

CPR & First Aid

As of June 3, 2016

General BLS Course Questions

Q: What is the AHA's BLS Course?

A: The AHA's new BLS Course provides the foundation for saving lives after cardiac arrest. Updated to reflect new science and education in the *2015 AHA Guidelines Update for CPR and ECC*, this course teaches basic life support skills for application in both in-facility and prehospital settings, with a focus on high-quality CPR, improvement of chest compression fraction, and high-performing team dynamics.

The AHA's new BLS Course offers

- Content representing the latest resuscitation science for improved patient outcomes
- Realistic scenarios, simulations, and animations depicting rescuers, teams, and patients
- Course and content flexibility for AHA Instructors and students, including adaptability to local protocols

Q: What specifically is taught in the new BLS Course?

A: After successfully completing the BLS Course, students should be able to

- Describe the importance of high-quality CPR and its impact on survival
- Describe all of the steps of the Chain of Survival
- Apply the BLS concepts of the Chain of Survival
- Recognize the signs of someone needing CPR
- Perform high-quality CPR for an adult
- Describe the importance of early use of an automated external defibrillator (AED)
- Demonstrate the appropriate use of an AED
- Provide effective ventilation using a barrier device
- Perform high-quality CPR for a child
- Perform high-quality CPR for an infant
- Describe the importance of teams in multirescuer resuscitation
- Perform as an effective team member during multirescuer CPR
- Describe the technique for relief of foreign-body airway obstruction for an adult or child
- Describe the technique for relief of foreign-body airway obstruction for an infant

Science Questions

Q: What is chest compression fraction (CCF)?

A: CCF is the amount of time during a cardiac arrest event that high-quality chest compressions are performed. Improving CCF to achieve the 80% threshold has been shown to increase survival by 200% to 300%.

BLS Target Audience

Q: Who is the intended audience for the BLS Course?

A: The AHA's BLS Course is designed for healthcare providers caring for patients both in prehospital and in-facility environments.

Q: What does the term "in-facility" mean?

A: In-facility refers to healthcare providers who work in a hospital, clinic, or other healthcare facility including a dentist office, skilled nursing, and assisted-living facilities.

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Q: Why does the BLS Course name no longer include “for Healthcare Providers” or “for Prehospital Providers”?

A: The audience-specific identifiers have been removed because the new BLS Course is designed for healthcare providers caring for patients *both in and out of a hospital/in-facility setting*. For example, the course DVD includes tracks for both prehospital and in-facility healthcare providers. Instructors may choose a track depending on the type of provider they are teaching or can alternate between tracks to meet the needs of both types of providers.

2016 BLS Delivery Formats

Q: What delivery formats does the AHA offer for the BLS Course?

A: Three different course formats are available to accommodate the learning needs of individual students and offer flexibility for Instructors. All three course formats include the **same learning objectives** and result in the **same course completion card**.

Course formats include:

- Instructor-led training
This option is led by an AHA Instructor in a classroom setting. Instructors deliver courses designed to include both the cognitive portion of training and the psychomotor component of thorough skills practice and testing.
- Blended learning (HeartCode® BLS)
Blended learning uses online technology not only to supplement but also to transform and improve the learning process. Successful blended learning can reach students with varying learning styles and in different environments. It is a combination of eLearning, in which a student completes part of the course in a self-directed manner, and a hands-on session.
 - Blending learning: A combination of eLearning, in which a student completes part of the course in a self-directed manner, and a hands-on session with an Instructor or on a voice-assisted manikin (if their institution uses this option).
- Resuscitation Quality Improvement™ (RQI™)
A unique ECC program designed specifically for training actively employed healthcare providers in clinical environments. Unlike the Instructor-led and/or blended course, the RQI program is a maintenance-of-competence platform designed for site-specific adoptions.

BLS ILT Materials

Q: What materials are available for the BLS Instructor-led Course?

A: Materials for the AHA's BLS Instructor-led training course are currently available through the AHA's Distributors. Materials include:

Student Materials:

BLS Provider Manual (product #15-1010)

BLS Provider Manual eBook (product #15-3102; also available at eBooks.Heart.org)

Instructor Materials

BLS DVD Set (product #15-1011)

BLS Instructor Manual (product #15-1009)

BLS Instructor Manual eBook (product #15-3103; also available at eBooks.Heart.org)

BLS Instructor Package (product #15-1012)

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Cards

BLS Provider Card (3-card sheet; product #15-1805)

BLS Provider eCard (product #15-3001)

BLS Instructor Card (3-card sheet; product #15-1804)

Promotional

AHA Stopwatch (product #15-1501)

BLS Course DVD

Q: I am experiencing difficulties playing the new BLS Course DVD. What should I do?

A: The AHA has identified a commonality in the majority of the customer concerns that are specific to Windows 10. Many DVD software players are not fully tested by software vendors through Windows 10 because it is such a new operating system, and this is causing some functionality issues. We are attempting to identify player software that might be most compatible with the AHA BLS Course DVD. Once identified, this list will be shared.

We recognize this does not cover everything that customers may be experiencing, and we are continuing to locate solutions. It takes time to resolve and get the best answers since there are so many possible variations to what may seem like a simple problem. The AHA's Distributors have a process for requesting detail information from customers on technology being used (machines, software, versions, etc.) so they can provide information to the AHA to help us better identify solutions.

We also suggest customers take these steps if they are experiencing issues:

1. Instead of using a laptop try using a stand-alone DVD player
2. Try using a different computer
3. Please make sure your DVD player's firmware is updated to the most recent version
4. Please make sure the version of your DVD software installed is compatible with the operating system you are using
5. If using Windows 10, make sure all the latest Windows released patches and updates are complete; there have been updates even in the last couple days

NOTE: The AHA performs rigorous testing on the DVDs before they are released to the public. DVDs are tested on over 100 different types of players, the major player software, and multiple configurations. The AHA does not release DVDs unless we are satisfied that they will work properly. Despite that, some customers are experiencing difficulties when playing the new BLS DVD. AHA is currently, and urgently, looking into the root cause(s) with the manufacturer and the testing company we use.

BLS Course Renewal & Challenge Options

Q: Is there a BLS renewal course? If not, why not?

A: There is not a BLS renewal course/agenda. Since BLS skills – and competency and mastery of those skills – are the most important component of BLS training, course timing cannot be shortened for a renewal agenda. While the AHA did provide a renewal option for the 2011 course, it was only 30 minutes shorter than the full course.

Q: Is the BLS “challenge option” still available?

A: Students cannot challenge a course until two years after the 2015 Guidelines Update, or before November 2017. See page 48 of the new *BLS Instructor Manual* for additional information.

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Instructor-to-Student Ratio

Q: What is the instructor-to-student ratio for the BLS ILT Course?

A: The BLS 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.

Course Length

Q: How long is the BLS ILT Course?

A: The BLS ILT Course is approximately 4 hours long including all required lessons, if taught using the recommended instructor-to-student ratio of 1 Instructor to 6 students.

Teaching the New BLS ILT Course

Q: Who can teach the new BLS Instructor-led Course?

A: The new BLS Course may be taught by AHA BLS Instructors who have completed their 2015 Guidelines Instructor Update for BLS and have received and reviewed their new BLS Course Instructor materials.

Q: What resources are available to help instructors understand the new BLS Course and materials?

A: The AHA developed the BLS Product & Course Orientation (P&CO) to help BLS Instructors understand the new, 2016 BLS Course design and teaching strategies, and to quickly get up to speed on the latest and most important updates to the BLS Course materials. This orientation is available free of charge to Instructors through the [AHA Instructor Network](#).

The P&CO provides BLS Instructors

- Information about new course materials, course curriculum updates, and how the changes impact the way you will teach the BLS Course
- Details, clarification, and direction on various course formats
- Specifics about new BLS course materials
- Steps to incorporate new updates into various course settings

While all BLS Instructors are strongly encouraged to complete the BLS P&CO before teaching the new BLS Course, it is not required. Viewing the P&CO is most helpful to if Instructors have new course materials in-hand while viewing.

NOTE: The P&CO provides different and separate updates from the 2015 AHA Guidelines Instructor Update Course for BLS.

Q: How can BLS Instructors measure CCF during the new BLS Course?

A: During the BLS Course, Instructors can calculate CCF by any of the following 3 methods:

- 2-stopwatch technique
- Using the Full Code Pro application
- Using instrumented manikins that capture performance data

BLS Instructors should reference pages 19-20 of the *BLS Instructor Manual* and Lesson Plan 6 for specifics on measuring CCF.

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Q: How many cycles of high-quality CPR are practiced in each practice-while-watching (PWW) segment?

A: Each PWW segment includes 3 sets of high-quality CPR. If students need further practice or additional students need to practice, Instructors may replay each PWW segment as many times as needed, as directed on Lesson Plans for PWW.

Q: The new BLS materials indicate rescuers should switch compressors during infant CPR after 5 cycles or 2 minutes. Shouldn't this be 10 cycles when doing 15 to 2?

A: Rescuers should switch compressors about every 5 cycles or about every 2 minutes (or earlier if needed), so that CPR quality is not reduced because of fatigue.

In the 2016 BLS Course, the AHA specifically used the word “about” before 2 minutes and before 5 cycles, because the 5 cycles won’t last exactly 2 minutes. We’ve used the 5 cycles or about 2 minutes recommendation since 2005, when the recommended compression rate was “about 100/minute.” The 5 cycles was definitely an approximation using a number that appears frequently in BLS recommendations (e.g., 5 back slaps and 5 chest thrusts for relief of foreign body airway obstruction in infants).

The AHA didn’t see the need to change the “5 cycles or about 2 minutes” every time the compression rate was modified slightly. Since 2005 the compression rate has been “approximately 100/min,” then “at least 100/minute” and now in the 2015 Guidelines, it is “100-120/minute.”

Using a compression rate of at least 100/minute, 15 compressions will take 9 seconds or less and the 2 breaths should be given in less than 10 seconds. So a complete cycle of 15 compressions and 2 breaths should take no more than 19 seconds, which is about 3 cycles per minute, or about 6 cycles in 2 minutes.

Q: Why has Lesson 9: Special Circumstances been updated?

A: In the new *BLS Instructor Manual*, in Part 5: BLS Lesson Plans, Lesson 9: Special Considerations has been updated to offer Instructor flexibility. Instructors now have the option to play the "Practice While Watching: Rescue Breathing (Adults)" or to conduct an Instructor-led "Students Practice: Rescue Breathing (Infants and Children)." These flexibility options have been provided for those Instructors that choose to test Adult CPR and AED skills midway through the course and have already put all adult manikins away.

The updated Lesson Plan 9 has been posted to the AHA Instructor Network on the [BLS ILT Course page](#) in the Course Resources section. Instructors should replace the current Lesson 9 with the updated one. This replacement is optional, for additional flexibility; it is not a change in curriculum.

BLS High-Performance Teams Activity

Q: Where do BLS Instructors find the scenario for the High-Performance Teams Activity?

A: Instructors should refer to “Lesson 6: High-Performance Teams Activity” in the *BLS Instructor Manual* for instruction and scenarios to administer the High-Performance Teams Activity.

Q: When does the “Instruction: High-Performance Team Activity” video play in the beginning of Lesson 6: High-Performance Teams Activity?”

A: In the *BLS Instructor Manual*, Lesson 6: High-Performance Teams Activity, there is a “Play” icon in the beginning of the Lesson Plan to play a portion of the DVD titled “Instruction: High-Performance Teams Activity.” There is not a specific action the Instructor needs to take to view this video. The video that explains how to conduct the High-Performance Teams Activity is a continuation from Lesson 5: Team Dynamics. The DVD does not pause from Lesson 5 to Lesson 6, thus there is no need for the Instructor

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to press play as the video would have continued playing from Lesson 5 through the instruction of how to conduct a High-Performance Teams Activity.

When the DVD pauses, it will be in the “Lesson 6: High-Performance Teams Activity” on the first pause to conduct the activity.

2016 BLS Exam

Q: What are key changes to the new BLS Exam?

A: Please note the following new features of the 2016 BLS Exam:

- New exams include scenario-based questions, which challenge students to evaluate real-life situations and use critical-thinking skills to show mastery of course content.
- Based on feedback from the AHA Training Network, exams now include both the traditional Answer Key (with page numbers for referencing correct answers) and an Annotated Answer Key. The Annotated Answer Key provides rationale for the correct answers to the exam questions, along with the highlighted correct answer and page numbers for reference.
- Beginning with the launch of new courses updated to reflect 2015 Guidelines science and education, in line with the AHA’s educational philosophy, an open-resource policy for exams has been adopted. This policy is described in the *BLS Instructor Manual*. This is another critical reason why Instructors should not administer new exams until they have received new BLS Instructor materials.

Below is the specific language from the AHA’s *BLS Instructor Manual*, pages 31 and 32, about open resource exams:

“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.”

For additional questions and information on open resource exams, view the 2015 Guidelines Open Resource Exams FAQ located on the AHA Instructor Network at Additional Tools>Training Updates.

Q: Where do BLS Instructors obtain the BLS Exam?

A: BLS Instructors must obtain the 2015 Guidelines BLS Exam (versions A and B) from their AHA TC Coordinator.

NOTE: The AHA distributes exams only to AHA TCCs of record. In the US, exams are emailed to TCCs by the AHA Customer Engagement Center. Internationally, exams are posted to CPRVerify.org. The AHA’s exam policies are outlined in the AHA Program Administration Manual, located on the [AHA Instructor Network](#) (under Additional Tools). Exam policies can be found on page 25 of the US version and page 24 of the International version.

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BLS Instructor Course

Q: Is there a new BLS Instructor Course? How should new BLS Instructor Courses be conducted?

A: The AHA has developed BLS Instructor Course Interim Materials to aid in providing quality and consistency in BLS Instructor training. Interim materials are to be used as a guide for TC Faculty conducting Instructor courses.

The BLS Instructor Course Interim Materials are located on the [AHA Instructor Network](#) in the Training Centers section under TC Faculty. AHA BLS TCC are responsible for providing these materials to their BLS TC Faculty.

Materials include:

- Training Bulletin: BLS Instructor Course Interim Materials – This bulletin provides guidance on using interim materials, requirements for Faculty and current Instructors, and requirements for BLS Instructor candidates.
- BLS Interim Instructor Course Outline
- BLS Interim Faculty Guide
- BLS Interim Instructor Candidate Workbook – TCCs are responsible for providing this workbook to Instructor candidates.

Q: Is the BLS Instructor Essentials Course still valid for Instructor training?

A: No. With the launch of BLS Instructor Course Interim Materials, the BLS Instructor Essentials Online Course has been discontinued, as most information included in the course was outdated.

However, customers who have unused inventory of keys for the 2010 Guidelines BLS Instructor Essentials will be able to transition their keys to the updated 2015 Guidelines BLS Instructor Essentials Course, which is tentatively scheduled for launch in late fall 2016. Additional information about this transition will be provided closer to the launch of the new course.

Customer Support Information

Q: If I have trouble with my BLS Course materials whom should I contact?

A: For problems with course materials, such as defects, please contact the AHA Distributor from whom you purchased your materials.

Q: Whom should I contact with questions related to the BLS Course?

A: For questions about course administration, you may contact your AHA Account Manager or Account Specialist. AHA Instructors should always consult their TCC as their first point of contact. TCCs may also contact AHA TCC Support at tccsupport@heart.org.