

CPR & Emergency Cardiovascular Care

As of August 31, 2016

Q: What is HeartCode BLS?

A: HeartCode BLS is the online portion of BLS blended learning. It uses a variety of eLearning assets such as dramatizations, eSimulations, animations, self-directed learning, and interactive activities to teach students BLS knowledge and skills. After completing the online portion, students must attend a structured Instructor-led hands-on session that focuses on meaningful skills practice, debriefing, team scenarios, discussions of local protocols, and skills testing. Where available, students may also complete the hands-on portion with a voice-assisted manikin (VAM).

Q: What is blended learning?

A: 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, followed by a hands-on session with an Instructor or using a voice-assisted manikin (VAM).

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

A: After successfully completing the full HeartCode BLS Course (online portion, followed by hands-on session), 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

Q: Does the new 2015 Guidelines HeartCode BLS replace the 2010 Guidelines blended learning courses (BLS for Healthcare Providers Online Part 1, HeartCode BLS Part 1, and BLS for Prehospital Providers Online Portion)?

A: Yes. The new HeartCode BLS is intended to replace all 2010 Guidelines BLS blended learning courses, and incorporates elements of each. Specifically, the new HeartCode BLS combines interactive video and animated scenarios similar to those in the 2010 Guidelines BLS for Prehospital Providers Course with the eSimulation in the 2010 Guidelines HeartCode BLS to teach students cognitive information.

On August 2, 2016, these 2010 Guidelines version courses will be discontinued:

- BLS for Prehospital Providers Online Portion
- BLS for Healthcare Providers Online Part 1
- HeartCode BLS Part 1

For customers who have unused/unactivated keys for one of the 2010 Guidelines version courses above, on August 2, 2016, the AHA will automatically transition any unused/unactivated keys to the new 2015 Guidelines HeartCode BLS.

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Q: The new online portion of the blended learning BLS Course is named HeartCode BLS. How does the 2015 Guidelines version of HeartCode differ from the 2010 Guidelines HeartCode?

A: The current HeartCode program uses eSimulation to teach cognitive knowledge. The new HeartCode BLS uses a variety of learning assets such as dramatizations, eSimulations, animations, self-directed learning, and interactive activities to teach students the knowledge and skills of basic life support.

Target Audience

Q: Who is the intended audience for HeartCode BLS?

A: HeartCode BLS is for healthcare professionals and others seeking an alternative delivery method for completing BLS training.

Course Length

Q: How long does it take to complete the online portion of HeartCode BLS?

A: HeartCode BLS takes students approximately 90-100 minutes to complete, depending on their level of experience.

Q: What is the length of the HeartCode BLS Instructor-led hands-on session?

A: The time for the Instructor-led hands-on session for HeartCode BLS ranges from 2 hours, 45 minutes, to 70 minutes, depending on the agenda used by the BLS Instructor conducting the session.

Accessing HeartCode BLS (online portion)

Q: How do students access the online portion of HeartCode BLS?

A: Once a student is either issued or purchases a key for the online portion of HeartCode BLS, the student will go to OnlineAHA to activate the key and complete the online portion of the course.

Q: Can the online portion of HeartCode BLS be accessed after students successfully complete it?

A: Yes, students may access all material included in the online portion of HeartCode BLS program for 24 months following initial activation of their course key.

HeartCode BLS Online Portion Certificate of Completion

Q: What is required for student entry into the HeartCode BLS Instructor-led hands-on session?

A: Upon successful completion of the online portion, including the course exam, students receive a certificate of completion, which they must present for entry into an Instructor-led hands-on session.

Q: How can BLS Instructors verify the authenticity of the HeartCode BLS online portion certificate of completion?

A: Instructors can verify certificates at OnlineAHA.org/verify_certificate.

Instructor-led Hands-on Sessions

Q: How should BLS Instructors prepare for conducting HeartCode Instructor-led hands-on sessions?

A: Before conducting hands-on sessions for HeartCode BLS, Instructors

- Must have completed their 2015 Guidelines Instructor Update
- Must have a current copy of the *BLS Instructor Manual* (product #15-1009) and BLS Course DVD Set (product #15-1011). The *BLS Instructor Manual* includes information and Lesson Plans for blended learning, and the BLS Course DVD Set includes the HeartCode BLS DVD for Instructors to use during hands-on sessions.

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- Should thoroughly review the official HeartCode BLS Training Memo posted on the [HeartCode BLS Course page on the AHA Instructor Network](#)
- Are strongly encouraged to complete the BLS Product & Course Orientation (P&CO) available on the Instructor Network. The P&CO familiarizes BLS Instructors with both Instructor-led and blended learning course delivery.
- Are also encouraged to become familiar with the HeartCode BLS online portion of the course.

Three sample agendas are available for Instructors to use when conducting hands-on sessions for HeartCode BLS.

- The "Sample HeartCode BLS Agenda With Optional Lessons" can be found in the new BLS *Instructor Manual*.
- The "Sample HeartCode BLS Agenda Without Optional Lessons" is available on the [HeartCode BLS Course page on the AHA Instructor Network](#).
- The "Accelerated HeartCode BLS Competency Agenda and Lesson Plans" are also posted on the [HeartCode BLS Course page on the AHA Instructor Network](#). This agenda requires the use of an "instrumented directive feedback device" during student practice and testing. The definition of an instrumented directive feedback device - and other criteria that Instructors and providers need to meet the course requirements - are included in this agenda.

Q: What is the difference between the BLS skills session (parts 2 and 3) for the BLS 2010 Guidelines version blended learning courses and the Instructor-led portion of the new HeartCode BLS blended learning course?

A: The new HeartCode BLS Instructor-led hands-on session is a *structured* course focused on meaningful skills practice, debriefing, team scenarios, discussions of local protocols, and skills testing. It is more comprehensive than the skills practice and testing session for the 2010 Guidelines blended learning courses.

Q: Why did the AHA move to a structured, hands-on session for blended learning with 2015 Guidelines version courses?

A: Due to current survival rates, compelling educational research, and Instructor feedback, the AHA has updated *BLS Instructor Manual* to include Sample Agendas and Lesson Plans for both Instructor-led and blended learning course formats, giving Instructors the content and curriculum to conduct better skills training, practice, and testing sessions.

The new HeartCode BLS covers the full pathway to learning so both cognitive and psychomotor skills (which are critical to resuscitation) are incorporated into the lessons and there is ample opportunity for skills practice along with team practice.

Instrumented Directive Feedback Devices

Q: Why is an instrumented directive feedback device required in order to conduct hands-on sessions using the Accelerated HeartCode BLS Competency Agenda?

A: The 2015 AHA Guidelines Update for CPR and ECC states, "Learners who used devices that provided corrective feedback during CPR training had improved compression rate, depth, and recoil compared with learners performing CPR without feedback devices." Studies have shown that the use of instrumented directive feedback devices significantly improves CPR performance at the end of training. Studies have also suggested that the use of directive feedback devices has shortened the practice time to demonstration of competence. These devices have demonstrated more accurate and consistent feedback than instructors have.*

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Q: What is an instrumented directive feedback device?

A: An instrumented directive feedback device measures rate, depth, hand position, release, and chest compression fraction and gives real-time audio and/or visual feedback on these items. At a minimum, the device must measure and give real-time audio and/or visual feedback on rate and depth. This information then allows students to self-correct their skills.

High-Performance Teams Activity

Q: How should Instructors conduct the high-performance teams activity during the HeartCode BLS hands-on session, if conducting the session with individual students?

A: BLS Instructors, if conducting hands-on sessions for individuals, may teach all portions of the session except the high-performance teams activity, and then bring a team of students back to conduct the teams activity. Students may not be issued a course completion card until the full hands-on session, including the high-performance teams activity, has been completed.

Q: What is the minimum required number of students to complete the high-performance teams activity?

A: There is not a required minimum number of students, but a minimum of 3 students is recommended to accommodate the practice of high performance teams. This is so that the most important roles/functions are practiced, which are compressor, ventilator, and monitor/defibrillator.

HeartCode BLS Using a VAM

Q: What are the differences between the HeartCode BLS hands-on sessions conducted with an AHA Instructor and those conducted using a voice-assisted manikin (VAM)?

A: With an AHA Instructor, students receive reinforcement of skills using practice-while-watching; they benefit from a high-performance teams activity; and (if the Instructor offers them) may get the benefit of optional lessons including Life is Why and Local Protocols.

Using the VAM, students receive the benefit of real-time directive feedback during training. The system is designed to accurately measure rate, depth, recoil, and ventilations.

Various methods exist to achieve the objectives of BLS course completion and each offers advancements *and* limitations in the capability of their delivery methodology. Some aspects of technology can be limiting. While the VAM is inherently limited in its ability to manage team skills, the AHA would not remove that valuable component of the BLS Instructor-led Hands-On Session.

Q: Why don't students using a VAM for the hands-on session have to participate in a high-performance teams activity?

A: There is technically no way to replicate the teams activity on the VAM. However, the AHA highly recommends that students who practice and test with a VAM also have the opportunity to participate in team CPR simulation in their institution.

Continuing Education

Q: Does the 2015 Guidelines HeartCode BLS offer continuing education (CE/CME)?

A: Yes, the following CE is available upon successful completion of the online portion of HeartCode BLS:

The American Heart Association is accredited by the American Nurses Credentialing Center (ANCC), the Accreditation Council for Pharmacy Education (ACPE), and the Accreditation Council for Continuing Medical Education (ACCME), to provide continuing education for the healthcare team.

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AMA Credit Designation Statement – Physicians

The American Heart Association designates this live activity for a maximum of 1.75 *AMA PRA Category 1 Credits™*. Physicians should claim only the credit commensurate with the extent of their participation in the activity.

AAPA Credit Acceptance Statement – Physician Assistants

AAPA accepts certificates of participation for educational activities certified for *AMA PRA Category 1 Credit™* from organizations accredited by ACCME or a recognized state medical society. Physician assistants may receive a maximum of 1.75 hours of Category I credit for completing this program.

AANP Credit Acceptance Statement – Nurse Practitioners

American Academy of Nurse Practitioners (AANP) accepts *AMA PRA Category 1 Credit™* from organizations accredited by the ACCME.

***AMA Credit must be claimed within 6 months of attendance. CME/CE will no longer be available to claim after the 6 months claiming period.*

ANCC Credit Designation Statement - Nurses

The maximum number of hours awarded for this CE activity is 1.75 contact hours.

***ANCC Credit must be claimed within 6 months of attendance. CME/CE will no longer be available to claim after the 6 months claiming period.*

ACPE Credit Designation Statement – Pharmacists

ACPE Credit: 1.75 Contact Hours. Universal Program Number: 0256-0000-16-830-H01-P

***ACPE Credit must be claimed within 30 days of participation. ACPE credit will no longer be available to claim after the 30-day period has elapsed.*

Continuing Education Accreditation – Emergency Medical Services

This continuing education activity is approved by the American Heart Association, an organization accredited by the Commission on Accreditation for Prehospital Continuing (CAPCE), for 1.75 Basic CEHs, activity number 16-AMHA-F3-0300.

***CAPCE credit must be claimed within 6 months of attendance. CME/CE credit will no longer be available to claim for this activity after the 6 month claiming period.*

Technical Requirements

Q: What are the minimum technical requirements for HeartCode BLS?

A: Minimum technical requirements are available at https://www.onlineaha.org/technical_requirements.

Q: Can a student log in and out of the course?

A: Yes. Students can log in and out as many times as they choose. However, the written exam must be taken in one sitting. To log out, students must click the "Click here to logout" link located at the top of the page after login. When the student is ready to continue training, he/she can return to OnlineAHA.org and login with his/her registered email and password.

Customer Support Information

Q: Whom should I contact for technical assistance with HeartCode BLS?

A: Customers may contact the AHA Customer Support Center at 888-242-8883 or help@onlineaha.org for technical assistance. Hours of operation are Monday through Friday, 8 a.m. – 5 p.m., Central Time.

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Q: Whom should I contact with questions related to the administration of the HeartCode 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.