

Sample Floor Plan

Figure 1 shows a sample floor plan. Arrange the room so that all students can see the video screen and instructors can monitor student groups during practice.

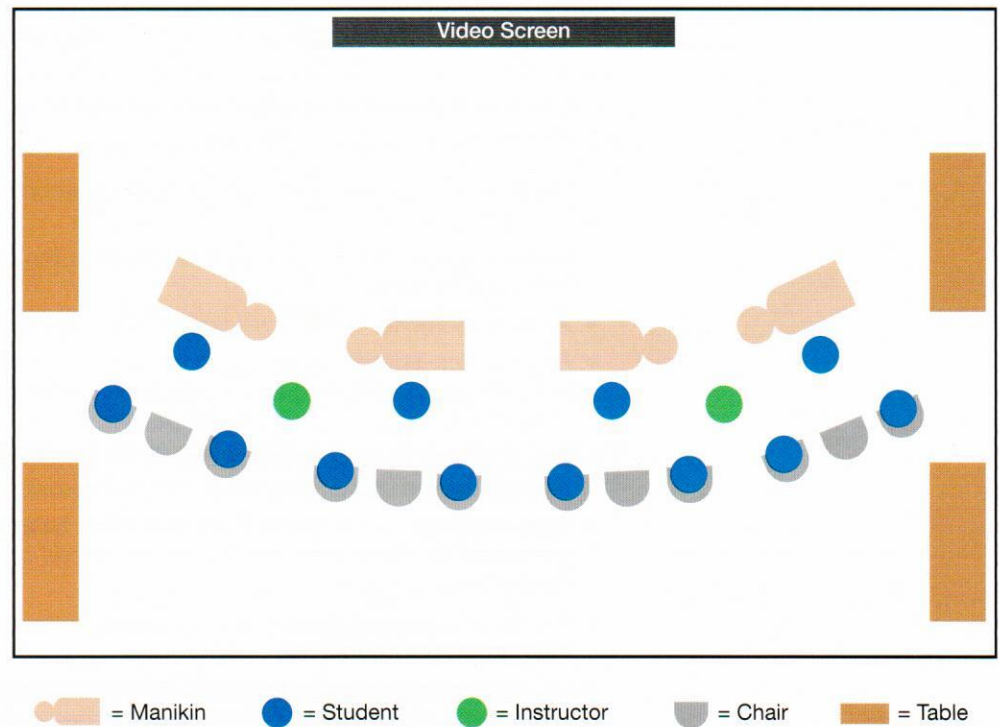


Figure 1. Sample floor plan.

Core Curriculum

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

Equipment List

The following table lists the required equipment for the BLS for Healthcare Providers Course and skills testing:

Quantity	Equipment
1 per student	Student Manual (classroom-based student)
	Two versions of tests (classroom-based student)
	Blank test answer sheets (classroom-based student)
	One-way valve
	Course completion card
	Pencil or pen
	Course agenda
	Skills Testing Sheets
	Course evaluation
1 per set of 3 students (3:1 student-to-manikin ratio)	AED trainer with adult pads
	Manikins (adult/child, infant) (child manikin is optional)
	Pocket mask
	Bag-mask (appropriate sizes for each manikin used)
	Stopwatch
1 per course	TV with DVD player or Laptop or PC with projector, screen, and speakers
	Course DVD
	Test answer key
	Course roster
	Instructor Manual with Lesson Maps
	Manikin cleaning supplies (such as alcohol pads)

Course Flexibility

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

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

Any changes to the course are in addition to the basic course contents as outlined in this manual and will add to the length of the course. Instructors may not delete course lessons or course components. Any additions or alterations to the course must be specifically identified as non-AHA material. Please refer to the section titled Non-AHA Content in this Instructor Manual for further detail.

Instructor Needs and Resources

Who Can Teach the Course

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

An AHA Instructor in the appropriate discipline must also perform the formal assessment or testing of students.

Lead Instructor

If more than 1 instructor is teaching in a BLS Course, a lead instructor needs to be designated. The lead instructor will oversee the communication among all instructors before and during the course. The lead instructor will also be responsible for issuing and ensuring that students receive course completion cards from the instructor's Training Center and that all course paperwork (eg, roster, skills testing checklists, course evaluations) is supplied for the training.

The following guidelines apply to lead instructors for provider courses:

- Each BLS Course must have a lead instructor physically on-site throughout the course.
- The lead instructor can also fill the role of instructor in the course.
- The lead instructor is responsible for course logistics and quality assurance.
- The lead instructor is assigned by the Training Center Coordinator.

Instructor-to-Student Ratio

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

- ✦ Experienced instructors may monitor as many as 3 manikin stations at a time while the students practice. This would change the ratio to 9 students to 3 manikins to 1 instructor. However, for each student over the ideal number of 6 students per instructor, the total class time will increase by about 18 minutes to allow individual skills testing.

For optimal practice time during the course, each student should have his or her own manikin, if possible. However, using a 1:1 student-to-manikin ratio will not decrease overall class time. One instructor cannot adequately monitor more than 3 manikin stations during a single practice-while-watching video segment.

For skills evaluation, use a 1:1 instructor-to-student ratio.

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Course Outlines and Agendas

BLS Course Outline

Approximate course duration: 4 hours (all required lessons)

(Student-instructor ratio 6:1; student-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)
Precourse	Precourse Preparation	
1	Course Introduction	 5
1A (optional)	Life Is Why Activity	  8
2	1-Rescuer Adult BLS Part I: Adult Chain of Survival Part II: Scene Safety and Assessment Part III: Adult Compressions Part IV: Pocket Mask Part V: 1-Rescuer Adult BLS	   35 <i>pww</i>
3	AED and Bag-Mask Device Part I: AED Part II: Bag-Mask Device	    27 <i>p pww</i>
4	2-Rescuer Adult BLS	     12 <i>pww p</i>
5	Team Dynamics Part I: Team Dynamics Part II: Successful Resuscitation Teams	  13
6	High-Performance Teams Activity	  15 <i>p</i>
6A (optional)	Local Protocols Discussion	 20

Lesson 1A

Life Is Why™ Activity (Optional)

8 minutes

Instructor Tips

- Before facilitating this lesson, complete the Life Is Why activity in the Instructor Manual. Have your “_____ Is Why” prepared to share with students.
- You can make additional copies of the Life Is Why activity from the Instructor Manual for students who do not bring their Provider Manual to class.



Play Video

- Play the Life Is Why video.



Discussion

- To engage the class, after viewing the Life Is Why video, take 2 to 3 minutes to share your Why with the class, based on your completed Life Is Why activity in the Instructor Manual.
- Then, encourage students to participate in the following activity:
 - Have students find the “_____ Is Why” page in their Provider Manual and follow the directions. Tell students:
 - Complete this activity by filling in the blank with the word that describes your Why.
 - Tell your family and friends about your “_____ Is Why,” and ask them to discover their Why.



AHA Life Is Why Icon

- Tell students that throughout their Provider Manual, they will find information that correlates what they are learning in this course to Life Is Why and the importance of cardiovascular care. This information is identified by the Life Is Why heart-and-torch icon.
- Remind students that what they are learning today has an impact on the mission of the American Heart Association.

Instructor Notes

Next

1-Rescuer Adult BLS

Testing and Remediation

Testing for Course Completion

Course Completion Requirements

To receive a course completion card, students in the BLS Course must pass both skills tests and an exam by doing the following:

Skills Test Requirements	Exam Requirements
Students must successfully pass these skills tests by being evaluated once in each role: <ul style="list-style-type: none"> • Adult CPR and AED Skills Test • Infant CPR Skills Test 	Score at least 84% on the exam

When to Give Tests

You will test students as outlined in the Lesson Plans.

The skills testing can be administered during the course or at the end at the discretion of the instructor. Please refer to the Lesson Plans for when to administer skills testing.

The ^{written} exam is administered at the conclusion of the BLS Course. Students who complete HeartCode BLS will complete the ^{written} exam within the online course.

Exam

(written)
open-book
testing OK.
No open
discussion
during testing

The exam measures the mastery of cognitive skills. Each student must score at least 84% on the exam to meet course completion requirements.

As part of the new education methodologies, the AHA has adopted an open-resource policy for exams administered online through an eLearning course and in a classroom-based course.

Open resource means that students may use resources for reference while completing the exam. Resources could include the Provider Manual either in printed form or as an eBook on personal devices, any notes the student took during the provider course, the ECC Handbook, the 2015 AHA Guidelines Update for CPR and ECC, posters, etc. Open resource does not mean open discussion with other students or the instructor.

In the welcome letter sent to students with their course materials, emphasize the importance of their bringing their books to class for use during the exam.