

Emergency Cardiovascular Care Programs

Guide for Training the Heartsaver Instructor

A Supplement to the BLS Instructor's Manual, Part 2, Chapter 8

Our Resource Manual for
the American Heart Association
Heartsaver Instructor Course

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Development of Heartsaver Instructors

The American Heart Association Heartsaver Instructor Course provides instructor candidates with the opportunity to acquire the knowledge and skills necessary to teach and evaluate potential Heartsaver providers. The Heartsaver Instructor Course provides instructor candidates with

- AHA ECC educational philosophy and national AHA policies and procedures affecting all ECC instructors
- Sufficient background information for comprehension of Heartsaver-level basic life support subject matter
- Information about teaching AHA courses
- An understanding of the educational aids available for teaching provider courses
- The opportunity to develop effective skill demonstration and presentation abilities

Ideally the Heartsaver Instructor Course should balance information about *what* to teach with information about *how* to teach. The needs of instructor candidates in a school system, for instance, differ from those of instructor candidates in industry. This curriculum meets the needs of Heartsaver instructor candidates in the business, community, and school settings and is appropriate only for training laypersons who wish to become Heartsaver instructors. The teaching-learning content of the traditional Heartsaver Instructor Course is optional when training instructor candidates who are teachers. The complete course agenda, including educational principles, should be taught when instructor candidates are *not* employed as teachers. With time for preparation, practice, and guidance from experienced BLS instructor-trainers, new instructors should be able to teach the Heartsaver courses described in this guide.

This guide provides the course director with information about designing and conducting a Heartsaver Instructor Course, including course objectives, selection of participants and faculty, precourse material for participants and faculty, course agendas, course planning, teaching how to teach, and evaluation and testing of instructor candidates.

The course director must be a BLS instructor-trainer, Training Center Faculty, or Regional Faculty.

Course Objectives

Upon completion of the instructor course the participant should be able to do the following:

1. Effectively discuss BLS science at the Heartsaver level. This includes the ability to
 - Define basic life support
 - Describe the early warning signs of heart attack and stroke
 - List and discuss causes of sudden death
 - Define cardiopulmonary arrest
 - Describe the steps of Heartsaver CPR, use of an AED, and relief of FBAO in the infant, child, and adult
 - Describe the rationale for each of the steps in CPR
2. Use adult education concepts and appropriate teaching strategies during presentation of materials:
 - Use appropriate AHA curricula.
 - Diagnose and correct faulty performance of CPR.
 - Discuss and demonstrate the principles of evaluation and remedial instruction.
 - Effectively use audiovisual equipment and materials to support presentations.
3. Demonstrate performance of the following according to AHA Heartsaver guidelines: 1- rescuer CPR, use of a mask device, use of an AED, management of adult FBAO, and pediatric resuscitation and FBAO management.
4. Describe maintenance requirements for manikins and demonstrate techniques during class for correct cleaning and decontamination of manikins.
5. Fairly and accurately evaluate basic provider candidates in a simulated situation.
6. Identify materials and resources for continued study and development as a new Heartsaver instructor.
7. Use appropriate course scheduling and record-keeping procedures as defined by local policy.
8. Describe the role of the Heartsaver instructor.
9. Conduct components of the course according to local needs.

Selection of Participants for the Instructor Course

The best instructors are strongly motivated to teach CPR. Providers who successfully complete the Heartsaver CPR-AED programs and have “instructor potential” should be encouraged to enroll in an instructor course. *All instructor candidates should be made aware of*

requirements for maintaining AHA instructor status. They should be made aware of their responsibility to follow AHA guidelines and curricula in conducting courses that issue AHA completion cards. Most instructor candidates bring a high level of enthusiasm and adequate provider skills to the instructor course. This enthusiasm must be cultivated as the candidate develops Heartsaver instructor skills. Candidates should be carefully observed before, during, and after the instructor course to ensure that they demonstrate mastery of the BLS cognitive and skills objectives appropriate for a Heartsaver instructor. Training Center (TC) coordinators or faculty members who conduct local or regional CPR courses can identify potential instructor candidates. Instructor candidates may take the course because they want to be involved in a school-based program or a business or industry setting or because they want to serve the community. Their reasons for taking the course can be discussed during the selection process or introductions, and the information can then be integrated into the course to make it more meaningful to them.

Prerequisites for a Heartsaver Instructor Course

To enroll in a Heartsaver Instructor Course, a candidate must meet the following requirements:

1. Instructor candidates must have proficient skills in adult CPR, adult AED, and pediatric CPR at the lay rescuer level. This requirement can be met by satisfactorily completing one of the following courses and achieving a documented written examination score of 90% without remediation:
 - a. AHA Heartsaver CPR [adult and pediatric] With Adult AED
or
 - b. AHA Heartsaver AED With Pediatric CPR
or
 - c. AHA BLS for Healthcare Providers

These prerequisites can be met by including the Heartsaver AED With Pediatric CPR Course or the Heartsaver CPR With Adult AED Course as day 1 of a 2-day instructor course.

2. Receive a satisfactory evaluation of all Heartsaver skills (adult, AED, and pediatric) by a BLS instructor-trainer (this can be achieved during the provider phase of training or a precourse evaluation session)

Note: The policy on course equivalency with the American Red Cross is applicable to the Heartsaver Instructor Course. The following American Red Cross cards can be accepted as admission to the Heartsaver Instructor Course in lieu of item 1 above:

- CPR/AED for the Professional Rescuer
or
- Workplace or Community CPR (must include all ages) AND AED Essentials
or
- CPR/AED for the Professional Rescuer Instructor
or
- First Aid/CPR/AED Instructor

3. A completed Instructor Candidate Application (see *Instructor's Manual: Basic Life Support*) must be provided to the course director of the instructor course.

Precourse Material for Participants

Participants in the Heartsaver Instructor Course should receive the following materials:

1. Information about the course date, time, and location
2. Letter to instructor candidates (see "Supplements")
3. *Instructor's Manual: Basic Life Support* (required for all Heartsaver instructor candidates)
4. Student and instructor manuals for Heartsaver courses (i.e., *Heartsaver CPR in Schools* for instructors who will teach this course; or *Heartsaver AED With Pediatric CPR*) that the instructor will be teaching
5. The course agenda
6. Assignments for a demonstration presentation, watch-then-practice, and scenario teaching sessions
7. Other AHA BLS manuals that the training center coordinator or course director deems appropriate, based on the courses the Heartsaver instructor candidate intends to teach (ie, Heartsaver AED, CPR for Family and Friends)
8. Instructor toolkits must be available during the course to illustrate the resources needed to conduct all AHA Heartsaver lay rescuer courses.

The introductory letter (see “Supplements”) should stress the need for familiarity with all materials in the packet. Heartsaver instructor candidates do not need to read *Instructor’s Manual: Basic Life Support*, Part 2, Chapter 5: “BLS for Healthcare Providers.” Part 2, Chapter 6: “Heartsaver FACTS” is beneficial for candidates intending to take the Heartsaver FACTS instructor orientation and teach Heartsaver FACTS. Part 2, Chapter 8: “Provisional Guide for Instructor and Instructor-Trainer Programs” will help the candidates prepare for the instructor course and their demonstration presentations. The letter should include the criteria for satisfactory course completion. A packet should be sent to all instructor candidates 30 days before the course or as soon as their registration is confirmed.

Each participant must be assigned to a small group for demonstration presentations and skills practice. The number of participants will determine the number of groups, but no fewer than 3 and no more than 6 instructor candidates should be assigned to each group.

Selection of Faculty for the Instructor Course

The Heartsaver Instructor Course must be taught by an AHA BLS instructor-trainer or Training Center faculty. *The participant-faculty ratio is 6 participants to 1 faculty member.* Although instructors and experts may serve as faculty for selected sections of the instructor course, all AHA Heartsaver instructor candidate evaluations must be completed by or under the supervision of AHA BLS instructor-trainers. Some regions have found it helpful for experienced physician experts with a background in emergency or cardiovascular care to present the science behind the guidelines.

Role of the Instructor-Trainer

The instructor-trainer’s role in the instructor course is to

1. Observe and evaluate the teaching qualities of each Heartsaver instructor candidate
2. Serve as a role model of a successful instructor and effective communicator
3. Demonstrate successful teaching strategies through interaction with instructor candidates
4. Conduct demonstration presentations, offering a critical analysis of each instructor candidate’s teaching effectiveness
5. Suggest areas of improvement and future development for each instructor candidate

Precourse Material for Faculty

Each faculty member should receive a precourse packet containing the following information:

1. A letter confirming course date, location, time, and faculty meeting (if scheduled)
2. The course agenda
3. Information about any changes or new materials to be incorporated into the course
4. All course assignments
5. A copy of the evaluation form to be used for instructor candidates
6. Guidelines for preparing demonstration presentations

Precourse Faculty Meeting

The course director should schedule a precourse meeting with the course faculty to review the content and process of the course, make assignments, and form an agreement among faculty for a consistent approach to evaluation. If there have been any recent guidelines changes, the faculty should use this time to discuss the changes and to standardize instructions and evaluation techniques for performance of CPR, management of foreign-body airway obstruction (FBAO), or use of an automated external defibrillator (AED).

Three Basic Teaching Strategies

Pretesting

The AHA strongly recommends pretesting of instructor candidates. With pretesting of candidates, the instructor course can be devoted to refining candidates' skills as Heartsaver instructors rather than focusing on provider-level skills. However, there is some opportunity in the instructor course during practice teaching (watch-then-practice, scenario practice, etc) for refining and mastering skills.

If a candidate does not meet the above criteria, the training center or instructor-trainer may provide remediation to help the candidate prepare to enter the instructor program.

See the *Instructor's Manual: Basic Life Support* (page 2-153) for an instructor application (required for registration).

Practical Skills Teaching Stations

A key feature of the Heartsaver Instructor Course is the large amount of hands-on training and practice teaching that occurs in small groups (6 instructor candidates to 1 instructor-trainer). A BLS instructor-trainer should be available for each skills station. Each station should be equipped with

- 2 adult manikins, 2 child manikins, and 2 infant manikins (maintain ratio of 3 participants to 1 manikin)
- 2 phones (nonoperative) for role-playing calls to 911
- 6 face shields (or other barrier device for each participant)
- 2 face masks and 6 one-way valves
- 2 AEDs or trainers

The practice groups should be arranged so that activities at one station will not distract participants in another station. The peer practice groups should be within view of the instructor-trainer, who can answer questions or handle any problems that arise.

Viewing Videos

The course director can use a variety of arrangements so that participants move quickly and efficiently from viewing videos to hands-on practice at the skills stations. *Having participants view demonstrations and visual aids in one room and then practice in another room has proved inefficient* because of the time wasted in moving between rooms.

Sample room layouts for a group of 12 participants and 2 instructors can be found in the *Instructor's Manual: Basic Life Support* (pages 2-15, 2-62, and 2-94).

Agendas for Provider and Instructor Courses

All faculty members should cover important points of the content listed in the agendas. They should also familiarize themselves with the written examinations and skill evaluations. This ensures that they will teach and reinforce information included in the examinations. The examinations highlight many of the important points an instructor candidate should know. It is appropriate to help candidates learn the important points and demonstrate that knowledge through the written examinations.

The following course options represent the suggested course agendas for targeted audiences. As a prerequisite for all ECC instructor courses, all instructor candidates must complete a provider course in the discipline the instructor candidate wishes to teach. For Heartsaver instructor candidates, such a course must consist of adult, child, and infant CPR and relief of FBAO and use of an adult AED. The two provider course agendas were developed to meet this requirement and to meet the growing demand for such courses in community, corporate, and school settings.

If the instructor course is taught with the 2-day option consisting of the provider course on the first day and the instructor course on the second day, use one of the following courses:

1. **Heartsaver CPR With AED**

This course is based on the current Heartsaver CPR Course.

Required books: *Heartsaver CPR and AED for Heartsaver CPR* (#70-2568)

Skills: Adult CPR, adult AED, and pediatric CPR

Schedule: Adult Heartsaver CPR—using the Heartsaver toolkit video

Adult AED—using the AED video section from the Healthcare Provider toolkit

Pediatric Heartsaver CPR—using the Heartsaver toolkit

New written examinations will be available.

Card issued: New Heartsaver card; will replace current card

The card will be modular to use for all Heartsaver Courses

Modules listed: Adult CPR/Adult CPR With AED/Pediatric CPR

All modules must be taught for the instructor candidates.

2. Heartsaver AED With Pediatric CPR

This course is based on the current Heartsaver AED Course.

Required books: *Heartsaver AED* and *Heartsaver Pediatric CPR* (#70-2569)

Skills: Adult CPR, adult AED, and pediatric CPR

Schedule: Heartsaver AED—using the Heartsaver AED video

Pediatric Heartsaver CPR—using the pediatric video from the Heartsaver CPR toolkit

New written examinations will be available.

Card issued: Revised Heartsaver AED card to include pediatric CPR.

All modules must be taught for the instructor candidates.

Selection of the Appropriate Provider Course

Selecting a provider course to fulfill the core course prerequisite applies only to the 2-day instructor course option. If the instructor candidates are credentialed Heartsaver CPR With AED providers or Heartsaver AED With Pediatric CPR providers, this first day is not required. Use the core course that is most likely to be taught by the instructor as a guide when selecting the appropriate agenda. The core course is either Heartsaver CPR With AED or Heartsaver AED With Pediatric CPR.

In settings where the Heartsaver CPR course will be used the majority of the time, it would be appropriate to use *Heartsaver CPR With AED*. Such settings may include, but are not

limited to, schools, community centers, businesses/industries, and other non-PAD sites (sites without AEDs or with only a few persons trained in AED use).

In settings where the Heartsaver AED Course will be primarily used, it would be appropriate to use *Heartsaver AED With Pediatric CPR*. Settings using this course would be those with a PAD program where the majority of persons trained are trained in Heartsaver AED.

In either case, the instructor candidate, the candidate's employer (if applicable), and the instructor trainer should discuss and agree on the agenda used for the provider course under the 2-day instructor course option.

These provider courses are also available to be taught as regular provider courses to meet the needs of a site or student.

Heartsaver CPR (Adult and Pediatric) With Adult AED Course Agenda

(Based on HS CPR core with Fundamentals AED)

Welcome and Introduction	5 minutes
Basic Life Support in Perspective	18 minutes
Video: Heartsaver CPR The Chain of Survival Recognition of heart attack, cardiac arrest, stroke, and FBAO	8 minutes
Instructor-led discussion of signs of heart attack, cardiac arrest, stroke, and choking	10 minutes
Watch-Then-Practice Video Instruction (3:1 participant-manikin ratio)	20 to 42 minutes
Mouth-to-mouth	8 minutes
Mouth-to-mask	8 minutes
Signs of circulation; chest compressions	8 minutes
1-rescuer CPR (practice with mouth-to-mask)	10 minutes
Relief of FBAO (responsive)	8 minutes
(2:1 participant-manikin ratio = 6-minute watch-then-practice intervals) (1:1 participant-manikin ratio = 4-minute watch-then-practice intervals)	
Break	15 minutes
Scenario and Peer Practice	60 minutes
1-rescuer CPR Relief of FBAO (responsive)	
(3 participants in peer practice, 3 participants in scenario, then switch. Each participant should serve as the team leader twice for each skill.)	
Automated External Defibrillation	10 minutes
Video: BLS for Healthcare Providers, Module 2: AEDs <ul style="list-style-type: none"> – Principle of early defibrillation – Special situations – Operation of AED (including safety) 	
AED Demonstration	5 minutes
Instructor demonstration of 1-shock scenario	
Practice Basic Operation of AED (3:1 participant-manikin ratio)	5 to 15 minutes
Practice 1-shock scenario	
(2:1 participant-manikin ratio = 10 minutes of practice [5 minutes each]) (1:1 participant-manikin ratio = 5 minutes of practice)	
Scenario and Peer Practice	40 minutes
4 core scenarios Peer practice	
(3 participants practice scenarios, 3 participants practice basic AED operation with peers.)	

Video: Infant and Child	15 minutes
Video: Heartsaver CPR, Module 2: Infant and Child CPR <ul style="list-style-type: none"> - Pediatric Chain of Survival - Injury prevention 	10 minutes
Discussion of video content	5 minutes
Watch-Then-Practice Video Instruction (3:1 participant-manikin ratio)	20 to 42 minutes
<i>Infant Skills</i>	
Mouth-to-mouth and nose ventilation	8 minutes
Mouth-to-mask	8 minutes
Signs of circulation; chest compressions	8 minutes
1-rescuer CPR	10 minutes
Relief of FBAO (responsive)	8 minutes
(2:1 participant-manikin ratio = 6-minute watch-then-practice intervals) (1:1 participant-manikin ratio = 4-minute watch-then-practice intervals)	
Watch-Then-Practice Video Instruction (3:1 participant-manikin ratio)	20 to 42 minutes
Child Skills	
Mouth-to-mouth	8 minutes
Mouth-to-mask	8 minutes
Signs of circulation; chest compressions	8 minutes
1-rescuer CPR	10 minutes
Relief of FBAO (responsive)	8 minutes
(2:1 participant-manikin ratio = 6-minute watch-then-practice intervals) (1:1 participant-manikin ratio = 4-minute watch-then-practice intervals)	
Break	15 minutes
Scenario Peer Practice	60 minutes
Relief of infant FBAO (responsive) Infant CPR and rescue breathing Relief of child FBAO (responsive) Child CPR and rescue breathing	
(3 participants in peer practice, 3 participants in scenario, then switch. Each participant should serve as the team leader once for each skill.)	
Skills Evaluation, Written Examination, and Course Evaluation	60 minutes
Annotated written examination for providers Relief of adult FBAO (responsive), adult CPR, AED use, and rescue breathing Relief of infant FBAO (responsive), infant CPR, and rescue breathing Relief of child FBAO (responsive), child CPR, and rescue breathing	
(3 participants take written examinations, 3 participants take practical examinations, then switch.)	
Total course time: 6.1 hours to 7.4 hours plus lunch break	
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Heartsaver AED With Pediatric CPR Course Agenda

(Based on HS AED core with HS CPR Pediatric)

Welcome and Introduction	5 minutes
Overview	30 minutes
Overview video: EZ-AED (optional)	10 minutes
Overview of the Chain of Survival and automated external defibrillation	15 minutes
<ul style="list-style-type: none"> – Sudden cardiac death – Chain of Survival – Importance of early defibrillation – What is an AED? – How does an AED work? 	
Discussion of video	5 minutes
Instruction in CPR and Relief of FBAO (videos plus instructors: watch-then-practice)	1 hour, 15 minutes
Watch-then-practice: mouth-to-mouth breathing	15 minutes
Watch-then-practice: mouth-to-mask breathing	15 minutes
Watch-then-practice: chest compressions	15 minutes
Watch-then-practice: CPR (mouth-to-mask plus chest compressions)	15 minutes
Watch-then-practice: relief of FBAO (clearing the obstructed airway in the responsive and unresponsive victim)	15 minutes
Break	15 minutes
AED Instruction (instructor demonstrates–then students practice)	30 minutes
Instructor demonstrates operation and maintenance of AED	15 minutes
<ul style="list-style-type: none"> – Turning device on – Skin preparation – Location of pads – Pad placement – Analyze mode – Delivery of shock – No shock indicated 	
Instructor demonstrates 1-rescuer AED scenario: 1 shock; signs of circulation return	
Participants practice Heartsaver AED algorithm (1-shock scenario)	15 minutes
Scenario-based Practice (instructor-led hands-on)	45 minutes
Practice and review: 8 critical scenarios (groups of 4; 8 rotations)	45 minutes
Video: Infant and Child	15 minutes
Video: Heartsaver CPR, Module 2: Infant and Child CPR	10 minutes
<ul style="list-style-type: none"> Pediatric Chain of Survival Injury prevention 	
Discussion of video content	5 minutes

Watch-Then-Practice Video Instruction (3:1 participant-manikin ratio)	20 to 42 minutes
<i>Infant Skills</i>	
Mouth-to-mouth and nose ventilation	8 minutes
Mouth-to-mask	8 minutes
Signs of circulation; chest compressions	8 minutes
1-rescuer CPR	10 minutes
Relief of FBAO (responsive)	8 minutes
(2:1 participant-manikin ratio = 6-minute watch-then-practice intervals) (1:1 participant-manikin ratio = 4-minute watch-then-practice intervals)	
Watch-Then-Practice Video Instruction (3:1 participant-manikin ratio)	20 to 42 minutes
<i>Child Skills</i>	
Mouth-to-mouth	8 minutes
Mouth-to-mask	8 minutes
Signs of circulation; chest compressions	8 minutes
1-rescuer CPR	10 minutes
Relief of FBAO (responsive)	8 minutes
(2:1 participant-manikin ratio = 6-minute watch-then-practice intervals) (1:1 participant-manikin ratio = 4-minute watch-then-practice intervals)	
Break	15 minutes
Scenario Peer Practice	60 minutes
Relief of infant FBAO (responsive) Infant CPR and rescue breathing Relief of child FBAO (responsive) Child CPR and rescue breathing	
(3 participants in peer practice, 3 participants in scenario, then switch. Each participant should serve as the team leader once for each skill.)	
Skills Evaluation, Written Examination, and Course Evaluation	60 minutes
Annotated written examination for providers Relief of adult FBAO (responsive), adult CPR, AED use, and rescue breathing Relief of infant FBAO (responsive), infant CPR, and rescue breathing Relief of child FBAO (responsive), child CPR, and rescue breathing	
(3 participants take written examinations, 3 participants take practical examinations, then switch.)	
Total course time: 6.5 hours to 7.25 hours, plus lunch break	
Release date: May 2002	

Heartsaver Instructor Course Agenda

The Heartsaver Instructor Course agenda has been developed to accommodate the schedule constraints of workplace trainers and teachers. Teaching educational principles is a core component of all ECC instructor courses. The experience and education of certified school teachers must be considered when the Heartsaver Instructor Course is given to teachers. For courses that are specific to teachers, the segment on teaching and learning strategies may be omitted. The agenda that follows includes the teaching and learning strategies segment, which should be included for instructor candidates with no teaching credentials.

Heartsaver Instructor Course Agenda

Greeting and Introduction	10 minutes
Requirements for successful course completion	
Master Demonstration and Discussion of Performance Skills	60 minutes
Adult skills	25 minutes
Infant and child skills	35 minutes
The primary purpose of this learning activity is to ensure that each candidate knows every BLS skill and related rationale. In the precourse letter, assign each instructor candidate one skill to demonstrate to the class (adult 1-rescuer CPR, mouth-to-mask rescue breathing, relief of adult FBAO [responsive], 1-shock AED, infant CPR, child CPR). The instructor-trainer should provide additional clarification and correction after the demonstration.	
Break	15 minutes
The Science Behind the Guidelines	45 minutes
Slides: The Science Behind the Guidelines—Adult	20 minutes
Slides: The Science Behind the Guidelines—Infant and child	15 minutes
Questions and discussion	10 minutes
Teaching and Learning Strategies	45 minutes
(This section is optional for candidates who are teachers)	
<ul style="list-style-type: none"> – Nature of teaching-learning transaction – Learning objectives – The learner in Basic Life Support – The instructor in Basic Life Support 	
Watch-Then-Practice Video Instruction	45 minutes
HS Instructor Video: Watch-Then-Practice Video Instruction	
This section of the video demonstrates the use of videos to teach skills and the management of practice sessions that follow each skill segment. The important concept is the process of using a video demonstration and then transitioning to practice.	
Discussion: Key principles of the watch-then-practice video concept	10 minutes
Group practice: Watch-then-practice video instruction	30 minutes
In the precourse letter, assign each instructor candidate one skill to teach another instructor candidate (adult mouth-to-mouth breathing, adult mouth-to-mask breathing, adult chest compressions, automated external defibrillation, infant CPR, child CPR).	
Lunch	60 minutes
Scenario Practice	60 minutes
HS Instructor Video: Effective Use of Scenarios	5 minutes
Discussion: Key principles of scenario practice	10 minutes
Group practice: Scenarios	45 minutes
In the precourse letter, assign each instructor candidate one scenario to teach another instructor candidate (relief of adult FBAO [responsive], 1- and 2-rescuer CPR, automated external defibrillation, relief of child FBAO [responsive], infant CPR, relief of infant FBAO [responsive]).	

Principles of Written and Practical Evaluation	30 minutes
HS Instructor Video: Use of Annotated Written Examination	5 minutes
Discussion: Administering the written examination	10 minutes
Video: Skills Evaluation	5 minutes
This demonstration shows how instructors are to manage the evaluation of skills by setting a scenario, allowing the participant to proceed through the skill sequence, and then giving an objective evaluation of the skill performance.	
Discussion: Administering the skills evaluation and remediation	10 minutes
Break	15 minutes
Program Administration	45 minutes
General Issues: <ul style="list-style-type: none"> – Participant-instructor ratios – Precourse materials – Course rosters – Training Center administrative overview 	
Review of course (participants should open instructor’s manual during review)	
<ul style="list-style-type: none"> – CPR for Family and Friends – Heartsaver CPR – CPR in Schools – Heartsaver AED 	
During this segment each participant should open the <i>BLS Instructor’s Manual</i> and review each course section. The instructor-trainer should display the book and toolkit for each course and review participant-instructor ratios. Precourse and postcourse materials, such as precourse letters and rosters, should also be reviewed.	
Maintenance and Decontamination of Manikins	40 minutes
Slide Presentation: Manikin Use and Cleaning	10 minutes
Group practice: Decontamination of manikins	30 minutes
Demonstrate cleaning of adult, child, and infant manikins. Groups of 3 participants can clean course manikins while observing the demonstration. Make sure that there are sufficient cleaning materials and gloves for this exercise.	
Instructor Written Evaluation and Course Evaluation	30 minutes
Summary and Questions	15 minutes
Total course time: approx. 7.6 hours plus lunch break	

Course Planning

Planning a Heartsaver Instructor Course is time-consuming and requires attention to many details. Instructor courses must be consistent with national guidelines and regional goals, particularly record-keeping and reporting procedures. Table 1 provides a checklist of suggested activities for the course director.

Table 1. Instructor Course Planning Checklist

Activity	Time Frame
Select site, date, faculty	– 90 days
Make faculty assignments	– 90 days
Arrange for equipment	– 90 days
Advertise as needed	– 90 days
Continue to register participants	– 60 days
Send precourse preparation packets to registrants	– 30 days
Send precourse information packets to faculty with scheduled faculty meeting time	– 30 days
Conduct faculty meeting	– 1-7 days
Greet registrants, introduce faculty and participants, conduct course	Day of course

Teaching Instructor Candidates How to Teach CPR

The primary emphasis of the AHA Heartsaver Instructor Course is to teach the instructor candidate how to teach CPR. The 3 categories of information taught by the instructor are cognitive, psychomotor, and affective.

The *cognitive objectives* (subject matter) of Heartsaver courses are taught by use of videos and visual aids. Cognitive objectives are reinforced through use of the course manual before, during, and after the course.

The *psychomotor objectives* (skills) are taught in watch-then-practice video sessions, manikin practice sessions, and scenario and peer practice. The psychomotor objectives (skill steps) are reinforced through use of the course manual before, during, and after the course.

The *affective objectives* (emotions, perceptions) are taught throughout the course and in the course manual. Some time should be spent answering and discussing questions about fears

and anxieties. This effort may continue in manikin practice sessions. The attitude of course faculty toward specific topics also "teaches."

The Heartsaver Instructor Course should focus on mastery of basic life support content, effective instructional techniques, communication skills, evaluative techniques, and demonstration presentations. Faculty members experienced in these areas should conduct skills sessions and evaluations of performance on manikins. Ideally provider skills evaluation should occur *before* the program. If a large part of the instructor course is spent developing the candidates' baseline provider skills, the result is likely to be a de-emphasis on the skills of teaching and instructor preparation. But there are opportunities during the course to refine the candidates' skills to a level of mastery.

Evaluation of Instructor Candidates

In evaluation of the instructor candidate, the major emphasis should be on the candidate's teaching ability and knowledge of Heartsaver concepts and skills. Instructor candidates are evaluated on their attainment of cognitive, psychomotor, and affective objectives.

To demonstrate achievement of cognitive objectives, the instructor candidate must obtain a score of at least 84% on an instructor written examination.

Master Demonstration Presentations

A master demonstration presentation is a 5-minute presentation of a specific topic to a small group that simulates a class situation. The purpose of the demonstration presentation is to assess the instructor candidate's communication skills and cognitive knowledge and reinforce core information to the group.

Evaluation of the presentation is based on organization of material, teaching qualities, delivery, and effect.

To allow time for preparation, the instructor should assign specific topics for demonstration presentations and suggest resources to instructor candidates before the course.

The psychomotor objectives relate to the specific techniques of CPR and relief of FBAO. To teach a Heartsaver course, instructor candidates must be able to perform and teach each of the psychomotor skills of CPR. The instructor's ability to serve as a role model of good CPR skills enhances both teaching and learning.

It is sometimes difficult to evaluate the affective objectives that an instructor candidate should demonstrate. The following qualities contribute to the effectiveness of the Heartsaver instructor:

- The degree of commitment shown
- An attitude of cooperation and willingness to support the AHA mission and adhere to national, regional, and local policies and guidelines

Throughout selection, screening, course participation, and monitoring of instructor candidates—and as an ongoing process—all instructors should demonstrate the affective objectives listed above.

All criteria for successful course completion must be clearly specified to the instructor candidates. This information should be included in precourse preparation packets. In addition, the course director should review course completion (evaluation) criteria during the opening remarks of the course.

Demonstration Presentations and Skills Teaching Sessions

Topics for Demonstration Presentations and Skills Teaching Sessions

Each course participant will have the opportunity to (1) demonstrate a skill, (2) coordinate a watch-then-practice teaching session, and (3) deliver a scenario to a fellow participant. Topics for demonstration presentations are suggested below. For each set of 6 participants, 6 topics are suggested.

Master Demonstration. Each participant should demonstrate a skill to the class during the master demonstration session. This session serves 3 purposes. First, it reinforces the skills to participants. Second, it provides an opportunity to discuss the correct procedures and rationales for each major skill. Third, it provides an additional opportunity to evaluate each participant's knowledge and skill.

Watch-Then-Practice Teaching Session. This session is primarily devoted to learning and applying the watch-then-practice approach to teaching. The related video should be shown and the candidate should teach the assigned skill. This session will be an additional opportunity to reinforce core skills.

Scenario Teaching Session. Each participant will teach a core scenario to another participant. The scenario cards for Heartsaver AED, Heartsaver CPR, and CPR for Family and Friends will be used to facilitate this session. Using the scenario cards will provide each participant the opportunity to become familiar with scenario teaching and once again will reinforce core skills.

A critique should follow each session to correct errors, reinforce core knowledge, and emphasize proper teaching techniques. Critiques can be offered by the participant (a self-critique), the other participants, and finally the instructor-trainer.

Demonstration Presentation and Skills Teaching Topics

Participant	Master Demonstration and Watch-Then-Practice Topic	Scenario From Heartsaver CPR or CPR for Family and Friends
1	Mouth-to-mask rescue breathing	Heartsaver CPR—adult CPR
2	1-rescuer adult CPR	Heartsaver CPR—child CPR
3	1-rescuer child CPR	Heartsaver CPR—infant CPR
4	1-rescuer infant CPR	Family and Friends—adult CPR
5	AED demonstration 1-shock	Family and Friends—child CPR
6	Relief of adult FBAO (conscious)	Family and Friends—infant CPR

Guidelines for Preparing a Master Demonstration Presentation

Instructor candidates are required to demonstrate their teaching ability by presenting a demonstration presentation.

The following points will assist in topic preparation and presentation:

1. Concentrate on the skill topic.
2. Keep the presentation time less than 5 minutes. Longer does not always mean better. Do not wander from the topic.
3. Follow AHA guidelines for the presentation. Be clear and brief. Use AHA materials. Do not invent or improvise subject matter.

Form for Evaluating Demonstration Presentations

Evaluation of the demonstration presentation is required. See *Instructor's Manual: Basic Life Support*, Part 2, Chapter 8.

Monitoring and Mentoring

Monitoring is the evaluation of an instructor candidate's performance in teaching an actual course. It is a *required* activity and must be completed within 90 days to complete the training process. Monitoring should allow experienced BLS instructor-trainers, Training Center Faculty, or Regional Faculty to serve as mentors to new instructor candidates. Mentoring may include coordination of the first course with the instructor-trainer or Regional Faculty and the new instructor candidates. If this approach is used, the instructor-trainer (or Regional Faculty member) should also monitor and evaluate candidates in a subsequent course they coordinate.

Monitoring and mentoring are effective quality improvement tools that can be used on an ongoing basis in an ECC program. It is helpful to schedule provider courses soon after the instructor course to ensure a seamless transition from theoretical to practical application of a

training program. Instructor-trainers can then involve instructor candidates in planning, program delivery, evaluation, and postcourse paperwork to ensure complete acquisition of core knowledge and skills.

Instructor candidates being monitored must be aware of the planned activity, and the evaluator and candidate should discuss the process before it occurs. Equally important is feedback given to the candidate after the activity. The evaluator should discuss every teaching activity monitored with the candidate, with recognition of outstanding aspects of performance and appropriate recommendations for improvement. A poor performance by a candidate who is being monitored can be corrected by discussion between the evaluator and candidate, and the instructor candidate should be given an opportunity to be observed in a later course.

An Instructor Monitor Form can be found on page 2-155 of the *Instructor's Manual: Basic Life Support*.

Supplements

Supplement 1: Sample Letter to Instructor Candidates

(date)

Dear Course Participant:

Welcome to the Heartsaver Instructor Program. Enclosed are the agenda and your copies of the Heartsaver CPR Manual, Heartsaver CPR in the Schools provider and instructor manuals, *BLS Instructor's Manual*, and AED supplemental chapter to help you prepare for the course. Advance preparation is essential to success: you will learn more and will be more comfortable with the course. Please read the *Heartsaver CPR Manual* and Part 1, Chapter 5 of the *BLS Instructor's Manual*: "The Science Behind the New BLS Guidelines." This will provide the rationale for the core information you will be teaching in the near future. The other manuals are resources you will use when you teach CPR. Please peruse these materials so that you are familiar with the contents and organization.

The course will be held (date), (time), (location).

During the course you and the other candidates will participate in mock teaching situations that will include skills demonstrations, a watch-then-practice skills session, and a scenario practice session. To help you prepare, we have assigned the skill or scenario that you will teach. Take some time to familiarize yourself with these skills and scenarios. The scenario cards can be found in your *BLS Instructor's Manual*.

Your group assignment is _____

Topic for skill demonstration and watch-then practice session: _____

Topic for scenario practice (using scenario card): _____

Please wear comfortable clothing. You will be practicing skills that require you to work 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 equipment can be adjusted if you have back, knee, or hip problems.

The Heartsaver Instructor Course is designed to prepare you to provide and teach the lifesaving skills of both adult and pediatric CPR, use of an AED, and relief of foreign-body airway obstruction (choking). Because the course covers a lot of material and is only 1 day, advance preparation is essential.

I look forward to meeting you on (date). If you have any questions about the course, please call me at (phone).

Sincerely,

Program Coordinator
Enclosures

AHA Heartsaver Instructor Course Provider Course Evaluation

Please rate the following aspects of the program and supply helpful comments for future courses.

1 - Poor	2 - Fair	3 - Effective	4 - Very effective	5 - Excellent											
Day 1															
Presenter/Topic(s)	Level for Audience		Achieved Objectives		Quality of Activity										
Welcome and Introduction	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Comments _____															
Video Introduction/Discussion	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Comments _____															
Watch-Then-Practice Adult CPR	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Comments _____															
Scenario and Peer Practice	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Comments _____															
Demonstration	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Comments _____															
AED Video	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Comments _____															
AED Demonstration	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Comments _____															
AED Practice	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Comments _____															
Scenario and Peer Practice	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Comments _____															
Video: Infant and Child	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Comments _____															
Watch-Then-Practice: Infant	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Comments _____															
Watch-Then-Practice: Child	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Comments _____															
Scenario/Peer Practice Infant/Child	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Comments _____															
Written and Skills Evaluation	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Comments _____															

American Heart Association Heartsaver Instructor Course Course Evaluation

Please rate the following aspects of the program and supply helpful comments for future courses.

1 - Poor 2 - Fair 3 - Effective 4 - Very effective 5 - Excellent

Day 2 Instructor

Presenter/Topic(s)	Level for Audience					Achieved Objectives					Quality of Activity				
Science Behind the Guidelines Comments _____	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Watch-Then-Practice Video Comments _____	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Scenario Practice Comments _____	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Principles of Evaluation Comments _____	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
AHA Course Options Comments _____	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Course Administration Comments _____	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Instructor Written Evaluation Comments _____	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

General comments

What aspect of this program do you think needs the most improvement?

What aspect of this course do you feel was best developed?

Do you think that this program is useful for participants at your level?
