



Heartsaver[®]

Instructor Essentials Faculty Guide



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Preparing for the Course

Instructor Essentials Overview

Welcome to the American Heart Association (AHA) Heartsaver® Instructor Essentials Course. The Instructor Essentials Course is designed to prepare instructor candidates to teach 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 skills, provide an objective skills performance evaluation, and follow AHA Instructor and course policies. The course covers core content and discipline-specific content required to teach AHA courses.

Educational Design

The Heartsaver Instructor Essentials Course is taught in a blended-learning format. To become an AHA Heartsaver Instructor, candidates must complete the online portion, followed by the hands-on session, which is classroom based. The online portion of the course contains both core content and discipline-specific modules to prepare the instructor candidates for the hands-on session. In the classroom, Faculty will continue preparing instructor candidates to become AHA Instructors by focusing on in-depth material about the Heartsaver courses 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. As a Heartsaver Instructor, candidates will be able to teach any course within the Heartsaver portfolio.

Steps to Become an Instructor

There are 4 steps to become a Heartsaver Instructor. For successful completion, instructor candidates must

1. Be accepted by an AHA Training Center (TC) before enrolling in an Instructor Essentials Course and have a completed Instructor Candidate Application on file with that TC
 2. Have current AHA Provider status in the discipline for that Instructor Essentials Course and be proficient in all the skills of that discipline
 3. Successfully complete the Instructor Essentials Course, including both the online and hands-on session
 4. Successfully be monitored teaching within 6 months of 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 Basic Life Support Faculty—Regional or TC—who will be teaching the hands-on session of the Heartsaver Instructor Essentials Course. The purpose of this Faculty Guide and the Lesson Plans is to provide Faculty with materials that contain new information and educational practices that are incorporated into the 2015 product development cycle. These materials are to be used as a guide for teaching and preparing instructor candidates to become AHA Instructors. We thank you for your continuous efforts in conducting the hands-on session of Instructor Essentials.

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

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

Find or List a Course

Use the AHA's My Courses online tool on the Instructor Network to list your TC profile, the courses your TC offers, and your scheduled Instructor Essentials Courses. Instructor candidates will then be able to access this information through the AHA's online Find a Course tool (www.heart.org/findacourse) or by phone at 1-877-AHA-4CPR (1-877-242-4277). This tool is for US TCs only.

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

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



AHA Instructor Network
www.ahainstructornetwork.org

Faculty-to-Instructor Candidate Ratio

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

Room Requirements

When selecting a location for the Heartsaver 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
-

Course Equipment and Materials

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

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

| Quantity | Materials and Equipment |
|---|--|
| 1 per Faculty | <p><i>Heartsaver Instructor Essentials Faculty Guide with Lesson Plans</i></p> <p><i>Program Administration Manual</i></p> <p>Heartsaver student course materials: <i>Heartsaver First Aid CPR AED Instructor Manual</i>, Lesson Plans, and course video (or course DVD)</p> <p>BLS and Heartsaver Instructor Essentials Course videos (or course DVD)</p> |
| 1 per instructor candidate | <p>1-way valve and pocket mask</p> <p>Course agenda</p> <p>Heartsaver Adult CPR and AED Skills Testing Checklist Heartsaver Child CPR Skills Testing Checklist Heartsaver Infant CPR Skills Testing Checklist Heartsaver First Aid Skills Testing Checklist (have at least 2 copies of each)</p> <p>Heartsaver Instructor Essentials Exam</p> <p>Instructor Candidate Workbook</p> <p><i>Heartsaver First Aid CPR AED or Pediatric First Aid CPR AED Instructor Manual and Student Workbook*</i></p> <p>Heartsaver First Aid CPR AED or Pediatric First Aid CPR AED Course Exam*</p> <p>Pair of latex-free gloves (optional)</p> |
| 1 per set of 3 instructor candidates (3:1 ratio) | <p>AED trainer with adult pads</p> <p>Manikins with shirts <ul style="list-style-type: none"> • Adult • Child (optional) • Infant </p> <p>Pocket mask (if not enough for 1 per instructor candidate)</p> <p>Stopwatch</p> <p>Epinephrine pen trainer (optional)</p> <p>Small stack of gauze pads (4 × 4 inches) (optional)</p> <p>1 bandage (roll of gauze) (optional)</p> <p>Magazines for splint (optional)</p> |

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| Quantity | Materials and Equipment |
|--------------|--|
| 1 per course | TV with DVD player or computer with video player and projection screen |
| | Course roster |
| | Manikin cleaning supplies |

**Instructor candidates can use either the Heartsaver First Aid CPR AED or Pediatric First Aid CPR AED Course materials for the Heartsaver Instructor Essentials Course, depending on the course they will be teaching.*

Ordering Materials

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

Who Can Take the Course

The Heartsaver Instructor Essentials Course is an intensive course for instructor candidates who have already successfully completed the Heartsaver First Aid CPR AED Course. The role and scope of practice of lay rescuers can vary greatly, so there are no profession-specific guidelines for becoming an AHA Instructor in a specific discipline. Instructor candidates should exemplify integrity, demonstrate strong ethics, communicate clearly, and model a dedication to quality of training.

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

- Be at least 16 years of age
- Be aligned with an AHA TC
 - Instructor candidates must have a TC that has agreed to accept them as an instructor once they have completed Instructor Essentials and their monitoring is completed.
- Have a current AHA Heartsaver First Aid CPR AED course completion card
- Be proficient in the skills of Heartsaver First Aid CPR AED
 - To measure the proficiency of the skills of Heartsaver First Aid CPR AED, be sure to observe instructor candidates during the course. If you feel that instructor candidates need to be retested in their first aid or CPR and AED skills, you can include this as part of the Instructor Essentials Course.
- Complete an Instructor Candidate Application
- Successfully complete the online portion of Instructor Essentials

If you have any questions about prerequisites, please consult your TCC and/or refer to the *Program Administration Manual*.

Sample Precourse Letter to Instructor Candidates

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

(Date)

Dear Instructor Candidate:

Welcome to the hands-on session of the _____ Instructor Essentials Course. Enclosed are the agenda and your copy of the _____ *Instructor Manual(s)* and *Instructor Candidate Workbook*. Please bring your Instructor Manual(s) to class to use during the course. Review both the agenda and the Instructor Manual(s) before coming to class so that you learn more and are more comfortable with the course.

The class is scheduled for

Date: _____

Time: _____

Location: _____

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

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

Sincerely,





(Name), Faculty



Teaching the Course

Understanding Icons

The icons used in the Lesson Plans are there to remind you to take certain actions during the course. The Lesson Plans contain the following icons:

| Icon | Action |
|---|---|
|  | Discussion |
|  | Play video |
|  | Pause video |
|  | Instructor candidate practice |
|  | Instructor candidate practices while watching |
|  | Instructor candidate materials |
|  | Exam |

Using Lesson Plans

Use Lesson Plans before and during the course.















| When | How to Use |
|--------------------------|---|
| Before the course | Review the Lesson Plans to understand <ul style="list-style-type: none">• Objectives for each lesson• Your role for each lesson• Resources that you need for each lesson Make notes of things you want to remember or add, and consider preparing a list of questions and answers to use during a debrief of the lessons. |
| During the course | <ul style="list-style-type: none">• 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. |

Heartsaver Instructor Essentials Course Outline

Approximate course duration without breaks: 4.75 hours











(Instructor candidate–Faculty ratio 7:1; instructor candidate–manikin ratio 3:1)

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

| Lesson | Course Event | Lesson Plan Actions and Time Estimate (in Minutes) |
|--------|--|---|
| 1 | Course Introduction |  5 |
| 2 | AHA Introduction Part I: American Heart Association Mission Part II: Instructor Core Competencies |  15 |
| 3 | Heartsaver Course Preparation Part I: Course Paperwork Part II: Course Preparation |   15 |
| 4 | Heartsaver Course Overview (Instructor-Led) Part I: Course Formats Part II: Instructor Materials Part III: Learning Objectives and Course Completion Requirements |  15 |
| 5 | Life Is Why® Activity |   5 |
| 6 | Adult CPR AED Part I: Lesson 2: Adult CPR Part II: Lesson 3: Use an AED (Adult) Part III: Lesson 4: Help From Others Part IV: Lesson 5: Adult CPR AED Summary Part V: Lesson 7: Naloxone Part VI: Lesson 8: Adult Choking |   40 |
| 7 | Child CPR AED and Infant CPR Part I: Child CPR AED Part II: Infant CPR |   30 |
| 8 | CPR AED Skills Testing Part I: CPR AED Skills Testing Part II: Remediation |    45 |

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| Lesson | Course Event | Lesson Plan Actions and Time Estimate (in Minutes) |
|--------|--|--|
| 9 | First Aid Part I: First Aid Overview Part II: Lesson 2: First Aid Basics Part III: Lesson 3: First Aid Basics Summary Part IV: Lessons 4-5: Medical Emergencies Part V: Lessons 6-7: Injury Emergencies Part VI: Lessons 8-11: Environmental Emergencies, Preventing Illness and Injury; Legal Questions, and Course Conclusion |   35 |
| 10 | First Aid Skills Testing and Exam Part I: First Aid Skills Testing Part II: Heartsaver Exam |    15 |
| 11 | Heartsaver Blended Course Part I: Heartsaver Blended Course Overview Part II: Heartsaver Online Portion Part III: Heartsaver Hands-on Session |   20 |
| 12 | AHA Instructor Resources Part I: <i>Program Administration Manual</i> Part II: Instructor Network Part III: Training Center-Specific Policies |  20 |
| 13 | Course Conclusion and Exam Part I: Course Conclusion Part II: Heartsaver Instructor Essentials Exam |   30 |

Sample Heartsaver Instructor Essentials Course Agenda

7 Instructor Candidates, 1 Faculty

Instructor candidate–Faculty ratio 7:1; instructor candidate–manikin ratio 3 or 4:1

Total time: Approximately 5.5 hours

| | |
|-------------|--|
| 8:00-8:05 | Lesson 1: Course Introduction |
| 8:05-8:20 | Lesson 2: AHA Introduction Part I: American Heart Association Mission Part II: Instructor Core Competencies |
| 8:20-8:35 | Lesson 3: Heartsaver Course Preparation Part I: Course Paperwork Part II: Course Preparation |
| 8:35-8:50 | Lesson 4: Heartsaver Course Overview (Instructor-Led) Part I: Course Formats Part II: Instructor Materials Part III: Learning Objectives and Course Completion Requirements |
| 8:50-8:55 | Lesson 5: Life Is Why® Activity |
| 8:55-9:35 | Lesson 6: Adult CPR AED Part I: Lesson 2: Adult CPR Part II: Lesson 3: Use an AED (Adult) Part III: Lesson 4: Help From Others Part IV: Lesson 5: Adult CPR AED Summary Part V: Lesson 7: Naloxone Part VI: Lesson 8: Adult Choking |
| 9:35-9:45 | Break |
| 9:45-10:15 | Lesson 7: Child CPR AED and Infant CPR Part I: Child CPR AED Part II: Infant CPR |
| 10:15-11:00 | Lesson 8: CPR AED Skills Testing Part I: CPR AED Skills Testing Part II: Remediation |
| 11:00-11:30 | Lunch |
| 11:30-12:05 | Lesson 9: First Aid Part I: First Aid Overview Part II: Lesson 2: First Aid Basics Part III: Lesson 3: First Aid Basics Summary Part IV: Lessons 4-5: Medical Emergencies Part V: Lessons 6-7: Injury Emergencies Part VI: Lessons 8-11: Environmental Emergencies, Preventing Illness and Injury; Legal Questions, and Course Conclusion |
| 12:05-12:20 | Lesson 10: First Aid Skills Testing and Exam Part I: First Aid Skills Testing Part II: Heartsaver Exam |

| | |
|-------------|--|
| 12:20-12:40 | Lesson 11: Heartsaver Blended Course Part I: Heartsaver Blended Course Overview Part II: Heartsaver Online Portion Part III: Hands-on Session |
| 12:40-12:50 | Break |
| 12:50-1:10 | Lesson 12: AHA Instructor Resources Part I: <i>Program Administration Manual</i> Part II: Instructor Network Part III: Training Center-Specific Policies |
| 1:10-1:40 | Lesson 13: Course Conclusion and Exam Part I: Course Conclusion Part II: Heartsaver Instructor Essentials Exam |

Lesson Plans

Heartsaver Instructor Essentials Course Faculty Lesson Plans

Precourse

Faculty Tips

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

30 to 60 Days Before the Course

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

At Least 3 Weeks Before the Course

- Review the Heartsaver First Aid CPR AED Course materials, including
 - Heartsaver First Aid CPR AED course video
 - *Heartsaver First Aid CPR AED Student Workbook*
 - *Heartsaver First Aid CPR AED Instructor Manual*, including the sections Preparing for the Course, Teaching the Course, Testing and Remediation, Additional Resources, Lesson Plans, and Blended Lesson Plans
 - Heartsaver First Aid CPR AED online portion
 - *If instructor candidates will be teaching Pediatric First Aid courses, then the Heartsaver Pediatric First Aid Course materials may be used by instructor candidates instead of First Aid CPR AED*
 - Read through the Faculty Guide and Lesson Plans.
 - Prepare any questions for each lesson in advance. A Faculty Notes section is provided on your Faculty Lesson Plans.
 - Review the *Program Administration Manual (PAM)*.
 - Send participating instructor candidates precourse letters, course materials, and the course agenda.
-

1 Week Before the Course

- Confirm room reservations and all required equipment needed are available for the course.
-

Day Before the Course

- Set up the room and make sure that all technology and equipment are working properly. This can also be done before class begins the day of the course if the room is not accessible the day before.
 - Coordinate the roles and responsibilities with additional Faculty, if needed, to fulfill the course agenda and to ensure efficiency and timing of the course.
 - Ensure that all course paperwork is in order.
 - Verify that instructor candidates have successfully passed the Heartsaver First Aid CPR AED Course by viewing their current Heartsaver First Aid CPR AED course completion card.
-

Day of the Course

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

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

Next

Course Introduction

Lesson 1

Course Introduction

5 minutes

Faculty Tips

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



Discussion

- Introduce yourself and additional Faculty, if present.
- Invite instructor candidates to introduce themselves.
- Explain that the course is interactive. Refer to the following points for discussion with instructor candidates:
 - Your role
 - Video-based and hands-on learning with practice
 - Explain to instructor candidates that during the course, they will have the opportunity to go through the overall flow of the Heartsaver portfolio, with extensive practice demonstrating instructor skills.
 - Use and reference of the Instructor Manual, Lesson Plans, and skills testing checklists
 - Exam
- Ask that any instructor candidate who anticipates difficulties because of personal limitations, such as a medical concern or knee or back problems, speak with one of the Faculty.
- Explain the layout of the building, including bathrooms and emergency exits.
- Remind instructor candidates of where the nearest AED is located and what their emergency response number is.
- Describe the course agenda:
 - Inform instructor candidates of breaks you have scheduled during the class.
 - Tell the instructor candidates, “We are scheduled to end at ____.”
- Remind students what they will learn during the course. At the end of the Heartsaver Instructor Essentials Course, instructor candidates will be able to
 - Identify the prerequisites to becoming an AHA Instructor
 - Describe the usability of the PAM
 - Describe the core competencies of an AHA Instructor
 - Describe the 5 steps of the AHA Instruction Cycle: prepare, teach, test and remediate, close, and keep current
 - Identify resources available to an AHA Instructor
 - Describe how to use discipline-specific AHA instructor materials: the Instructor Manual, Lesson Plans, course videos, and skills testing checklists
 - Identify discipline-specific course formats available to students for completion of the course

- Describe discipline-specific course completion requirements
- Describe discipline-specific flexibility options available to an AHA Instructor within the course
- Describe the requirements for how to maintain an AHA Instructor status
- Demonstrate effective AHA Instructor feedback and remediation techniques
- Demonstrate the administration of skills testing with the use of the skills testing checklists
- Remind instructor candidates that they must score at least 84% on the exam as part of the course completion requirements.
- Encourage instructor candidates to write notes in their Instructor Candidate Workbook and Instructor Manual throughout the course.

Next

AHA Introduction

Lesson 2

AHA Introduction

15 minutes

Part I: American Heart Association Mission

Part II: Instructor Core Competencies

Learning Objective

Tell instructor candidates that at the end of this lesson, they will be able to

- Describe the core competencies of an AHA Instructor

Faculty Tip

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



Instructor Candidate Materials

All instructor candidates need to have their Instructor Candidate Workbook accessible to follow along with the AHA Mission, Global Mission, and ECC Mission.



Discussion: AHA Mission

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

AHA Mission

Our mission is to build healthier lives, free of cardiovascular disease and stroke. That single purpose drives all we do. The need for our work is beyond question.

The AHA is the nation's oldest and largest voluntary health organization dedicated to saving people from heart disease and stroke, America's number 1 and number 5 killers, respectively. The AHA is the trusted leader in ECC and trains people around the world in how to save lives with CPR and first aid.

AHA Global Mission

AHA Global Training has set up International TCs to provide quality ECC training across the world. Through collaboration with global partners and through knowledge transfer of its proven programs and strategies, the AHA strives to reduce the global burden of cardiovascular disease and stroke. This mission will contribute to the World Health Organization's goal of reducing chronic illness by 20% by 2020.

ECC Mission

The ECC Programs department is responsible for implementing program initiatives and providing guidance and support to the ECC Training Network. The ECC mission supports this responsibility.

The mission of the AHA's ECC Programs is to reduce disability and death from acute circulatory and respiratory emergencies, including stroke, by improving the Chain of Survival in every community and in every healthcare system.

ECC Guiding Philosophy

- Improve the Chain of Survival in every community
- Increase 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, healthcare providers, 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

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

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

Next

Heartsaver
Course Preparation

Lesson 3

Heartsaver Course Preparation

15 minutes

Part I: Course Paperwork

Part II: Course Preparation

Faculty Tips

- Be familiar with all up-to-date course paperwork and your TC protocols to provide instructor candidates 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 1: Preparing for the Course” in the *Heartsaver First Aid CPR AED Instructor Manual*, including the equipment list, before teaching this lesson.



Instructor Candidate Materials

All instructor candidates need to have their Instructor Candidate Workbook and the Heartsaver Instructor Manual accessible during this lesson.



Discussion: Course Paperwork

Let the instructor candidates know they can refer to the Preparing Your Materials section of the Instructor Candidate Workbook. Discuss how to obtain the following course paperwork forms, and include specific procedures that pertain to your TC:

- **Course rosters:** Available on the Instructor Network or from TCC; need to be kept by TC
- **Course evaluations:** Available on the Instructor Network or from TCC, need to be kept by TC
- **Student materials:** TCC can provide the authorized list of AHA distributors
- **Exams:** TCC can provide and refer to the Instructor Manual for exam security; exams need to be kept by TC for those students who did not meet course completion requirements
- **Skills testing documents:** Found in the Instructor Manual, Instructor CD, Instructor Network, or TCC; need to be kept by TC for those students who did not meet course completion requirements
- **Course completion cards:** TCC can provide in the form of electronic or paper cards
 - **Electronic course completion cards (eCards)**
 - eCards can be provided to students as an alternative to printed cards. eCards are more secure than printed cards, and a 3-point verification by the TCC, instructor, and students is required to issue and claim eCards.
 - eCard information is populated electronically by the TCC or instructor and can be altered by only the TCC or AHA Customer Service by using the AHA’s My Cards.
 - eCards can be easily verified by employers at www.heart.org/cpr/mycards to prove issuance by a valid TC and instructor aligned with that TC.

– Issuing course completion cards

- Information about issuing provider cards and eCards can be found in “Part 3: Testing and Remediation” in the *Heartsaver First Aid CPR AED Instructor Manual* with details about the criteria and specific course completion requirements.
- All other course paperwork can usually be found either on the Instructor Network or in the Instructor Manual.



Discussion: Course Preparation

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

Student Preparation

- Be sure to know your course audience, including professions and the size of your class.
- Send students all course materials, including a precourse letter and agenda, at least 3 weeks before the course. A sample precourse letter can be found in “Part 1: Preparing for the Course” in the *Heartsaver First Aid CPR AED Instructor Manual*.

Classroom Preparation

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

Equipment Preparation

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



Instructor Candidates Practice: Assembling the Manikins

To provide instructor candidates with hands-on practice assembling the equipment needed to teach a CPR AED course in the Heartsaver portfolio, you can have instructor candidates assemble the course equipment for the Instructor Essentials Course, including

- Assembling manikins and lungs
- Setting up course equipment in the classroom
- Cleaning of course equipment
 - Instructor candidates can refer to the Manikin Cleaning Options section of “Part 1: Preparing for the Course” in the *Heartsaver Instructor Manual*.

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

Next

Heartsaver Course
Overview (Instructor-Led)

Lesson 4

Heartsaver Course Overview (Instructor-Led)

15 minutes

Part I: Course Formats

Part II: Instructor Materials

Part III: Learning Objectives and Course Completion Requirements

Learning Objectives

Tell instructor candidates that at the end of this lesson, they will be able to

- Identify discipline-specific course formats available to students for completion of the course
- Describe discipline-specific course completion requirements
- Describe discipline-specific flexibility options available to an AHA instructor within the course
- Describe how to use discipline-specific AHA instructor materials, the Instructor Manual, Lesson Plans, course videos, and skills testing checklists

Faculty Tips

- Inform instructor candidates that they can continue to reference their Instructor Candidate Workbook during and after the course, but now they will transition to using and becoming familiar with the Instructor Manual.
- Before teaching this lesson, become familiar with how the instructor materials are aligned within the Heartsaver portfolio, including the Lesson Plans and the course videos.
- Review the Course Goal, Learning Objectives, and Educational Design sections of “Part 1: Preparing for the Course” in the *Heartsaver First Aid CPR AED Instructor Manual*.
- Remind instructor candidates that for this portion of the Heartsaver Instructor Essentials Course, they will move through the elements of the Heartsaver portfolio. It is important to keep in mind the perspective of their future students as they learn how to teach Heartsaver courses.
 - Remind instructor candidates that this course directly addresses the Heartsaver First Aid CPR AED courses, but the same educational design and principles apply to the Pediatric First Aid courses as well.



Instructor Candidate Materials

All instructor candidates need to have their *Heartsaver First Aid CPR AED Instructor Manual* and “Part 5: Heartsaver First Aid CPR AED Lesson Plans” accessible during this lesson.



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:** eLearning portion followed by a hands-on session of practice and skills testing that can be completed by an instructor or a computer-based module with a voice-assisted manikin

- Remind instructor candidates that the Heartsaver portfolio contains many different courses that can be combined to meet audience needs, referring them to the list found in the Portfolio Structure section in “Part 1: Preparing for the Course” in the *Heartsaver First Aid CPR AED Instructor Manual*.
 - Inform instructor candidates that the Bloodborne Pathogens and Pediatric First Aid courses are also included in the Heartsaver portfolio.



Discussion: Instructor-Led Heartsaver Instructor Materials

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

Heartsaver Video Overview

- Each lesson begins with a real-world scenario, followed by instruction of a skill and then practice, if applicable.
- Menu navigation options in the video; navigate to each menu below while discussing them with instructor candidates
 - Main Menu: There is a specific course track for each Heartsaver course that will play the course in its entirety.
 - Skills Practice Menu: This allows instructors to play the practice-while-watching segments directly; these can be used for remediation or for additional practice for students, as needed.
 - In the First Aid video, this is called the *Skills Review Menu*, which shows the instruction for the first aid skills, because there are not practice-while-watching segments for these skills.
 - Lesson Menu: This menu allows instructors to directly navigate to any lesson and continue playing the video all the way through; it can be used if an instructor loses his or her place in the video. Each skill in the lesson is listed by instruction and then the practice while watching, if applicable.
- Inform instructor candidates that in the First Aid video, they will be asked if they are teaching CPR AED in the course. If they are not teaching CPR AED, the video will include an introduction to CPR AED and choking within the First Aid lessons.

Lesson Plans Overview

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

- Instructor flexibility
 - There are optional lessons and optional practice sessions featured throughout the Heartsaver Lesson Plans to help instructors tailor the Heartsaver course to audience needs.
 - Instructor-led practice, discussions, and lesson summaries are also featured throughout the Heartsaver Lesson Plans to promote student-instructor interaction.



Discussion: Learning Objectives and Course Completion Requirements

Explain to instructor candidates that the introduction Lesson Plan featured in the beginning of each set of the Heartsaver Course Lesson Plans will feature the learning objectives and course completion requirements specific to that course.

- Have instructor candidates turn to Lesson 1: Course Introduction of Adult CPR AED in “Part 5: Heartsaver First Aid CPR AED Lesson Plans” in the *Heartsaver First Aid CPR AED Instructor Manual* and locate the learning objectives and course completion requirements at the end of the lesson.
 - Inform instructor candidates that the learning objectives and course completion requirements are listed in the Course Introduction lesson for each set of Lesson Plans.
- Explain to instructor candidates that learning objectives are the measurable outcomes of a student’s completion of the course. They are featured on each lesson. The learning objectives and course completion requirements need to be met for a student to receive a Heartsaver course completion card.

Next

Life Is Why Activity

Lesson 5

Life Is Why® Activity

5 minutes

Faculty Tips

- Before teaching this lesson, complete the Life Is Why activity in the *Heartsaver First Aid CPR AED Instructor Manual* to share your Why with instructor candidates.
- Have the Heartsaver CPR AED course video set to the Life Is Why menu option on the main menu screen, and play the video if instructor candidates did not complete the Life Is Why activity in their Heartsaver course.



Instructor Candidate Materials

All instructor candidates need to have the Life Is Why activity located in the front of the Heartsaver Instructor Manual and Lesson 1A: Life Is Why Activity in “Part 5: Heartsaver First Aid CPR AED Lesson Plans” accessible during this lesson.



Discussion: Life Is Why Activity

Discuss with instructor candidates that the Life Is Why activity is an optional lesson that instructors can use to promote student engagement in the course.

- Ask instructor candidates if they completed the Life Is Why activity in their Heartsaver course. If instructor candidates did not, have them complete the activity to prepare them to use it when teaching a Heartsaver course.
- Inform instructor candidates that the optional Life Is Why activity can be completed at any point during the course, but it is preferable to do it at the beginning to promote initial student engagement before learning.
 - Instructors also have the flexibility to administer the Life Is Why activity in different formats, such as in a group setting or individually, with students having the option of sharing their Why with the class.



Instructor Candidates Practice: Life Is Why Activity (Optional)

- Allow instructor candidates 2 to 3 minutes to read through the Life Is Why activity page and Lesson Plan to become familiar with the activity and the Life Is Why icon that is featured in the Heartsaver Student Workbooks.
- Play the Life Is Why video.
- After viewing the video, take 2 to 3 minutes to share your Why with the instructor candidates to serve as an example of a Why.
- Have instructor candidates complete their Why activity page, share with the class, and then place their Life Is Why activity and Lesson Plan back into their Instructor Manual.
 - Encourage instructor candidates to complete this activity in their Heartsaver courses by using the Why that they completed in class.

Next

Adult CPR AED

Lesson 6

Adult CPR AED

40 minutes

Part I: Lesson 2: Adult CPR

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

Part III: Lesson 4: Help From Others

Part IV: Lesson 5: Adult CPR AED Summary

Part V: Lesson 7: Naloxone

Part VI: Lesson 8: Adult Choking

Faculty Tips

- Be familiar with the Heartsaver Adult CPR AED Outline found in “Part 4: Additional Resources” of the *Heartsaver First Aid CPR AED Instructor Manual*.
 - As an option, you can review this outline with instructor candidates before beginning the Lesson 2: Adult CPR overview.
- Before teaching this lesson, make sure that you are familiar with the instructor-led discussions of Lesson 3: Use an AED and Lesson 7: Naloxone of Adult CPR AED in “Part 5: Heartsaver First Aid CPR AED Lesson Plans.”
- Let instructor candidates know they will now be going through the Heartsaver courses in the portfolio, lesson by lesson, from an instructor perspective, discussing key points for each lesson.
- As an option, you can discuss the use of feedback devices with instructor candidates and let them know that the *2015 AHA Guidelines Update for CPR and ECC* recommends these devices to learn the psychomotor skills of CPR. The use of feedback devices can be effective in improving CPR performance during training.



Instructor Candidate Materials

All instructor candidates need to have the Heartsaver Adult CPR AED Outline found in “Part 4: Additional Resources” in the *Heartsaver First Aid CPR AED Instructor Manual* and the Adult CPR AED Lesson Plans from “Part 5: Heartsaver First Aid CPR AED Lesson Plans” accessible during this lesson.



Discussion: Lesson 2: Adult CPR

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

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



Discussion: Lesson 3: Use an AED (Adult)

Have instructor candidates turn to Lesson 3. Discuss with 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 that focus on their perspective to engage their minds and increase their participation.
- When answering a question, acknowledge the individual with eye contact, and then answer to the entire room, coming back to the questioner periodically.

As Faculty, demonstrate the AED Review section of the Lesson Plan for instructor candidates to see an example of key talking points during this discussion.



Instructor Candidates Practice: AED Review and Practice

Have instructor candidates practice leading the AED review and practice.

- Have instructor candidates locate the AED Review and Students Practice: AED sections in Lesson 3: Use an AED of the Lesson Plans and read through both sections before practicing.
 - Split instructor candidates into groups of 2 to 4 and have each one practice playing the role of the instructor, with any remaining instructor candidates in the group playing the role of the students.
 - Repeat the practice as many times as necessary for all instructor candidates to practice playing the role of the instructor.
-



Discussion: Lesson 4: Help From Others

Have instructor candidates turn to Lesson 4. Explain to instructor candidates that in Heartsaver Adult CPR AED and Child CPR AED, the topic of Help From Others is covered to explain how others can help provide high-quality CPR.



Discussion: Lesson 5: Adult CPR AED Summary

Have instructor candidates turn to Lesson 5. At the end of the full Adult CPR AED sequence and information about help from others, there is a summary video and instructor-led discussion to reinforce what students have learned.

- Explain to instructor candidates that a Summary lesson is featured in every course within the Heartsaver portfolio.
 - After the Adult CPR AED Summary lesson, students will test on Adult CPR and AED skills before moving on to the lesson covering Naloxone.
 - Inform instructor candidates that they will have the opportunity to practice Lesson 6 and skills testing later in this course.
-



Discussion: Lesson 7: Naloxone

Have instructor candidates turn to Lesson 7: Naloxone. Inform instructor candidates that this topic is new to Heartsaver Adult CPR AED and is taught to provide public awareness because of the prevalence of deaths caused by opioid overdose.

- **Optional:** If instructor candidates need to be reminded of the naloxone information taught in the Adult CPR AED course, navigate to the Lessons Menu in the CPR AED video to access Adult CPR AED, and then play Naloxone.



Instructor Candidates Practice: Naloxone Discussion

Have instructor candidates practice leading the Naloxone discussion found at the end of Lesson 7: Naloxone. The practice of this discussion can be done in either of the following 2 formats:

- Have instructor candidates form groups of 2 to 4, with each instructor candidate (playing the role of instructor) asking fellow instructor candidates (playing the role of students) 1 to 2 questions from the discussion, or
- As a class, lead the instructor candidates in the Naloxone discussion, with you being the instructor to provide an example and the instructor candidates playing the role of students



Discussion: Lesson 8: Adult Choking

Have instructor candidates turn to Lesson 8. Discuss with instructor candidates that after the video instruction of adult choking, there is an instructor-led discussion to address questions that students may have.

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

Next

Child CPR AED and
Infant CPR

Lesson 7

Child CPR AED and Infant CPR

30 minutes

Part I: Child CPR AED

Part II: Infant CPR

Faculty Tip

- Be familiar with the Heartsaver Child CPR AED and Heartsaver Infant CPR Outlines found in “Part 4: Additional Resources” of the *Heartsaver First Aid CPR AED Instructor Manual*.
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Instructor Candidate Materials

All instructor candidates need to have the Heartsaver Child CPR AED and Heartsaver Infant CPR Outlines found in “Part 4: Additional Resources” in the *Heartsaver First Aid CPR AED Instructor Manual* and the Child CPR AED and Infant CPR Lesson Plans of “Part 5: Heartsaver First Aid CPR AED Lesson Plans” accessible during this lesson.



Discussion: Child CPR AED

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

- Explain to instructor candidates that the Heartsaver Child CPR AED lesson is very similar to the Heartsaver Adult CPR AED lesson, containing the same following key components:
 - Giving breaths (*have instructor candidates reference Lesson 2: Child CPR*)
 - Instructor-led AED practice (*have instructor candidates reference Lesson 3: Use an AED*)
 - Putting It All Together (*have instructor candidates reference the end of Lesson 3: Use an AED*)
 - Summary discussions (*have instructor candidates reference Lesson 5: Child CPR AED Summary*)
-



Instructor Candidates Practice: Putting It All Together

Have instructor candidates turn to Lesson 3: Use an AED (Child). Have instructor candidates practice leading a Putting It All Together practice session found at the end of Lesson 3: Use an AED (Child).

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

- Repeat the practice as many times as necessary for all instructor candidates to practice playing the role of the instructor.



Discussion: Infant CPR

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

- Explain to instructor candidates that the Heartsaver Infant CPR lessons are very similar to the Adult and Child CPR AED lessons, containing the same following key components:
 - Giving breaths (*have instructor candidates reference Lesson 2: Infant CPR*)
 - Putting It All Together (*have instructor candidates reference the end of Lesson 2: Infant CPR*)
 - Summary discussions (*have instructor candidates reference Lesson 3: Infant CPR Summary*)
- Infant AED is not practiced or tested in Heartsaver Infant CPR and is practiced only in the healthcare provider courses, because science experts are concerned with adding another level of knowledge to this course. Infant cardiac arrest is fairly uncommon, and the AED is much less likely to be required
- Relief of choking in a responsive infant: Heartsaver has a practice-while-watching segment for infant choking (*have instructor candidates reference Lesson 5: Infant Choking*)

Next

CPR AED Skills Testing

Lesson 8

CPR AED Skills Testing

45 minutes

Part I: CPR AED Skills Testing

Part II: Remediation

Learning Objectives

Tell instructor candidates that at the end of this lesson, they will be able to

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

Faculty Tips

- Before teaching this lesson, thoroughly review the adult, child, and infant skills testing checklists, with the critical skills descriptors and the Remediation lesson.
- Have at least 2 copies of the Adult CPR and AED and the Infant CPR Skills Testing Checklists for students to practice with for this lesson. You will also need 2 copies of the Child CPR Skills Testing Checklist if administering the optional practice.
- This lesson requires the use of the BLS and Heartsaver Instructor Essentials course video.



Instructor Candidate Materials

All instructor candidates need to have the Adult CPR and AED and Infant CPR Skills Testing Checklists in “Part 4: Additional Resources” and the Remediation lesson in “Part 5: Heartsaver First Aid CPR AED Lesson Plans” from the *Heartsaver First Aid CPR AED Instructor Manual* accessible.



Discussion: Heartsaver CPR AED Skills Testing

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

- Discuss the following key points with instructor candidates:
 - Assessment and Activation steps: can be done simultaneously
 - Checking each box on the checklist if the criteria for each skill is met
 - Instructor and student language on the skills testing checklists
- Discuss with instructor candidates that, in addition to the skills testing checklists, they also have the following resources to facilitate the skills testing session:
 - Critical skills descriptors located on the back of each skills testing checklist
 - Lesson 6: Adult CPR and AED Skills Test, Lesson 6: Child CPR Skills Test, and Lesson 4: Infant CPR Skills Test within each section of the Heartsaver Lesson Plans
 - Understanding the Adult CPR and AED Skills Testing Checklist, Understanding the Child CPR Skills Testing Checklist, and Understanding the Infant CPR Skills Testing Checklist sections located in “Part 4: Additional Resources” of the *Heartsaver First Aid CPR AED Instructor Manual*



Discussion: Remediation

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

- Informal vs formal remediation
 - Let instructor candidates know they can reference the Remediation section in “Part 3: Testing and Remediation” in the *Heartsaver First Aid CPR AED Instructor Manual* for further detail.
- Students receive formal remediation *after* a Heartsaver exam or skills test if they did not pass. Remediation is not provided during an exam or skills test.
- Instructors can use the Heartsaver course videos to provide remediation and additional practice to students with the use of the Lessons and Skills Practice menus.
- After skills remediation, the student will complete a second skills testing session.
- If remediation is not successful, then students will need to retake the Heartsaver course to receive a course completion card.



Instructor Candidates Practice: Heartsaver CPR AED Skills Testing

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

- Make sure that each instructor candidate has 2 copies of the adult and infant skills testing checklist. Instructor candidates will need 2 copies of the Child CPR checklists if practicing these optional scenarios.
- Explain to instructor candidates how to use a timing device with the skills testing checklists. Allow them to practice as needed before playing the skills scenarios.
- As a class, all instructor candidates will view the scenarios in the Heartsaver Instructor Essentials course video and evaluate the skills testing performance in each scenario.



Play Video: Heartsaver CPR AED Testing

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

- Adult CPR and AED: Scenario 1 (Pass)
- Adult CPR and AED: Scenario 2 (Fail)
 - Incorrect compressions in Cycle 1: Hand placement is too low
- Infant CPR: Scenario 1 (Pass)
- Infant CPR: Scenario 2 (Fail)
 - Incorrect compressions in Cycle 1: Finger placement is too low

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

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

- **Optional:** For additional practice evaluating skills performance in Heartsaver, you can have instructor candidates practice using the Child CPR Skills Testing Checklist while viewing the following Heartsaver scenarios in the BLS and Heartsaver Instructor Essentials course video:
 - Child CPR: Scenario 1 (Pass)
 - Child CPR: Scenario 2 (Fail)
 - Incorrect compressions in Cycle 1: Compressions are too slow
 - Incorrect compressions in Cycle 2: Compressions are too shallow

Next

First Aid

Lesson 9

First Aid

35 minutes

Part I: First Aid Overview

Part II: Lesson 2: First Aid Basics

Part III: Lesson 3: First Aid Basics Summary

Part IV: Lessons 4-5: Medical Emergencies

Part V: Lessons 6-7: Injury Emergencies

Part VI: Lessons 8-11: Environmental Emergencies, Preventing Illness and Injury; Legal Questions, and Course Conclusion

Faculty Tip

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



Instructor Candidate Materials

All instructor candidates need to have the Heartsaver First Aid Outline found in “Part 4: Additional Resources” in the *Heartsaver First Aid CPR AED Instructor Manual* and the First Aid Lesson Plans of “Part 5: Heartsaver First Aid CPR AED Lesson Plans” accessible during this lesson.



Discussion: First Aid Overview

Discuss with instructor candidates the following key components of the Heartsaver First Aid Course. Have instructor candidates review the Heartsaver First Aid Outline for an overview of all lessons covered in the course.

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



Discussion: Lesson 2: First Aid Basics

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

- Unlike the CPR AED courses, First Aid does not include practice-while-watching segments for skills. Instead, skills are covered in instructor-led practice sessions.
- Skills testing is slightly different from the CPR AED courses because testing occurs immediately after the practice of each skill. Many of the skills taught within the Heartsaver course are not practiced and tested.
- The skills to be practiced and tested in this lesson are
 - Removing Protective Gloves
 - Finding the Problem



Instructor Candidates Practice: Removing Protective Gloves

Instructor candidates practice leading the Removing Protective Gloves practice session.

- Have instructor candidates locate and read the Removing Protective Gloves section before practicing.
 - Make sure that instructor candidates understand that students will test this skill immediately after the practice, so it is important that they understand the steps and have the skills testing checklist for reference as they practice.
 - Split instructor candidates into groups of 3 to 4 and have each one practice playing the role of the instructor, with at least 2 remaining instructor candidates in the group playing the role of the students.
 - Make sure that instructor candidates are providing positive and corrective feedback for those playing the role of students.
 - Repeat the practice as many times as necessary until instructor candidates have an opportunity to play the role of instructor or everyone feels comfortable.
-



Discussion: Lesson 3: First Aid Basics Summary

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

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



Discussion: Lessons 4-5: Medical Emergencies

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

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



Discussion: Lessons 6-7: Injury Emergencies

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

- Discussion pauses are featured in lessons without a lot of practice sessions to encourage instructor-student interaction and to gauge student understanding of content.
- Inform instructor candidates that this lesson also includes an optional practice for splinting.
 - Depending on the course audience members and the needs of their occupation, instructors have the option to conduct a splinting practice.
- The skills to be practiced in this lesson are
 - Controlling Bleeding and Bandaging
 - **Optional:** For additional practice, you can have instructor candidates practice leading the Controlling Bleeding and Bandaging practice session in groups of 3 to 4.



Discussion: Lessons 8-11: Environmental Emergencies, Preventing Illness and Injury; Legal Questions, and Course Conclusion

Have instructor candidates turn to Lessons 8-11. Discuss that these lessons are in the same format as the lessons discussed so far in First Aid.

- Inform instructor candidates that Lesson 11: Course Conclusion should be taught after First Aid, even if teaching CPR AED, because First Aid should always be taught last in a Heartsaver course.

Next

First Aid Skills Testing
and Exam

Lesson 10

First Aid Skills Testing and Exam

15 minutes

Part I: First Aid Skills Testing

Part II: Heartsaver Exam

Faculty Tips

- Before teaching this lesson, thoroughly review
 - First Aid Skills Testing Checklist
 - Removing Protective Gloves and Finding the Problem Skills Testing in Lesson 2: First Aid Basics: Duties and Key Steps, Using an Epinephrine Pen Skills Testing in Lesson 4: Medical Emergencies, and Controlling Bleeding and Bandaging Skills Test in Lesson 6: Injury Emergencies
 - Heartsaver exams
 - Have at least 2 copies of the First Aid Skills Testing Checklist for students to practice with for this lesson.
 - This lesson requires the use of the BLS and Heartsaver Instructor Essentials course video.
-



Instructor Candidate Materials

All instructor candidates need to have accessible the First Aid Skills Testing Checklist in “Part 4: Additional Resources” and Lessons 2, 4, and 6 of First Aid in “Part 5: Heartsaver First Aid CPR AED Lesson Plans” from the *Heartsaver First Aid CPR AED Instructor Manual*.



Discussion: First Aid Skills Testing

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

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



Instructor Candidates Practice: First Aid Skills Testing

Inform instructor candidates that they will now have the opportunity to practice using the First Aid Skills Testing Checklist.

- Make sure that each instructor candidate has 2 copies of each skills testing checklist.
 - As a class, all instructor candidates will view the skills testing practice scenarios within the Heartsaver menu in the Heartsaver Instructor Essentials course video and evaluate the skills testing performance in each scenario.
-



Play Video: First Aid Skills Testing

Navigate to the Heartsaver Instructor Essentials menu option in the Instructor Essentials course video. Using the Heartsaver Skills Scenarios menu, play the following videos and have instructor candidates practice evaluating skills testing, not letting them know if the students in the videos passed or failed:

- Removing Protective Gloves (Pass)
- Finding the Problem (Pass)
- Using an Epinephrine Pen (Pass)
- Controlling Bleeding and Bandaging (Pass)

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

- **Optional:** for additional practice evaluating skills performance in Heartsaver, you can have instructor candidates do the following:
 - **First Aid Skills:** Form groups of 2, with each instructor candidate rotating playing the roles of instructor and student. Instruct the person in the student role to incorrectly perform a skill so that the person acting as the instructor may have practice evaluating and providing feedback. Instructor candidates can then switch roles.



Discussion: Heartsaver Exam

Discuss the Heartsaver exam, explaining it is optional and should be administered only at the request of students who need to meet the requirements of their employer. 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. There is not an online Heartsaver exam.
- Be prepared and assess 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 the Instructor Network that can be obtained by the TCC.
- There are 9 Heartsaver First Aid CPR AED exams, covering each possible course combination that you can teach in the Heartsaver portfolio.
- Use the current version of course exams and obtain them from your TCC in advance. Exams are available only through the TCC.
- The Heartsaver exams range from 10 to 30 questions, depending on how many Heartsaver courses you are teaching.
- The exam
 - Has a minimum passing score of 84%
 - Uses scenarios
 - Is open resource
 - The AHA moved to open-resource exams to enhance the way students' knowledge and understanding of course concepts are assessed and tested. Open resource reduces the amount of information the student needs to memorize in preparation for the exam, which in most cases, is forgotten after the exam.

- Does not have a time limit for completion mandated by the AHA, but it can be determined by the AHA Instructor or TC
- Make sure to collect the copies of the Heartsaver exam after the discussion.

Next

Heartsaver Blended
Course

Lesson 11

Heartsaver Blended Course

20 minutes

Part I: Heartsaver Blended Course Overview

Part II: Heartsaver Online Portion

Part III: Heartsaver Hands-on Session

Faculty Tips

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



Instructor Candidate Materials

All instructor candidates need to have the Heartsaver Blended Lesson Plans, course agenda, and outline accessible from the *Heartsaver First Aid CPR AED Instructor Manual*.



Discussion: Heartsaver Blended Course Overview

Remind instructor candidates that in the blended-learning format of Heartsaver, students first complete the online portion for each Heartsaver course in the portfolio they are taking before completing the hands-on session with an instructor. Discuss the following key points with instructor candidates:

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

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



Play Video: Heartsaver Online Demo

Inform instructor candidates that they will now have the opportunity to watch an overview of the Heartsaver online portion.

- Play the Heartsaver Online Demo from the Instructor Essentials course video.
-



Discussion: Heartsaver Hands-On Session

Discuss with instructor candidates that there is not a blended-course video for Heartsaver. Instead, the Blended Lesson Plans are designed to give instructors direction on how to teach the hands-on session of the Heartsaver Blended Course with the help of the videos used in the instructor-led course.

- Have the CPR AED course video accessible during this discussion to show how to use the skills practice menu with the CPR AED Blended Lesson Plans.

Heartsaver Blended Lesson Plans Overview

- Have instructor candidates reference the Heartsaver First Aid CPR AED Blended Course Outline in “Part 4: Additional Resources” in the *Heartsaver First Aid CPR AED Instructor Manual* for an overview of the skills covered in the hands-on session.
- The format of the hands-on session in the Heartsaver blended course has students first complete the practice-while-watching segments in CPR AED or instructor-led practice sessions in First Aid for each skill. If students need remediation or additional practice of these skills, instructors will navigate to the following menus for remediation:
 - Lesson Menu for CPR AED skills for further instruction in the skill
 - Skills Review Menu for First Aid skills for further instruction in the skill
- Once students have had a sufficient amount of practice with remediation (if needed), then they may complete the skills testing portion of the hands-on session.
- Tell instructor candidates that the infant choking practice-while-watching segment is the only skill that students will still need to demonstrate in class, but it is not a skills test.

Next

AHA Instructor
Resources

Lesson 12

AHA Instructor Resources

20 minutes

Part I: *Program Administration Manual*

Part II: Instructor Network

Part III: Training Center–Specific Policies

Learning Objectives

Tell instructor candidates that at the end of this lesson, they will be able to

- Demonstrate the usability of the *Program Administration Manual* (PAM)
- Identify resources available to an AHA Instructor

Faculty Tips

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



Instructor Candidate Materials

All instructor candidates need to have their Instructor Candidate Workbook accessible to write in specific notes about TC policies.



Discussion: Heartsaver Course Formats

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

- Usability of the PAM
 - The PAM covers all aspects of program administration and training for the educational courses of the AHA's ECC Programs. It provides TCs and instructors with rules affecting TCs, instructors, and volunteers.
- TC Organization
 - The Role of the TC
 - Regional Faculty, TC Faculty, TCC, and Instructors
- TC Policies and Procedures
 - Following AHA Policies and Procedures
 - Managing Records—Types of Records
 - Course Completion Card Management
 - Written and Skills Tests
 - Course Fees, Materials, and Equipment

- Instructor Alignment
- Conflict of Interest and Ethics Policies
 - Conflict of Interest
 - Ethics/Code of Conduct

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



Discussion: Instructor Network

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

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



Discussion: Training Center–Specific Policies

Discuss the following list of policies with instructor candidates. Responses will vary depending on how each TC handles each policy, so have information prepared in advance to engage discussion. Encourage instructor candidates to write responses in their Instructor Candidate 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 manage obtaining course books for students
- How to manage course rosters and course completion cards
- Dispute resolution
- Compliance with the Americans With Disabilities Act

Next

Course Conclusion and Exam

Lesson 13

Course Conclusion and Exam

30 minutes

Part I: Course Conclusion

Part II: Heartsaver Instructor Essentials Exam

Faculty Tip

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



Discussion: Course Conclusion

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

- Encourage instructor candidates to continue to become familiar with the Heartsaver instructor materials discussed throughout this course.
 - Instructor candidates can also refer to the FAQ found in their Instructor Candidate Workbook and FAQ for the Heartsaver courses found on the Instructor Network and in the Instructor Manual.
 - Answer any questions that the instructor candidates may have about the instructor materials, the courses, or AHA protocol and procedures.
 - Summarize what students have learned, referencing the learning objectives featured in Lesson 1: Course Introduction in this Faculty Guide.
 - Remind instructor candidates that to become a Heartsaver instructor, they must first pass the Heartsaver Instructor Essentials Exam and then be monitored teaching the first course within 6 months of completing the Heartsaver Instructor Essentials Course.
 - Discuss any Training Center–specific policies or protocols with instructor candidates, and remind them of the importance of registering on the Instructor Network after being monitored teaching their first class.
 - **Optional:** Have instructor candidates turn to the Quick Self Quiz found in their Instructor Candidate Workbook and discuss the questions with them as a review before they take the exam.
 - Distribute and collect course evaluations either before or after the Heartsaver Instructor Essentials Exam.
-



Heartsaver Instructor Essentials Exam

- Distribute an answer sheet and exam to each instructor candidate.
- As instructor candidates complete the exam, collect their exams and grade them.
- Regardless of their score, all instructor candidates should be given their exam results and be allowed the opportunity to review and ask questions.
- For instructor candidates who need remediation, follow these steps:
 - Instructor candidates who scored less than 84% need immediate remediation.
 - Provide remediation by giving a second exam or by having instructor candidates verbally answer each item they got incorrect, showing understanding of incorrect items.
 - Upon successful remediation, students should show an improvement in being able to provide correct responses and an understanding of the correct response.



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