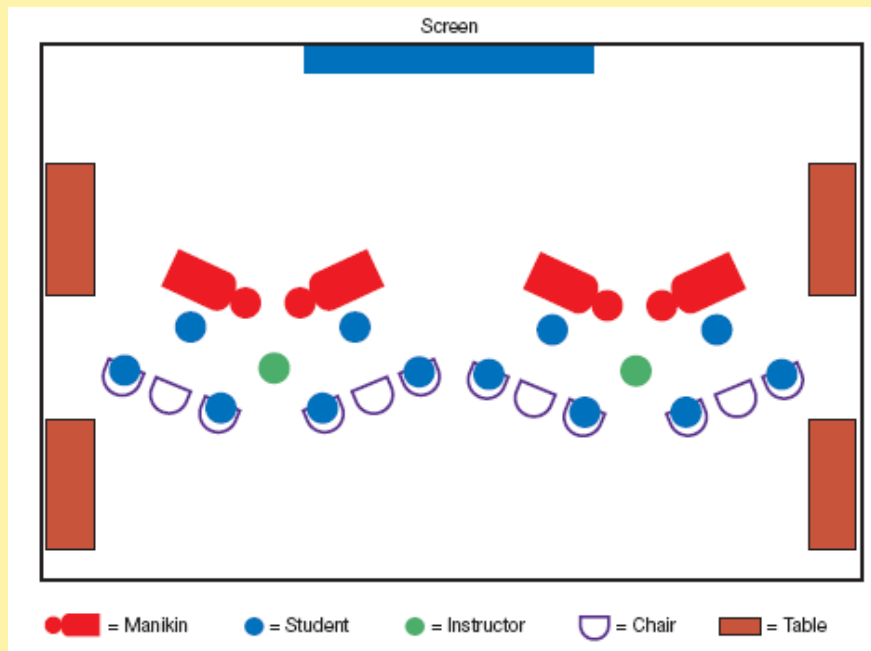
Instructor Manual

HS INSTRUCT 9B

Room Setup Discussion Details



Sample Floor Plan for CPR Training



Sample What-If Scenarios

- If a classroom is long and narrow
- If a classroom has support pillars in the middle

HS INSTRUCT 10A

Role-Play: Practice-While-Watching

0:00



40:00



P W W

RESOURCES:

- AV equipment
- Adult manikins
- Face shields
- Lesson maps from HS AED and Heartsaver Pediatric First Aid
- Epinephrine pen trainers
- Heartsaver Pediatric First Aid video

STUDENT ROLE:

- Watch video
- Practice while watching
- 1 student serves as instructor

STUDENT OBJECTIVES:

- Practice facilitating lessons
- Show how to use lesson maps

YOUR ROLE:

- Remind students of ratios and break students into small groups
- Select 1 student to serve as first instructor in each group of 4 students
- Tell students to pull lesson maps from the course lesson maps for the subsequent role-playing (use the grid on the following lesson map)
- Rotate among all students with each practicing as instructor using lesson maps and video
- “Teaching” student observes students and gives positive and corrective feedback
- TCF gives “teaching” student positive and corrective feedback

REFERENCE:

Instructor Manual

HS INSTRUCT 10B

Role-Play: Practice-While-Watching Student Rotations



P W W

Lessons	Student 1	Student 2	Student 3	Student 4
HS AED A/C 1-3	<ul style="list-style-type: none"> Act as instructor Show video Facilitate Observe students and give feedback 	<ul style="list-style-type: none"> Act as student Watch video Practice with video 	<ul style="list-style-type: none"> Act as student Watch video Practice with video 	<ul style="list-style-type: none"> Act as student Watch video Practice with video
HS AED A/C 4-6	<ul style="list-style-type: none"> Act as student Watch video Practice with video 	<ul style="list-style-type: none"> Act as instructor Show video Facilitate Observe students and give feedback 	<ul style="list-style-type: none"> Act as student Watch video Practice with video 	<ul style="list-style-type: none"> Act as student Watch video Practice with video
HS AED A/C 7-9	<ul style="list-style-type: none"> Act as student Watch video Practice with video 	<ul style="list-style-type: none"> Act as student Watch video Practice with video 	<ul style="list-style-type: none"> Act as instructor Show video Facilitate Observe students and give feedback 	<ul style="list-style-type: none"> Act as student Watch video Practice with video
HS PFA 13	<ul style="list-style-type: none"> Act as student Watch video Practice with video 	<ul style="list-style-type: none"> Act as student Watch video Practice with video 	<ul style="list-style-type: none"> Act as student Watch video Practice with video 	<ul style="list-style-type: none"> Act as instructor Show video Facilitate Observe students and give feedback

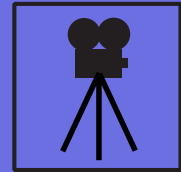
HS INSTRUCT 11

Skills Testing Methodology

0:00



25:00



RESOURCES:

- AV equipment
- Skills Testing video
- Skills checklists
- Stopwatches

STUDENT ROLE:

- Watch video
- Participate with the video

STUDENT OBJECTIVES:

- Tell how to perform skills testing

YOUR ROLE:

- Introduce video:
“This section of the video will explain how to perform skills testing.”
- Show Skills Testing video
- Pause video
- Answer questions
- Stress the importance of instructor-student-manikin ratios

REFERENCE:

Instructor Manual

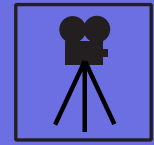
HS INSTRUCT 12

Role-Play: Skills Testing

0:00



40:00



T

RESOURCES:

- AV equipment
- Adult manikins
- Face shields
- Stopwatches
- Skills checklists

STUDENT ROLE:

- Watch student performing CPR
- Use skills checklist to test student

STUDENT OBJECTIVES:

- Correctly use skills checklist
- Show how to use stopwatch

YOUR ROLE:

- 1 instructor candidate performs adult CPR as a student, making some mistakes
- Refer students to Adult CPR Practice and Test lesson map
- Tell all students to use skills checklist to record “student’s” performance
- Review skills checklist based on “student’s” performance
- Discuss students’ checklists
- Answer questions

REFERENCE:

Instructor Manual

HS INSTRUCT 13

Written Testing Methodology: Heartsaver First Aid and Heartsaver Pediatric First Aid

0:00



5:00



RESOURCES:

- AV equipment
- HS FA student workbook
- HS FA answer sheet
- HS FA 8 lesson map

STUDENT ROLE:

- Watch presentation

STUDENT OBJECTIVES:

- Tell where to find tests
- Tell how to administer tests

YOUR ROLE:

- Introduce topic:
“This section of the course will explain how to perform written testing for the Heartsaver first aid courses.”
- Tell students to turn to **HS FA 8** lesson map – First Aid Basics Test
- Pass out answer sheets
- Tell students how to administer written tests
- Remind students that there is no pass/fail for this test
- Answer questions

REFERENCE:

Instructor Manual

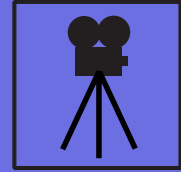
HS INSTRUCT 14

Remediation

0:00



5:00



RESOURCES:

- AV equipment
- ECC Core Instructor Course, Evaluation unit

STUDENT ROLE:

- Watch presentation

STUDENT OBJECTIVES:

- Tell how to perform remediation

YOUR ROLE:

- Introduce video:
“This section of the video will explain how to perform remediation.”
- Show Remediation video
- Pause video
- Answer questions

REFERENCE:

Instructor Manual

**HS
INSTRUCT
15**

*Role-Play:
Skills Test Remediation*

0:00



40:00



RESOURCES:

- Adult manikins
- Face shields
- Stopwatches
- Skills checklists

STUDENT ROLE:

- Remediate student

STUDENT OBJECTIVES:

- Show how to use skills checklist
- Show how to use stopwatch

YOUR ROLE:

- Tell students to remediate student who showed poor skills during testing role-play
- Use skills checklist to record student's performance
- Review skills checklist based on "student's" performance
- Discuss students' checklists
- Have students pair up
- Answer questions

REFERENCE:

Instructor Manual

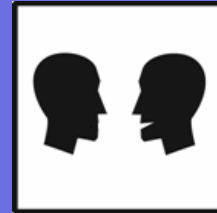
HS INSTRUCT 16

Training Center Specifics

0:00



30:00



RESOURCES:

STUDENT ROLE:

- Listen to TC faculty

STUDENT OBJECTIVES:

- Tell training center specifics for running courses

YOUR ROLE:

- Tell students issues specific to your training center:
 - Course completion cards
 - Course evaluations
 - How to get tests
 - Updates
 - Registering on the AHA Instructor Network
 - Staying in touch with your training center
 - Post-course paperwork
- Answer questions

REFERENCE:

Instructor Manual

HS INSTRUCT 17

Course Monitoring

0:00



15:00



RESOURCES:

STUDENT ROLE:

- Listen to TC faculty

STUDENT OBJECTIVES:

- Tell course monitoring requirements

YOUR ROLE:

- Explain course monitoring and how to set it up
- Remind students that they are not instructors until they complete course monitoring requirement
- Answer questions

REFERENCE:

Instructor Manual

HS INSTRUCT 18

Instructor Renewal

0:00



5:00



RESOURCES:

STUDENT ROLE:

- Listen to TC Faculty

STUDENT OBJECTIVES:

- Tell requirements for instructor renewal
- Tell where to find requirements

YOUR ROLE:

- Tell students the requirements for instructor renewal
- Tell students how your training center will monitor instructors
- Refer students to the *Program Administration Manual* for information on this topic
- Answer questions

REFERENCE:

PROAD Manual

HS INSTRUCT 19

Self-Directed Learning and Blended Training

0:00



5:00



RESOURCES:

STUDENT ROLE:

- Listen to instructor

STUDENT OBJECTIVES:

- List self-directed learning offerings and related requirements
- List blended training offerings and related requirements

YOUR ROLE:

- List the courses available for self-directed learning and blended training
- Explain how instructors can get more information
- Explain instructor's role in these courses; encourage participation
- Answer questions

REFERENCE:

Instructor Manual

Appendix: Instructor Competency Checklist

American Heart Association Emergency Cardiovascular Care Instructor Competency Checklist

Instructions to TC Faculty: Use this form as a guide in assessing instructor candidate proficiency in the AHA Core Course competencies during the practice session in the discipline-specific course. Not all competencies can be assessed in a single instructor candidate demonstration. Share with the instructor candidate those competencies that are emphasized as well as the ones indicated with an asterisk (*).

Key	
Successful	Handled at least one instance in a manner consistent with the content of the AHA Core Instructor Course
Needs Remediation	Missed one or more opportunities to handle a situation that occurred in a manner consistent with the content of the AHA Core Instructor Course.

Instructor Candidate: _____

Competency	Successful	Needs Remediation	Not Applicable to This Scenario
Communicate Effectively: Communicates ideas and concepts clearly, maintains positive rapport with learners, uses appropriate nonverbal communication skills, uses appropriate terminology for audience			
Establish/Maintain Professional Credibility: Presents self in a professional and confident manner			
Prepare the Learning Environment: Arranges the learning space to best suit course needs, ensures adequate sight lines for viewing demonstrations or videos			
Manage Technology: Uses technology associated with teaching (such as manikins, rhythm generators, AED trainers, and other teaching aids) and/or uses audio/video technology effectively			
Stimulation and Motivation: Provides a stimulating learning environment that maintains interest of students			
Presentation Skills: Discusses or demonstrates course content effectively, uses appropriate teaching aid or supporting materials (including computer slides or video)			
Questioning: Interacts with students with appropriate questions to evaluate student understanding and thinking processes			
Clarification and Feedback: Recognizes students' need for additional information and provides appropriate feedback			
Promote Retention: Reinforces key points, follows course lesson maps			
Promote Transfer: Shows applicability of information to students' environment, encourages continued practice after course completion			

* Assess Learning and Performance: Evaluates student's skill performance and/or knowledge to determine ability or comprehension to meet course objectives			
* Remediation: Recognizes need for remediation and interacts with students to improve student performance to level consistent with course objectives			

Comments:

TCF: _____ Date: _____ Successful Demonstration: Yes No