



**American Red Cross**  
Training Services

# American Red Cross Basic Life Support

Instructor Trainer's Guide



This Instructor Trainer's Guide is part of the American Red Cross Basic Life Support program. The emergency care procedures outlined in the program materials reflect the standard of knowledge and accepted emergency practices in the United States at the time this manual was published. It is the reader's responsibility to stay informed of changes in emergency care procedures.

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Revised in 2021 to reflect updated 2020 science guidelines. To review a summary of the key 2020 focused updates and guidelines for BLS, go to the Red Cross Learning Center.

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## Science and Technical Content

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The scientific content and evidence within the American Red Cross Basic Life Support program is consistent with the American Red Cross Focused Updates and Guidelines 2020 and the most current science and treatment recommendations from:

- The International Liaison Committee on Resuscitation (ILCOR)
- The International Federation of Red Cross and Red Crescent Societies
- The Policy Statements, Evidence Reviews and Guidelines of:
  - American Academy of Pediatrics (AAP)
  - American College of Emergency Physicians (ACEP)
  - American College of Obstetrics and Gynecology (ACOG)
  - American College of Surgeons (ACS)
  - Committee on Tactical Combat Casualty Care (CoTCCC)
  - Obstetric Life Support™ (OBLSTM)
  - Society of Critical Care Medicine (SCCM) and the American College of Critical Care Medicine (ACCM)
  - Surviving Sepsis Campaign (SSC)

Guidance for this course was provided by the American Red Cross Scientific Advisory Council, a panel of 60+ nationally and internationally recognized experts from a variety of medical, nursing, EMS, advanced practice, allied health, scientific, educational and academic disciplines. Members of the Scientific Advisory Council have a broad range of professional specialties including resuscitation, emergency medicine, critical care, obstetrics, pediatrics, anesthesia, cardiology, surgery, trauma, toxicology, pharmacology, education, sports medicine, occupational health, public health and emergency preparedness. This gives the Scientific Advisory Council the important advantage of broad, multidisciplinary expertise in evaluating existing and new assessment methodologies, technologies, therapies and procedures—and the educational methods to teach them.

More information on the science of the course content can be found at the following websites:

- [licor.org](http://licor.org)
- [redcross.org/science](http://redcross.org/science)

## Dedication

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This program is dedicated to the nurses, physicians, prehospital professionals, therapists, technicians, law enforcement, fire/rescue, advanced practice professionals, lifeguards, first responders, lay responders and all other professionals and individuals who are prepared and willing to take action when an emergency strikes or when a person is in need of care. These updates and guidelines are also dedicated to the employees and volunteers of the American Red Cross who contribute their time and talent to supporting and teaching lifesaving skills worldwide.

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## **Section A: Program Administration**

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**Chapter 2: Being an American Red Cross Instructor Trainer**

**Chapter 3: Setting Up and Running the Course**

**Chapter 4: Conducting Effective BLS Skills Verification and Practice Teaching Assignments**

**Chapter 5: Course Completion**



# Course Overview

## Course Purpose

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The primary purpose of the American Red Cross Basic Life Support Instructor course is to train instructor candidates to teach the basic-level American Red Cross Basic Life Support course.

## Course Objectives

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It is your responsibility as an instructor trainer to see that instructor candidates meet the learning objectives listed at the beginning of each lesson in this instructor trainer's guide. After completing the course, instructor candidates will be able to:

- Exhibit the characteristics required of an American Red Cross representative and role model.
- Follow the directives and procedures related to the conduct and administration of American Red Cross courses, including the Instructor Agreement and Instructor Code of Conduct.
- Conduct courses in a manner that helps participants to stay engaged in the learning process and meet course objectives.
- Perform applicable basic life support (BLS) skills to the standard at instructor-level skill proficiency.
- Plan for and ensure participants' health and safety during training.
- Maintain complete and accurate records and reports.
- Plan, organize and conduct the Basic Life Support course in accordance with Red Cross policies and procedures and the requirements of the specific class they will be teaching.
- Monitor participants' practice, evaluate performance and provide corrective feedback and encouragement that is consistent with the skill assessment tools (i.e., skill practice sheets, practice scenarios and testing scenarios).
- Recognize that the requirements in the skill assessment tools are criteria for ascertaining the proficiency of a participant's performance.
- Effectively use program materials and training equipment.
- Explain procedures for acknowledging course completion and accessing American Red Cross digital certificates.
- Deliver quality, consistent and standardized content by following the Basic Life Support instructor manual(s) and other program materials.

## Course Participants

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The intended audience for this course is Basic Life Support instructor candidates. The instructor candidates may be taking this training outside the traditional academic environment. Successful instructor trainers should understand instructor candidates' background and motivation and may modify their teaching style (not the course) accordingly:

- Instructor candidates could represent a broad range of backgrounds.
- Instructor candidates may differ in age or levels of maturity.
- Instructor candidates may differ in levels of education or experience.
- Instructor candidates may be taking this course to fulfill employment requirements.

## Course Prerequisites

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Instructor candidates in the American Red Cross Basic Life Support Instructor course must possess a current basic-level certification in Basic Life Support or equivalent. Consult the Red Cross Learning Center for a list of certifications accepted for this basic-level certification requirement.

## Course Delivery Method

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The Basic Life Support Instructor course is offered in a blended learning format that includes:

- Basic Life Support Instructor course online session
- Basic Life Support Instructor course in-person session

### Basic Life Support Instructor Course Online Session

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The Basic Life Support Instructor course online session is to be completed **before** the Basic Life Support Instructor course in-person session. This online session consists of an introduction to the Basic Life Support instructor course, orientation to the American Red Cross organization, overview of the Basic Life Support instructor-led and blended learning courses, information on how to prepare and teach the courses and information on being an American Red Cross Instructor.

### Basic Life Support Instructor Course In-Person Session

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During the in-person session, instructor candidates must actively participate in all lesson activities and demonstrate competency in:

- Performing BLS skills
- Using course materials
- Conducting skill practices and team response scenarios
- Evaluating participants' progress

The Basic Life Support Instructor course in-person session includes:

- Lesson 1: Course Introduction
- Lesson 2: Basic Life Support Skills Verification
- Lesson 3: Basic Life Support Program Materials Review
- Lesson 4: Conducting Effective Skill Practice and Team Response Scenarios
- Lesson 5: Testing and Course Wrap-Up

### Course Introduction

During the introduction, the instructor trainer must orient the instructor candidates to the in-person session and verify that each instructor candidate:

- Possesses a current basic-level certification in Basic Life Support or equivalent.
- Has successfully completed the online sessions. **Note:** Instructors must verify completion of the online session by checking the participant's status on the Red Cross Learning Center or asking them to present their Online Session Completion Record at the beginning of the in-person session.
- Has obtained all course materials, including the instructor manuals, participant's manual and videos in one of the available formats. **Note:** If they do not meet these requirements, they must complete the course at a later date after they are able to do so.



## Basic Life Support Skills Verification

The Basic Life Support (BLS) skills verification allows instructor candidates to practice and successfully demonstrate competency in performing BLS skills. Instructor candidates who do not demonstrate competency in BLS skills cannot continue in the Basic Life Support Instructor course in-person session.

Passing an instructor candidate who has questionable skills leads to the following problems:

- Standards and quality of the course are compromised.
- Safety of the instructor candidates is compromised.
- You may be setting up the instructor candidate to fail the Basic Life Support Instructor course.
- The instructor candidate may not have the knowledge or ability to demonstrate skills during practice teaching assignments.
- You may be slowing down the course to accommodate the instructor candidate's inadequacies. This will delay the learning process for other candidates.
- Constant counseling sessions with the instructor candidate may be necessary.
- Additional time will be needed to bring the instructor candidate to the required level of competency.

## Basic Life Support Program Materials Review

An optional review of the Basic Life Support program materials is provided for you to use at your discretion. This review offers instructor candidates the opportunity to demonstrate their ability to effectively and efficiently use the Basic Life Support program materials to teach the instructor-led training course and blended learning in-person session.

## Conducting Effective Skill Practice and Team Response Scenarios

Skill practice is the very core of the Basic Life Support course and is focused on ensuring the participants are proficient in all BLS skills through hands-on practice with manikins in an instructor-led format. Team response scenarios put BLS skills into action by challenging teams to apply what they have learned in a comprehensive, scenario-based activity.

Practice teaching assignments help instructor candidates prepare to conduct the skill practices and team response scenarios during the Basic Life Support course. While each instructor candidate is required to complete only two practice teaching assignments (i.e., two topics), they are required to prepare for all topics ahead of the in-person session. See Appendix F, Practice Teaching Assignments Tracking Chart, for a listing of topics covered in Practice Teaching Assignments I and II.








## Testing and Course Wrap-Up

At the conclusion of the course, instructor candidates are required to take a final written exam. Additionally, they will be provided with helpful information about instructor support resources, their instructor certification and handling unsuccessful completion.




## In-Person Session Instructional Design

The lessons within this instructor trainer's guide use a variety of methods to meet instructor candidates' needs for consistent, high-quality instruction and accurate information. A variety of interactive activities are integrated into the lessons including traditional lectures, review, guided discussions, skill practice, instructor demonstration, team response practice scenarios, team response testing scenarios and practice teaching assignments (which include lecture, videos, skill practice and scenarios).

Instructor candidates should demonstrate competency and professionalism during all course activities. Icons are featured throughout the lessons to provide visual cues as to the forthcoming activity types.

Icon Key			
	Lecture		Testing Scenario
	Instructor Trainer Demo		Practice Teaching Assignments
	Guided Discussion		Exam
	Skill Practice		

The following provides more information as to the activities featured in the in-person session of the instructor course.

	<p><b>Lectures</b> represent instructions, fundamental concepts and specific content that instructor trainers must communicate for instructor candidates to meet the associated learning objectives and successfully complete the in-person session and pass the final exam. The lectures are written so they can be read aloud, but the instructor trainer can also rephrase the lecture points to fit their natural speaking style.</p>
	<p><b>Instructor Trainer (IT) Demos</b> provide step-by-step demonstration of a skill or piece of equipment by the instructor trainer and increase the instructor candidates' understanding of how to perform a skill or operate a piece of equipment.</p>
	<p><b>Guided Discussions</b> are designed to reinforce essential information that instructor candidates need to know and to enhance their interaction and engagement through open-floor discussion. They also allow the instructor trainer the opportunity to assess instructor candidates' understanding of the material. The activities are to be conducted as designed and may not be changed or omitted.</p>



**Skill Practice** provides instructor candidates the opportunity to practice BLS skills through hands-on practice with manikins in an instructor-led format prior to verifying them via the team response testing scenarios.

Two references are provided to help instructor trainers successfully conduct the skill practice and help instructor candidates demonstrate skill competency:

- Skill Practice Sheets for instructor trainers and instructor candidates
- Instructor Candidate Progress Log for instructor trainers



**Team Response Testing Scenarios** are used during the BLS skills verification to ensure that instructor candidates can demonstrate BLS skill competency. They provide a selection of setups to contextualize the scenarios. Also, they identify the competency for each skill, the critical actions that must be completed to pass and other actions that would not constitute a failure if missed in isolation. Instructor candidates are scored on a pass/fail basis. These are located in Appendix D.



**Practice Teaching Assignments** provide the instructor candidates the opportunity to become familiar with the instructional materials that they will use when teaching a course, as well as the chance to gain experience preparing and delivering lessons, managing skill practice, lecturing, using videos, conducting team response scenarios, and evaluating skill performance and providing corrective feedback. During practice teaching assignments, instructor candidates use the various instructor resources they will use when teaching the Basic Life Support course including the *Basic Life Support Instructor's Manual for Instructor-Led Training* and the *Basic Life Support Course Presentation for Instructor-Led Training*, as well as any relevant program references found within the appendices of the instructor's manual.

The Basic Life Support Instructor course has two practice teaching assignments:

- Practice Teaching Assignment I—Candidates conduct a lecture and skill practice.
- Practice Teaching Assignment II—Candidates conduct a team response practice or testing scenario.



The **Final Exam** is administered to instructor candidates to conclude the course. You can copy and distribute the **Answer Sheet** to participants to complete the final exam. Use the **Answer Key** to grade the exams. The final exam, answer sheet and answer key are located in Appendix G of this instructor trainer's guide.



## Instructor Trainer's Note

For reasons of educational quality and instructor candidate safety, the skills taught in many American Red Cross courses are practiced only on a manikin and never on a real person. These skills include: ventilations, chest compressions, CPR cycles and automated external defibrillator (AED) use.



## Instructor Trainer's Note

For more information on conducting effective skill practice, testing scenarios and practice teaching assignments see Chapter 4, Conducting Effective BLS Skills Verification and Practice Teaching Assignments, of this instructor trainer's guide. For more information on administering the final exam, see Chapter 5, Course Completion, of this instructor trainer's guide.

## Course Materials

### Instructor Candidate Resources

Instructor candidates are required to have the instructor's manuals and participant's manual (either digital or print versions) as well as the course presentation or videos at the in-person instructor class session. All resources are available for purchase at the Red Cross Store; the store is accessible via a link provided in the Red Cross Learning Center ([redcrosslearningcenter.org](http://redcrosslearningcenter.org)). Digital course manuals are available for download upon launching the class. Additional digital resources for instructor candidates can be accessed in the Red Cross Learning Center in the Instructor Candidate Resources section.

### Basic Life Support Instructor's Manual for Instructor-Led Training

The *Basic Life Support Instructor's Manual for Instructor-Led Training* is the required resource for those certified by the American Red Cross to teach the Basic Life Support Instructor-Led Training course. The instructor's manual is the primary resource for instructors; it explains and describes the program and contains all the information needed for planning, preparing and teaching the instructor-led course. The manual also provides directions for obtaining course materials from the appropriate resource on the Red Cross Learning Center.

The *Basic Life Support Instructor's Manual for Instructor-Led Training* is divided into three parts:

- **Section A: Program Administration** contains information needed to conduct the Basic Life Support Instructor-Led Training course, including the course overview, instructor requirements and responsibilities, information about setting up and running the course, information about conducting effective skill practice and practice scenarios, and requirements for successful course completion.
- **Section B: Lessons** contains the lessons for the Basic Life Support course. They provide comprehensive instruction on each topic, including guidelines for all activities conducted in the training.
  - Lesson 1: Course Introduction and Foundational Concepts
  - Lesson 2: Systematic Approach to Assessing, Recognizing and Caring for Adults
  - Lesson 3: Basic Life Support for Adults
  - Lesson 4: Basic Life Support for Children and Infants
  - Lesson 5: Obstructed Airway
  - Lesson 6: Opioid Overdose
  - Lesson 7: Testing and Course Wrap-Up
- **Section C: Appendices** includes supplemental materials to support the lessons in the course.
  - Appendix A: Skill Practice Sheets
  - Appendix B: Skill Competency Sheets
  - Appendix C: Team Response Practice Scenarios

- Appendix D: Debriefing Tool
- Appendix E: Team Response Testing Scenarios
- Appendix F: Participant Progress Log
- Appendix G: Answer Sheet and Answer Keys
- Appendix H: Sample Agendas
- Appendix I: Review Course
- Appendix J: Challenge Course
- Appendix K: Basic Life Support Code Cards

## Basic Life Support Online Session for Blended Learning

The online session of the Basic Life Support Blended Learning course has been designed to instruct participants in the knowledge-based aspects of the course and introduce them to the skills they will practice and master during the in-person skills session. The online session also includes a final exam to test participants' cognitive understanding of basic life support. Subsequently, the in-person skills session focuses on hands-on skill practice and scenario-based team response practice and testing.

Participants are required to complete all elements of the online session prior to the in-person skills session. Instructors must verify completion of the online session by checking the participant's status on the Red Cross Learning Center or asking them to present their Online Session Completion record at the beginning of the in-person skills session.

**Instructors are not involved in the online session;** however, instructors should have a basic understanding of how the online course is structured and the information it contains. A demo version of the online session is available to instructors.

## Basic Life Support Instructor's Manual for Blended Learning

The *Basic Life Support Instructor's Manual for Blended Learning* is a resource for those certified by the American Red Cross to teach the Basic Life Support Blended Learning in-person skills session. It explains and describes the program and contains all the information needed for planning, preparing and teaching the blended learning course. The manual also provides directions for obtaining course materials from the appropriate resource on the Red Cross Learning Center.

The *Basic Life Support Instructor's Manual for Blended Learning* is divided into three parts:

- **Section A: Program Administration** contains information needed to conduct the Basic Life Support Blended Learning course, including the course overview, instructor requirements and responsibilities, information about setting up and running the course, information about conducting effective skill practice and practice scenarios, and requirements for successful course completion.
- **Section B: Lessons** contains the lessons for the skill practices that comprise the in-person skills session of the Basic Life Support Blended Learning course. Lessons provide the guidelines for activities conducted in the training.
  - Lesson 1: Course Introduction
  - Lesson 2: Basic Life Support for Adults
  - Lesson 3: Basic Life Support for Children and Infants
  - Lesson 4: Obstructed Airway
  - Lesson 5: Testing and Course Wrap-Up

- **Section C: Appendices** includes supplemental materials to support the lessons in the Basic Life Support program.
  - Appendix A: Skill Practice Sheets
  - Appendix B: Skill Competency Sheets
  - Appendix C: Team Response Practice Scenarios
  - Appendix D: Debriefing Tool
  - Appendix E: Team Response Testing Scenarios
  - Appendix F: Participant Progress Log
  - Appendix G: Basic Life Support Code Cards

## Basic Life Support Participant's Manual

The *Basic Life Support Participant's Manual* provides foundational BLS concepts as well as the primary skills needed to care for adults, children and infants experiencing life-threatening emergencies. The participant's manual is designed to serve as both an in-class tool and as a reference after the course is complete.

*Basic Life Support Participant's Manual* consists of chapters and appendices.

### ■ Chapters

- Chapter 1: Foundational Concepts
- Chapter 2: Systematic Approach to Assessing, Recognizing and Caring for Adults
- Chapter 3: Basic Life Support for Adults
- Chapter 4: Basic Life Support for Children and Infants
- Chapter 5: Obstructed Airway
- Chapter 6: Opioid Overdose

Skill Sheets are integrated into corresponding chapters and provide a visual progression of how to perform the various skills associated with basic life support.

### ■ Appendices

- Appendix A: Common Legal Considerations
- Appendix B: Standard Precautions
- Appendix C: Basic Life Support Code Cards
- Appendix D: Basic Life Support Differences Among Adults, Children and Infants
- Appendix E: Glossary
- Appendix F: Bibliography

## Basic Life Support Course Presentations

Two optional course presentations for the Basic Life Support program are available—one to support the instructor-led delivery format and one to support the blended learning delivery format.

The optional presentations are in-class visual aids that dynamically support participants' understanding of the material. Instructors click through presentation slides as they lead participants through the lessons. Lecture points, imagery, videos, guided discussions, Q&A activities and practice and testing scenario overviews are presented within the course presentation. Lessons within the Basic Life Support instructor's manuals are organized by slide number to assist in teaching with the course presentations. In addition, the course presentations:

- Provide visual reinforcement of key points made during the lessons.
- Offer another format to show video segments.
- Help instructors deliver information in a more dynamic way by reducing dependence on the instructor's manual and allowing instructors the freedom to stand up and move around during the lesson.

Details on how to download the course presentations are available on the Red Cross Learning Center. Before conducting the program, instructors should become familiar with the presentation software and test the display of the system they plan to use.

## Videos

The videos are an integral part of the course. Instructors are required to use the videos because they contain important information about key concepts and skills to help ensure the program objectives are met. The course cannot be conducted without the videos. They are available in the course presentations and they can also be downloaded from the Red Cross Learning Center.



### Instructor Trainer's Note

For the purposes of demonstration, the use of personal protective equipment, other safety procedures, standard practices and additional therapies might not be depicted within the videos. Always follow the procedures/protocols as required by the clinical situation and your employer's policy.

Additionally, the AEDs depicted within the videos might function differently from other models. Become familiar with the features and functions of the equipment in use in your facility and always follow the manufacturer's instructions.

## Basic Life Support Code Cards

The Basic Life Support Code Cards provide visual flow charts of BLS care for adults, children and infants. Instructors and participants may refer to these during training and clinical practice as needed. The code cards are available in the back of the Basic Life Support instructor's manuals and on the Red Cross Learning Center.

## Instructor Trainer Resources

To teach the Basic Life Support Instructor course, instructor trainers are required to have the *Basic Life Support Instructor Trainer's Guide* and the required instructor candidate resources listed in the prior section. Use of the Basic Life Support Instructor Course Presentation is optional. All of these resources are available on the Red Cross Learning Center.

### Basic Life Support Instructor Trainer's Guide

The *Basic Life Support Instructor Trainer's Guide* should be followed when teaching the Basic Life Support Instructor course. This guide includes the outline, lessons and resources for delivering and administering the Instructor course.

- **Section A: Program Administration** contains information needed to conduct the Basic Life Support Instructor course, including this course overview, instructor requirements and responsibilities, information about setting up and running the course, information about effectively conducting the BLS skill verification and practice teaching assignments, and requirements for successful course completion.
- **Section B: Lessons** contains the lessons for the Basic Life Support Instructor course. The lessons include information on verifying the training prerequisites; introducing instructor candidates to the in-person session of the instructor course; allowing instructor candidates to practice and verify hands-on BLS skills; conducting effective skill practice and team response scenarios; conducting practice teaching assignments; administering the final exam; accessing instructor support resources; and maintaining instructor certification. Each lesson includes lesson length; guidance for the instructor trainer; lesson objectives; a list of the materials, equipment and supplies; lesson preparation; lesson tips; and the lesson topics. For more information on the various activities, see Course Activities earlier in this chapter.
- **Section C: Appendices** includes supplemental materials to support the lessons in this course.
  - Appendix A: Sample Letter to Basic Life Support Instructor Candidates
  - Appendix B: Materials, Equipment and Supplies
  - Appendix C: Skill Practice Sheets
  - Appendix D: Team Response Testing Scenarios
  - Appendix E: Instructor Candidate's Practice Teaching Workbook

- Appendix F: Records of Instructor Candidates' Progress
- Appendix G: Final Exam, Answer Sheet and Answer Key

## Basic Life Support Instructor Course Presentation

The *Basic Life Support Instructor Course Presentation* provides instructor trainers an optional visual tool to assist in teaching the Instructor course. Presentation slides contain text and visuals to support the lecture points highlighted in the instructor trainer's guide.

Before conducting the instructor course, instructor trainers should become familiar with the presentation software and test the display of the system to be used. It is recommended that instructor trainers have back-up copies of the presentation in case technical difficulties occur."

## The Red Cross Learning Center

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The Red Cross Learning Center ([redcrosslearningcenter.org](http://redcrosslearningcenter.org)) provides functionality for American Red Cross Training Services users to administer, track, report and deliver training as well as maintain certification data. The Red Cross Learning Center includes all the content used by students, instructors and training provider partner administrators in one place. Users are able to access different resources and functionality based on user profile roles (as a student, as an instructor or as a partner administrator).

### Students

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Students (non-instructors) taking online only or blended learning courses will use the Red Cross Learning Center—Student Portal to:

- Access and launch online courses.
- Access relevant digital course materials.
- View their certifications.
- Link to the Red Cross Store to purchase course materials and supplies.
- Learn more about the science behind the course content.
- Learn about other opportunities, such as becoming an instructor.
- Get help from the Training Support Center.

### Instructors

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Red Cross instructors must be affiliated with an organization with a Red Cross Training Provider Agreement, or be a Red Cross Training Services employee or volunteer, to access the password-protected instructor portal view of the Red Cross Learning Center.

As a Red Cross instructor, you will use the Red Cross Learning Center—Instructor Portal to:

- Access and launch any online or blended courses you are taking.
- Access all instructor resources for teaching and administering courses such as:
  - Program and course materials – digital versions of participant manuals, instructor manuals, written final exams and instructor bulletins.
  - Teaching resources – streaming video segments and course presentations.
  - How-to information and videos.
  - About the Science sections, including expert answers to technical questions and research topics.
- Manage classes you are teaching by being able to:
  - Set up blended learning classes in advance.
  - Monitor student online course completion status.
  - Report and close out classes.



- Provide digital certificates to students immediately.
- View class history details on all the courses you have taught.
- Manage your instructor certifications, with the ability to:
  - View your certifications.
  - Launch online instructor recertification and program update courses.
  - Learn about bridging to become an instructor in other program areas or becoming an instructor trainer.
- Stay abreast of the latest information.
  - Network with other instructors through the forum.
  - Read the latest news and iConnection newsletter from the Red Cross.

## Partner Administrators

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Training provider organizations can designate one or more individuals to the role of “partner administrator” to allow them to manage Red Cross-certified instructors affiliated with their organization. The partner view provides access to all resources and functions of the instructor view, plus additional functionality to manage instructors. The administrator role does not require an instructor certification.

Partner administrators use the Red Cross Learning Center—Partner Portal to:

- Manage instructors.
  - Request to affiliate (add) and unaffiliate (remove) certified instructors to their organizations’ Red Cross Training Provider Agreement.
  - View instructor list and reports on certification and expiration dates.
- Manage classes.
  - Utilize the Class Posting Service to list classes being offered by the partner on the Red Cross website.
  - Set up blended learning classes and assign instructors.
  - View online course completion status for all blended learning classes.
  - Close out and report classes on behalf of instructors.
  - View class history details for all classes.

## Instructor Candidate Resources Section

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During the Instructor course, instructor candidates can access the Instructor Candidate Resources section of the Red Cross Learning Center. This section includes resources such as the course presentations and streaming video segments. This information is provided in the Sample Letter (Appendix A).



# Being an American Red Cross Instructor Trainer

## Instructor Trainer Requirements

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### Eligibility to Teach the Red Cross Instructor Courses

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American Red Cross Basic Life Support instructor trainers are eligible to teach the following American Red Cross courses and modules:

- Basic Life Support Instructor Course
- Basic Life Support Instructor-Led Training
- Basic Life Support Blended Learning
- Asthma Inhaler Training
- Epinephrine Auto-Injector Training
- Bloodborne Pathogens Training
- Administering Emergency Oxygen

### Maintaining Your Instructor Trainer Certification

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Your certification as an instructor trainer is valid for 2 years. To maintain certification as an instructor trainer, you must:

- Teach or co-teach and report at least one Basic Life Support Instructor course during your 2-year certification period.
- Complete all applicable course updates (as communicated) prior to the update deadline.
- Maintain certification in Basic Life Support or equivalent.
- Successfully complete an online recertification assessment for each instructor trainer certification with a score of 80 percent within 90 days of the expiration date.



#### Instructor Trainer's Note

As an instructor trainer, you have a responsibility to monitor and maintain your American Red Cross Learning Center profile. You must periodically verify that your contact information is accurate in the American Red Cross Learning Center, including a current e-mail address, phone number and mailing address. The American Red Cross Learning Center will automatically track the expiration date of your instructor trainer certification. Monitoring your profile and certifications within the system allows you to take appropriate actions to stay current in your certification.

## Eligibility to Teach Other American Red Cross Programs

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Basic Life Support instructor trainers may also qualify to teach additional American Red Cross courses after successful completion of the appropriate instructor or instructor trainer bridge courses. Additional basic-level certifications may be necessary in addition to completing the bridge course. Please check the Red Cross Learning Center for more information on bridging options available, as well as any qualification requirements needed to complete the instructor bridge.

## Instructor Trainer Responsibilities

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The responsibilities of the Basic Life Support instructor trainer include:

- Determining if instructor candidates have the prerequisite knowledge and skills to take the instructor course.
- Providing instruction in the preparation, management and skills needed to teach the Basic Life Support program.
- Conducting the BLS skills verification and practice teaching assignments to evaluate the instructor candidates' basic skill abilities and help them to achieve proficiency.
- Being knowledgeable on all content matter in the Basic Life Support program and being prepared to answer instructor candidates' questions.
- Demonstrating required course skills at an appropriate level of performance.
- Helping instructor candidates to become effective instructors by enhancing their ability to use various teaching strategies to deliver course content.
- Teaching the instructor course as designed—following all course outlines, policies and procedures as noted in the instructor trainer documents for this course.
- Effectively using the American Red Cross Learning Center to set up, manage and close out classes—in addition to the instructor trainer's responsibility of maintaining a current personal profile in the system.
- Knowing how to safely use AED training devices and other training equipment and how to care for and clean all training equipment.
- Ensuring the health and safety of all instructor candidates during training.
- Abiding by the obligations in the Instructor Trainer Agreement and Instructor Trainer Code of Conduct and, if applicable, the Authorized Provider and/or Licensed Training Provider Agreement.
- Representing the Red Cross in a positive manner and providing a positive example by being neat in appearance and not practicing unhealthy behaviors while conducting Red Cross courses.
- Promoting volunteer opportunities available through the Red Cross.

## Managing Instructor Candidates

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Instructor candidates must demonstrate throughout the course that they are mature and responsible. Instructor trainers assess instructor candidates' maturity and responsibility by observing certain behaviors. The behaviors include, but are not limited to:

- Arriving at class and returning from breaks on time.
- Being prepared for class activities.
- Coming to class dressed in clothing appropriate for the location of the class and the activities to be performed.
- Preparing for practice teaching assignments.
- Staying actively engaged and participating in course activities.
- Behaving appropriately during activities. For example, whether playing the role of a child or teaching during practice teaching assignments, the behavior remains safe and reasonable for the situation.
- Providing appropriate feedback, as requested, especially to peers after practice teaching assignments.
- Receiving feedback from the instructor trainer and peers in a professional manner.
- Making an effort to improve their skills.
- Treating others with respect.

## Maintaining Consistent Training Standards

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Quality, consistency and standardized delivery of courses are priorities of the American Red Cross. Red Cross courses are designed with standardized instructor outlines and lesson plans based on well-defined objectives to provide an optimal learning experience for the variety of participants who participate in the programs. The Basic Life Support program is designed to meet employer certification and training requirements for professional providers across a variety of healthcare and public safety settings. Both the instructor candidates and the organizations that hire individuals with Basic Life Support instructor certifications expect and depend on the quality training as outlined in the program.

To meet the objectives of the Basic Life Support Instructor course and ensure standardized course delivery, the instructor course outline and lesson plans must be followed. Facility availability or constraints, specific instructor-trainer-to-instructor-candidate ratios, equipment-to-instructor candidate ratios or instructor candidate needs may necessitate adapting the outline while still maintaining the educational progression of the course. Adapting the training does not mean that you can add to, delete or change the content—with the exception of adapting to the organization's treatment guidelines or protocols provided they are implemented under direction of the organization's medical director and do not contradict the learning objectives of the course. The course is laid out in a progressive way to allow the instructor candidates to learn in a predictable order as well as have sufficient time to practice.



# Setting Up and Running the Course

## Setting Up and Closing Out an Instructor Course

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All instructor courses are blended learning and must be set up in the Red Cross Learning Center. All courses should be set up at least 2 weeks prior to the first in-person session to allow candidates time to receive registration information and complete any required online content before attending the first in-person session.

The instructor trainer can view the online completion status for each instructor candidate in the Classes I'm Teaching section of the Red Cross Learning Center. The instructor can send out a reminder to any candidates that they must complete the online content prior to the class.

Once the course is set up and candidates are enrolled, they will have immediate access to the online introduction to the instructor course and digital course materials in the Red Cross Learning Center. Once the instructor trainer closes the course, a system-generated email will send the instructor certification to the new instructor. You must close the course in the Red Cross Learning Center within the specified time frame (10 days). For details on how to request to set up and close out a class, refer to the Resources section of the Red Cross Learning Center.

## Course Lengths and Schedules

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### Basic Life Support Instructor Course Online Session

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This online session consists of an introduction to the Basic Life Support instructor course, orientation to the American Red Cross organization, overview of the Basic Life Support instructor-led and blended learning courses, information on how to prepare and teach the courses and information on being an American Red Cross instructor. It should take approximately 2 hours to complete.

### Basic Life Support Instructor Course In-Person Session

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The in-person session of the Basic Life Support Instructor course is designed to be taught in about 5 hours. The course schedule is designed to allow enough time to ensure that instructor candidates meet the course objectives.

The times allotted in the lessons include the minimum time required for covering the content and class activities and do not include the online session, the 30-minute optional lesson, breaks or transition time. Course lengths are based on:

- A ratio of one instructor trainer to six instructor candidates.
- A minimum of one CPR manikin, one AED training device and one BVM resuscitator for every two instructor candidates.

The course is to be scheduled and expected to run for the designated course length, at a minimum.

The lessons in this manual must be followed as closely as possible, but factors that may increase course length and must be accounted for include the following:

- Facility constraints
- Classroom availability and layout

- Equipment availability
- Number of instructor candidates
- Skill level of instructor candidates
- Ratio of instructor trainers to instructor candidates

## Recommended Class Size and Ratio of Instructor Trainers to Instructor Candidates

The Basic Life Support Instructor course has been designed for a ratio of one instructor trainer to six instructor candidates (1:6). If your class is larger, you may not be able to properly supervise, observe, evaluate and provide feedback on skills or complete class activities in the allotted time. Likewise, if there are fewer than six instructor candidates, you may not be able to conduct the practice teaching assignments properly to meet course objectives.

If the course has more than six instructor candidates, another instructor should co-teach or the course should be extended by at least 45 minutes per every three additional instructor candidates. If there are fewer than six instructor candidates, additional people trained in Basic Life Support must be added to achieve the course objectives through practicing skills scenarios and acting as participants during practice teaching assignments. Instructor trainers should use any time saved during practice teaching assignments (for courses with fewer than six instructor candidates) to discuss and/or review teaching tips for each of the unassigned topics and/or skills to ensure full coverage of the information within the course.

At no time should a single instructor trainer attempt to manage a course with more than 10 instructor candidates.

## Classroom Space

The Basic Life Support Instructor course requires a classroom space suitable for lecture, group discussions, videos, instructor trainer demonstrations, skill practice, team response scenarios and practice teaching assignments. The classroom should provide a safe, comfortable and appropriate learning environment. The room should be well lit, well ventilated and have a comfortable temperature. The classroom should also be equipped with the materials, equipment and supplies needed for the Basic Life Support Instructor course, including accessories for the course presentation or connection to the Internet (optional).



### Instructor Trainer's Note

If the area where skill practice and scenarios will be conducted is not carpeted, provide knee protection (such as folded blankets or mats) for use by instructor candidates or request that they bring their own padding materials. Also, be mindful of any additional space considerations and equipment needs if you are conducting the course in a skill lab and working with manikins in beds.

## Materials, Equipment and Supplies

The specific materials, equipment and supplies needed for each lesson are included at the beginning of the lesson. A full list of materials, equipment and supplies is available in Appendix B of this instructor trainer's guide. All instructor candidates must have a print or digital version of the following program materials:

- *Basic Life Support Instructor's Manual for Instructor-Led Training*
- *Basic Life Support Instructor's Manual for Blended Learning*
- *Basic Life Support Participant's Manual*
- *Basic Life Support Course Presentation for Instructor-Led Training* or *Basic Life Support videos*



Be sure to have the *Basic Life Support Instructor-Led Course Presentation* and/or the *Basic Life Support videos* along with the appropriate viewing equipment to show and hear slides and video segments for the appropriate practice teaching assignments. It is recommended that you have at least one computer with Internet access to reference the instructor candidate's page during course activities.



### Instructor Trainer's Note

Use of the course presentation is optional; however, you are required to show all the videos as indicated in the lesson plans. The videos are available in the course presentation, or they can be downloaded from the Red Cross Learning Center.

Instructor trainers should have the specific equipment needed ready prior to the start of each lesson.



### Instructor Trainer's Note

Equipment used during the course and a wide range of Red Cross retail products are available through the Red Cross Store ([redcrossstore.org](http://redcrossstore.org)).

## Class Safety and Supervision

As a Red Cross instructor trainer, it is important for you to make the teaching environment as safe as possible and to protect instructor candidates from health risks. The materials, equipment, supplies and procedures for teaching American Red Cross courses are designed to:

- Limit the risk of disease transmission.
- Limit the risk of one instructor candidate injuring another when practicing skills with a partner or team.
- Limit the risk that the activity involved in skill practice could cause injury or illness.

Instructor candidates who feel they are at risk for injury or illness may become distracted. These same feelings may also affect your ability to teach. It is important to talk with instructor candidates who feel they are at risk and inform them of the precautions that are taken to limit and reduce the risk for injury or illness. You can take several steps to help increase class safety:

- **Prepare.** Consider possible hazards and manage safety concerns before a course starts. Often, you can foresee hazards and take steps to eliminate or control them long before instructor candidates arrive.
- **Arrange for assisting instructor trainers, co-instructor trainers or both.** Assisting instructor trainers and co-instructor trainers can help decrease risks by giving more supervision and reducing the ratio of instructor trainers to instructor candidates. They also increase participation and learning by providing more one-on-one attention to instructor candidates. When using assisting instructor trainers or co-instructor trainers, clearly define their roles and responsibilities. Doing so will help eliminate confusion and lapses in supervision. Remember that you are ultimately responsible for your instructor candidates' safety. To determine your staffing needs, consider the different ages and levels of experience of instructor candidates. If your course has a large number of instructor candidates, you will need additional help.

## Health Precautions for Instructor Candidates and Considerations for Instructor Candidates with Disabilities

Provide instructor candidates with information about health requirements and safety before the course begins. The Sample Letter to Basic Life Support Instructor Candidates, available in Appendix A and on the Red Cross Learning Center, is one way to communicate this information.

People with physical disabilities or certain health conditions may hesitate to take part in skill practice and scenarios. You should suggest that these instructor candidates discuss their participation with a healthcare provider. Ask instructor candidates to tell you in advance if they are concerned about their ability to perform a specific skill.

Inform instructor candidates who cannot demonstrate the skills taught in the course that they cannot receive a Red Cross course completion certificate. The Red Cross advocates that instructors adjust activity levels to facilitate learning and to help meet course objectives whenever possible.

As a Red Cross instructor trainer, you must attempt to protect instructor candidates against health risks, and you must do your best to safeguard instructor candidates against any risk of injury while they are engaged in skill practice. Guidance for course modification for a participant with a disability is provided in the Inclusion Resource Guide, which is available upon request from the Red Cross.

# Conducting Effective BLS Skills Verification and Practice Teaching Assignments

The BLS skills verification and practice teaching assignments are the central activities that allow instructor candidates to achieve all Basic Life Support Instructor core competencies. Therefore, they are a primary concern for the instructor trainer to ensure an effective learning experience. For maximum efficiency and the best learning outcomes, the BLS skills verification and practice teaching assignments should be well organized and well managed.

Keep in mind that instructor candidates will learn from your example in conducting the instructor course in-person session, so you should model the appropriate actions expected of the instructor candidates. As the instructor candidates participate in the BLS skills verification and practice teaching assignments, efficient practice is important for success.

## BLS Skills Verification

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Mastery of BLS skills is a critical component of the Basic Life Support Instructor course. The BLS skills verification gives instructor candidates the opportunity to:

- Familiarize themselves with the equipment being used during the in-person session (e.g., the manikin, bag-valve-mask (BVM) resuscitator, AED training device, feedback devices).
- Practice the skills of multiple-provider CPR for an adult, multiple-provider CPR for an infant, obstructed airway care for adults and children, and obstructed airway care for infants.
- Demonstrate competency in the Team Response Testing Scenario: Basic Life Support for Adults and the Team Response Testing Scenario: Basic Life Support for Infants.

## Instructor Trainer Responsibilities

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During the BLS skills verification, instructor trainers are responsible for:

- Maintaining a safe, positive learning environment.
- Demonstrating the skill or skill components, as needed.
- Guiding instructor candidates through the skill practice and team response testing scenarios and ensuring that everyone completes the steps properly.
- Keeping the skill practice and team response testing scenarios running smoothly.
- Helping instructor candidates form pairs or groups, if necessary, and making sure they have the necessary equipment for skill practice and team response testing scenarios.
- Providing sufficient time for all instructor candidates to practice the skills.
- Closely supervising instructor candidates and offering positive reinforcement as they practice the skills.
- Identifying errors promptly and providing appropriate corrective feedback during skill practice to help instructor candidates improve.
- Ensuring that instructor candidates provide peer assistance and corrective feedback as necessary during skill practice.
- Evaluating each instructor candidate for skill competency.
- Encouraging instructor candidates to improve and maintain their skills.

## Setting Up Skill Practice and Testing Scenarios

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When arranging the classroom for the BLS skills verification, ensure that there is an adequate amount of equipment and supplies for the number of instructor candidates in the class. Arrange the skill practice and testing area so that each instructor candidate has ample room to view demonstrations, move about, practice the skill, ask questions and receive feedback on their performance. Also ensure that you and your fellow instructor trainers can see the instructor candidates, move from person to person, and provide prompts/feedback and oversight at all times. When the instructor candidates are practicing on manikins, the manikins' heads should all point in the same direction, and all the instructor candidates should be in the same position next to the manikins. When instructor candidates are working in groups, encourage communication among the group members and peer-to-peer learning.

## Running Skill Practice and Testing Scenarios

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### Helping Instructor Candidates to Practice Correctly

Practicing a skill supports learning only when the skill is performed correctly. One of the responsibilities as an instructor trainer is to ensure that instructor candidates practice correctly.

A positive learning environment is important. Instructor candidates perform best when kept informed of their progress. When instructor candidates are practicing skills correctly, provide positive feedback that identifies what they are doing correctly. If instructor candidates are practicing incorrectly, provide specific corrective feedback. Before saying what they are doing wrong, tell them what they are doing correctly. Then, tactfully help them improve their performance.

When giving feedback during skill practice, model the actions you want to teach to candidates and keep the following strategies in mind.

- Be specific when providing feedback.
- If the error is simple, explain directly and positively how to correct the skill performance. For example, if the instructor candidate is having trouble finding the proper hand placement for CPR, you might say, “The steps leading up to initiating CPR are good; now try finding the center of the chest. That will be the spot you want to try to aim for.”
- Show the instructor candidate what they should be doing. For example, in addition to telling the instructor candidate that the hands should be placed in the center of the chest for compressions, demonstrate the proper hand placement.
- Explain why the skill should be performed in a certain way so instructor candidates remember how to perform the skill correctly. For example, if an instructor candidate continually forgets to check for safety as part of the rapid assessment, you might remind the instructor candidate that failing to check for safety before going to another's aid can put the provider at risk for injury or illness as well.
- If an instructor candidate has an ongoing problem with a skill, carefully observe what they are doing. Give specific instructions for performing the skill the correct way and lead the instructor candidate through the skill. It may help to have the instructor candidate state the steps back to you for reinforcement.
- Emphasize the critical performance steps, focusing on those steps that make a difference in the successful completion of a skill.
- Have the instructor candidate practice again after the corrective feedback.
- During skill testing, resist telling instructor candidates anecdotes, which can distract or confuse them.
- Remind instructor candidates what they are doing right and what they need to improve. Use phrases such as, “Your arms are lined up well, but try to keep them as straight as possible while giving compressions to help ensure that they are effective.” Help instructor candidates focus on the *critical* components of each skill.

### Coaching Versus Prompting Instructor Candidates

The desired outcome of any American Red Cross program is for instructor candidates to demonstrate a skill correctly from beginning to end without receiving any assistance.

Because instructor candidates learn at different rates, bring different levels of knowledge to the course and learn in different ways, you will most likely need to coach or guide participants as they first learn skill elements.

**Coaching** occurs during skill practice and practice scenarios. It allows you to give instructor candidates information that they need to establish the sequence, timing, duration and technique for a particular skill. When coaching, provide information such as the sequence of steps in a skill. Statements such as "Perform a visual survey" or "Check the patient for responsiveness" are examples of coaching.

Once skill practice ends and the testing scenario begins, you should change tactics and shift to prompting.

**Prompting** gives the instructor candidates the opportunity to put the skills they learned together and allows you to assess the instructor candidates' ability to make the right decision at the right time and give the appropriate care, particularly in a team setting. During the testing scenarios, instructor candidates are expected to demonstrate the skill without any assistance; therefore, when a prompt is given, provide only the information necessary for the instructor candidate to make a decision and give care. In other words, you should give information only about the conditions found. For example, say, "The person is unresponsive" instead of "Perform a shout-tap-shout sequence."

## Evaluating Skill Performance

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The testing scenarios are provided in Appendix D of this instructor trainer's guide to assist in evaluating instructor candidates' mastery of the skill. Meeting the objective of a skill does not demonstrate instructor-level skill proficiency. Objectives that are general for the category of skills, as well as specific to the skill, must be met. It is your responsibility as the instructor trainer to observe candidates' skill performance to determine whether they are performing the skill correctly with respect to sequence, timing and duration, and whether they are meeting the established skill proficiency criteria. The BLS skills verification provides the opportunity for instructor trainers to verify instructor candidates' ability to perform the skills at the appropriate level as indicated in the testing scenario. Instructor trainers should also use the various skill practices and team response scenarios throughout the in-person session to further evaluate instructor candidates' ability to perform skills to the appropriate level.

To complete the course requirements and receive a completion certificate, an instructor candidate must complete the testing scenario without any coaching or assistance and demonstrate proper knowledge and skill technique throughout the in-person session.

## Practice Teaching Assignments

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Practice teaching is perhaps the most important part of any instructor course. It gives the instructor candidates the opportunity to become familiar with the instructional materials and gives them the chance to make mistakes and learn from them in a safe and supportive environment.

Practice teaching gives instructor candidates the opportunity to gain experience in:

- Preparing and delivering lesson topics.
- Providing directions.
- Completing lesson topics within suggested time frames.
- Managing skill practice.
- Coaching and prompting participants.
- Evaluating skill performance, determining a participant's skills proficiency and providing positive, corrective feedback to help participants improve their skills.

When each instructor candidate conducts an assignment, the candidate is to follow the guidelines of the practice teaching assignment set by the instructor trainer. Those guidelines must include using the appropriate video segment or course presentation. The candidates who are role-playing as participants are to use their participants' materials as directed in the instructor's manual. The time required may vary depending on the specific activity or skill.

## Instructor Trainer's Responsibilities

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One of the most important things the instructor trainer can do is to set the tone to enable instructor candidates to learn as much as possible in the course. All instructor candidates benefit when the instructor trainer spends the time and effort needed to prepare the practice teaching assignments.

When conducting practice teaching assignments, use the following guidelines:

- Ensure each instructor candidate's health and safety during training.
- Model behaviors and skills that are expected of instructor candidates.
- Provide clear direction and guidance to the instructor candidates before the practice teaching begins (e.g., clearly communicate the process and expected outcomes).
- Monitor instructor candidates continuously throughout the practice teaching assignments to ensure that they are watching for errors participants make while practicing. Correct any problems you notice as soon as possible to prevent instructor candidates from continuing to allow participants to practice incorrectly.

## Assigning Practice Teaching Assignments

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Practice teaching assignments are based on the needs of the candidate as assessed by the instructor trainer. Refer to the Teaching Assignments Tracking Chart (Appendix F) for assigning Practice Teaching Assignments I and II.



### Instructor Trainer's Note

As part of the online session, instructor candidates were required to become familiar with all the topics included in Practice Teaching Assignments I and II. However, they will only need to teach two topics during the in-person session of the instructor course.

### Practice Teaching Assignment I: Lecture and Skill Practice

In this practice teaching assignment, candidates conduct a lecture and skill practice topic. The assignment should include covering all information on the lecture topic as outlined in the *Basic Life Support Instructor's Manual for Instructor-Led Training* including using the appropriate course materials and resources. The course presentation slides from the *Basic Life Support Course Presentation for Instructor-Led Training* can be used. Each assignment also includes a skill practice to focus on the candidates' abilities to effectively and efficiently conduct the skill practice and evaluate participants' skills. They should show the video segment, if included in the topic assigned, and conduct the skill practice.

### Practice Teaching Assignment II: Team Response Scenarios

In this practice teaching assignment, candidates conduct a team response practice or testing scenario. Each assignment starts at the beginning of a practice or testing scenario to focus on the candidates' abilities to effectively and efficiently conduct a scenario and evaluate participants' skills and abilities as they progress through the scenarios. Instructor candidates should set up the practice or testing scenario, provide coaching (as appropriate), prompt the participants and evaluate participants' performance throughout the scenario; and then conduct the debriefing session.

## Role-Playing

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Role-playing is critical to any practice teaching assignment. The instructor candidate is expected to conduct the assignment as if he or she were actually teaching a class. This means facilitating discussions, activities and/or skill and scenario practice as outlined in the instructor's manual. Showing appropriate video segments, conducting the activities as they are designed, following the course outline, providing appropriate feedback and practicing effective communication techniques all need to be demonstrated.

Instructor candidates also are expected to act as participants but not be disruptive or otherwise distract from the quality of the practice teaching experience. You may, at your discretion, direct a “participant” to ask a specific question or perform a skill incorrectly to test the instructor candidate’s ability to demonstrate content knowledge and assess skill performance. Instructor candidates should not be set up to fail by interjecting a “trick” or unanswerable question that is not supported by the course content.

If you have a limited number of participants, you or an assisting instructor trainer may play the role of “patient,” “participant” or “provider” during a practice teaching assignment. However, your priority is to properly assess performance and maintain safety.

## Debriefing

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The debriefing session following each practice teaching assignment is a critical part of the practice teaching experience. The purpose of the debriefing session is to take a closer look at the decisions that were made and the actions that were taken during the practice teaching assignments, with the goal of identifying opportunities for improvement at the individual and team levels. The feedback that instructor candidates receive from other instructor candidates and the instructor trainer can help the candidate develop new and improved teaching skills.

Instructor candidates need to understand the different types of feedback and evaluation that they will receive during the debriefing, including self-evaluation, peer evaluation and instructor trainer evaluation. This feedback should start with the instructor candidate’s self-assessment about what went well and what things did not go as planned or might need improvement. Corrective feedback should be offered when improvement is needed and end on a positive note with clear direction of how to make adjustments in the future.

You should set the expectation that at the conclusion of each practice teaching assignment, any instructor candidate who is acting as a participant should be able to provide feedback to the person playing the role of the instructor. You are responsible for making sure that feedback provided by instructor candidates is appropriate to the situation.

When facilitating a practice teaching debriefing session, the instructor trainer should use their facilitation skills to conduct a practice teaching evaluation through the following:

- Have the instructor candidate evaluate their own performance using the Practice Teaching Self-Evaluation Form (e.g. organizational ability, knowledge of the subject matter, and presentation and communication skills). Ask specific questions to help the candidate(s) self-assess.  
Some examples include:
  - What about the lesson went as you had planned?
  - What about the lesson did not go as planned? How would you change it when you do this again?
  - What did you find most challenging with this lesson or topic?
  - How would you run the practice session with a larger or smaller class? How would this impact safety or the ability for you to observe and give feedback?
- Solicit feedback from the “participants” to share observations and provide feedback about the performance (i.e., organizational ability, knowledge of the subject matter, presentation and communication skills, and suggestions for improvement or alternatives). Ask specific questions to help facilitate the feedback session. For example, “Kate, did you understand the directions Jim gave you when he described what to do?” Ensure everyone in the group is providing feedback (not only a few or the same individuals) and that the feedback session stays on topic.
- Give your own evaluation using the Practice Teaching Debriefing Form (Appendix E). Briefly summarize any notable points from the peer feedback without repeating everything that was already brought forward. Ensure the critical points are covered, such as incorrect information, incorrect skill demonstration or correction, and important information to know about the topic. Ask the instructor candidate and “participants” to help with your evaluation, when possible.
- An added benefit to the debriefing session is the opportunity for the instructor trainer to assess all candidates in their role as both the “instructor” and “participant.”
- Feedback should not be limited to a technical nature. Instructor candidates should also be evaluated on the following:

- Ability of the “participants” to give constructive feedback
- Ability of the instructor candidate and “participants” to demonstrate a professional demeanor
- Receptiveness to feedback
- Engagement of all “participants”
- After practice teaching assignments have been completed, the instructor trainer should:
  - Provide each instructor candidate with the completed Practice Teaching Debriefing Form (Appendix E).
  - Allow instructor candidates to ask questions to clarify any comments made.
  - Give instructor candidates' time to adjust or modify any future practice teaching assignments based on feedback given to them.
  - Encourage instructor candidates to use the Practice Teaching Self-Evaluation Form (Appendix E) to help assess their own performance.
- Throughout the practice teaching assignments, you should see demonstrated improvement from each instructor candidate.
- If an instructor candidate's practice teaching performance is not acceptable, you should consult with them privately to explain where and how improvements must be made. The instructor candidate should be given another opportunity to practice teach a different assignment as time allows. If the instructor candidate's performance remains unacceptable, you should counsel them privately about remediation options or advise them to discontinue the course.



# Course Completion

## Closing Out an Instructor Course

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To close out and report an instructor course, instructor trainers must complete the class roster report and submit it to the American Red Cross Training Support Center. The course will then be closed/completed in the system and new instructor certifications will be added to the profiles of the new instructors.

For details on how to request to close instructor courses, download the latest instructions from the Red Cross Learning Center.

## Criteria for Course Completion and Certification

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To successfully complete the Basic Life Support Instructor course, the instructor candidate must:

- Successfully complete the American Red Cross Basic Life Support Instructor course online session.
- Successfully complete the BLS skills verification.
- Attend and actively participate in the in-person session.
- Successfully complete class activities, including the required practice teaching assignments.
- Demonstrate instructor-level skill competency in all skills and scenarios.
- Pass the final exam with a minimum grade of 80 percent.

Instructor candidates must be told of the requirements when they enroll for the course and again during the course introduction. Remember to provide ongoing feedback to instructor candidates about their performance throughout the course. Feedback should be ongoing so there are no surprises if their performance is evaluated as unacceptable.

## BLS Skill Competency

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To complete the course requirements and receive a completion certificate, an instructor candidate must be able to complete all required skills during the testing scenarios without any coaching or assistance. An instructor candidate's performance is "proficient" or "not proficient" based on the performance of the critical components of a skill that are necessary to meet the objective.

During the testing scenarios, instructor candidates will be evaluated as follows:

- Team leader—Ability to complete all critical actions; act upon decisions in a timely, sequential, safe and effective manner; and demonstrate skill competency in assigned role(s).
- Team member—Active participation in team response and ability to demonstrate skill competency in assigned role(s).

## Practice Teaching Assignments

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Each instructor candidate is expected to successfully complete two practice teaching assignments:

- Practice Teaching Assignment I: Lecture and Skill Practice
- Practice Teaching Assignment II: Team Response Scenarios

The Practice Teaching Debriefing Form includes the criteria for successful practice teaching assignment sessions.

## Final Exam

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Instructor candidates have one opportunity to take the final exam. Candidates are required to read the exam and answer the questions without assistance from the instructor trainer. Instructor candidates must pass the final exam with a minimum score of 80 percent as part of the requirements for receiving certification as an American Red Cross Basic Life Support Instructor.

### Maintaining Exam Security

Exam security is the instructor trainer's responsibility. Instructor candidates should not be allowed to see the written exam before it is distributed to the entire class.

Instruct instructor candidates to put away all course materials and mobile devices until all exams and answer sheets have been collected. As instructor candidates hand in their answer sheets, you may quickly grade the exam (using the answer key located in Appendix G of this instructor trainer's guide) and return it to the instructor candidate. This way, the instructor candidates can review any incorrect answers. Be sure to collect all answer sheets and exams before instructor candidates leave the class. Exams may be updated periodically, and it is the responsibility of the instructor trainer to ensure that they are using the most current exam.



#### Instructor Trainer's Note

Instructor candidates may **not** refer to their instructor manuals or other resources while taking the final exam.

## Criteria for Grading Instructor Candidates

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Instructor candidates are assigned one of the following grades:

- **Successful** is entered for an instructor candidate who has successfully completed the online session, attended and participated in the in-person session including all activities, demonstrated proficient competency in all required BLS skills and practice teaching assignments and passed the exam.
- **Unsuccessful** is entered for an instructor candidate who has **not** met course objectives and/or has not successfully completed the online session, attended and participated in the in-person session including all activities, demonstrated proficient competency in all required BLS skills and practice teaching assignments, and passed the exam. If an instructor candidate does not meet the criteria for course completion and certification, provide the instructor candidate with information about course topics and skills where remediation is needed. Advise the instructor candidate that they can repeat the course if they so choose.
- **Not Evaluated** is entered as the final grade for an instructor candidate who is not attending the course with the intention of receiving a completion certificate. This grade should not be substituted for "unsuccessful" for a participant who attempts certification but is unable to pass the completion requirements. An instructor candidate who chooses to audit must make their intent known to the instructor trainer at the beginning of the class.

## Reporting Procedures: Acknowledging Course Completion and Awarding Certification

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Red Cross certification means that on a particular date an instructor verified that a participant demonstrated competency in all required skills taught in the course.

You must close the course in the Red Cross Learning Center within the specified time frame (10 days). For more information, visit the Resources section of the Red Cross Learning Center.

Upon successful completion of the course, instructor candidates can access the digital certificate through an email with a link once the course has been closed, or they can access their certificate by going directly to the site. The

course completion certificate includes the instructor candidate's name, the course name, the completion date and the certification validity period. The digital certificate can be viewed, printed or shared online. It will contain an alphanumeric identifier and Quick Response (QR) code that can be used by participants, instructors, employers or the American Red Cross to validate certificate authenticity.

## Obtaining Participant Feedback

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Gaining feedback from instructor candidates is an important step in any evaluation process. Instructor candidates should have an opportunity to tell you what they thought about the course. Have instructor candidates complete evaluations each time you teach the course. The information will provide you with feedback concerning the course and its instruction and help the Red Cross maintain the high quality of the course.



## **Section B: Lessons**

### **Instructor Course In-Person Session Outline**

**Lesson 1: Course Introduction**

**Lesson 2: BLS Skills Verification**

**Lesson 3: Basic Life Support Program Materials Review (Optional)**

**Lesson 4: Conducting Effective Skill Practice and Team Response Scenarios**

**Lesson 5: Testing and Course Wrap-Up**



# Instructor Course In-Person Session Outline

## Lesson 1: Course Introduction

Topic	Time
Verification of Training Prerequisites	5 minutes
Introduction to the Basic Life Support Instructor Course In-Person Session	5 minutes
<b>Total Lesson Time</b>	<b>10 minutes</b>

## Lesson 2: BLS Skills Verification

Topic	Time
Introduction to the BLS Skills Verification	2 minutes
Multiple-Provider CPR for Adults	5 minutes
Multiple-Provider CPR for Infants	5 minutes
Obstructed Airway Care for Adults and Children	3 minutes
Obstructed Airway Care for Infants	3 minutes
AED Use	2 minutes
Administering Team Response Testing Scenarios	30 minutes
<b>Total Lesson Time</b>	<b>50 minutes</b>

## Lesson 3: Basic Life Support Program Materials Review (Optional)

Topic	Time
Introduction to the Basic Life Support Program Materials Review	5 minutes
Exploring the Program Materials	25 minutes
<b>Total Lesson Time</b>	<b>30 minutes (optional)</b>

## Lesson 4: Conducting Effective Skill Practice and Team Response Scenarios

Topic	Time
Conducting Skill Practice	8 minute
Conducting Team Response Scenarios	10 minutes
Preparing for the Practice Teaching Assignments	17 minutes
Practice Teaching Assignment I: Lecture and Skill Practice	1 hour, 30 minutes
Practice Teaching Assignment II: Team Response Scenarios	1 hour, 30 minutes
<b>Total Lesson Time</b>	<b>3 hours, 35 minutes</b>

## Lesson 5: Testing and Course Wrap-Up

Topic	Time
Final Exam	30 minutes
Instructor Support	5 minutes
Course Wrap-Up	5 minutes
<b>Total Lesson Time</b>	<b>40 minutes</b>



### Instructor Trainer's Note

The total in-person session time is about 5 hours. This does not include the online session, optional lesson, breaks or transitional times. If you choose to include the optional lesson, add another 30 minutes to the overall in-person session time.



# Course Introduction

LESSON LENGTH | 10 minutes

## Guidance for the Instructor Trainer

To complete this lesson and meet the lesson objectives, you must:

- Verify the instructor candidates meet the training requirements.
- Discuss all points in the topics, “Verification of Training Prerequisites” and “Introduction to the Basic Life Support Instructor Course In-Person Session.”

## Lesson Objectives

After completing this lesson, instructor candidates will be able to:

- State the course purpose.
- Identify the course completion requirements.

## Materials, Equipment and Supplies

- *Basic Life Support Instructor Course Presentation* (optional)
- Computer or tablet with speakers, projector and projection screen or monitor
- Name tags (optional; one for each instructor candidate and instructor trainer)
- Pens, pencil (optional; one for each instructor candidate and instructor trainer)

## Lesson Preparation

- Prior to the start of the in-person session, the instructor trainer should verify online completion status for each instructor candidate in the Classes I’m Teaching section of the Red Cross Learning Center.

## Topic | Verification of Training Prerequisites

### LECTURE



### REFERENCE

Course Presentation  
Slides 1–3

- Explain to instructor candidates that before beginning the instructor course in-person session, you must first verify that they meet the training prerequisites. Ask them to have the required documents and course materials ready.
- Verify that each instructor candidate possesses a current American Red Cross Basic Life Support certification or equivalent. (See Instructor Bulletin for equivalency chart.)
- Verify that each candidate has successfully completed the American Red Cross Basic Life Support Instructor course online session.
- Verify that each instructor candidate has the Basic Life Support program materials in either print or digital format, including the r.21 version of:
  - *Basic Life Support Instructor's Manual for Instructor-Led Training*
  - *Basic Life Support Instructor's Manual for Blended Learning*
  - *Basic Life Support Participant's Manual*
  - *Basic Life Support Course Presentation for Instructor-Led Training* or *Basic Life Support videos*
  - *Basic Life Support Course Presentation for Blended Learning* (optional)




### Instructor Trainer's Note



- If an instructor candidate fails to complete any of the prerequisites, they should not be allowed to enter the in-person session at this time.
- Instructor candidates are expected to bring all instructor and participant materials to the in-person session of the instructor course. Digital or print versions are acceptable.

Topic | **Introduction to the Basic Life Support Instructor Course  
In-Person Session**

**Welcome**

<p>LECTURE</p>  <p>REFERENCE Course Presentation Slides 4-5</p>	<ul style="list-style-type: none"> <li>■ Welcome instructor candidates, briefly introduce yourself and explain that you are a certified American Red Cross instructor trainer. Briefly introduce any co-instructor trainers, if applicable.</li> <li>■ Have instructor candidates write their names on name tags or name tents and display them (optional).</li> <li>■ Have instructor candidates briefly introduce themselves and say why they want to become instructors (volunteer, authorized provider or paid employee) for the Red Cross.</li> <li>■ Review the following information:             <ul style="list-style-type: none"> <li>○ Facility policies and procedures</li> <li>○ Locations of restrooms, water fountains and break areas</li> <li>○ Where emergency exits are located as well as where automated external defibrillators (AEDs) and first aid kits are located</li> <li>○ Careful and proper use of equipment for infection control, including standard precautions and manikin decontamination</li> </ul> </li> <li>■ Tell instructor candidates that if they have concerns or issues that may affect their ability to take part in the course, they should speak with you privately at the conclusion of the course introduction.</li> </ul>
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**Course Purpose**

<p>LECTURE</p>  <p>REFERENCE Course Presentation Slide 6</p>	<ul style="list-style-type: none"> <li>■ Explain that the purpose of the Basic Life Support Instructor course is to train instructor candidates to teach the American Red Cross Basic Life Support course. In this course, instructor candidates will:             <ul style="list-style-type: none"> <li>○ Practice and demonstrate competency in CPR, AED and obstructed airway skills.</li> <li>○ Learn how to conduct lectures, reviews, guided discussions, Q&amp;A activities, instructor demonstrations, skill practices, team response practice scenarios and team response testing scenarios.</li> <li>○ Conduct and participate in practice teaching assignments.</li> <li>○ Learn how to evaluate participants' skill competency.</li> </ul> </li> </ul>
<p>LECTURE</p>  <p>REFERENCE Course Presentation Slide 7</p>	<ul style="list-style-type: none"> <li>■ Tell instructor candidates that to receive their Basic Life Support Instructor course completion certificate, they must:             <ul style="list-style-type: none"> <li>○ Successfully complete the American Red Cross Basic Life Support Instructor course online session.</li> <li>○ Successfully complete the BLS skills verification.</li> <li>○ Attend and actively participate in the in-person session.</li> <li>○ Successfully complete class activities, including the required practice teaching assignments.</li> <li>○ Demonstrate instructor-level skill competency in all skills and scenarios.</li> <li>○ Pass the final exam with a minimum grade of 80 percent.</li> </ul> </li> <li>■ Explain to instructor candidates that their Basic Life Support Instructor certification is valid for 2 years.</li> </ul>



# BLS Skills Verification

LESSON LENGTH | 50 minutes

## Guidance for the Instructor Trainer

To complete this lesson and meet the lesson objectives, you must:

- Discuss all points in the topic, “Introduction to the BLS Skills Verification,” “Multiple-Provider CPR for Adults,” “Multiple-Provider CPR for Infants,” “Obstructed Airway Care for Adults and Children,” “Obstructed Airway Care for Infants,” “AED Use” and “Administering Team Response Testing Scenarios.”
- Conduct the skill practices, “Multiple-Provider CPR for Adults,” “Multiple-Provider CPR for Infants,” “Obstructed Airway Care for Adults and Children” and “Obstructed Airway Care for Infants.”
- Conduct Team Response Testing Scenario: BLS for Adults, Team Response Testing Scenario: BLS for Infants and Team Response Testing Scenario: BLS for Children (optional).

## Lesson Objectives

After completing this lesson, instructor candidates will be able to:

- Demonstrate high-quality CPR including effective chest compressions and ventilations for adults and infants.
- Deliver effective back blows, abdominal thrusts and chest thrusts for adults, children and infants with an airway obstruction.
- Demonstrate safe and effective use of an AED for adults and infants.
- Work effectively as part of a high-performance team to improve patient outcomes in the role of a team leader and team member.

## Materials, Equipment and Supplies

- *Basic Life Support Instructor Course Presentation* (optional)
- Computer or tablet with speakers, projector and projection screen or monitor
- Disposable latex-free gloves (optional)
- Adult and infant CPR manikins (one for every team)
- Child CPR manikin (optional; one for every team)
- Adult and infant pocket masks and valves (one for each instructor candidate)
- Child pocket mask and valve (optional; one for each instructor candidate)
- Adult and infant BVMs (one for each manikin)
- Child BVM (optional; one for each manikin)
- AED training devices with adult and pediatric AED pads (one for each manikin)
- Cleaning and decontamination supplies
- Extra manikin equipment (e.g., airways, lungs and batteries) as appropriate
- Blankets and/or mats, if applicable (optional; one for each instructor candidate)
- CPR board or bed with CPR function, if applicable (one for every two instructor candidates)
- Step stool, if applicable (two for every team)

## Lesson Preparation

- To save time, have all equipment and materials set up before the start of the lesson. Each group of instructor candidates needs one set of equipment and supplies for the scenarios.
- Review and print copies of the Team Response Testing Scenarios (Appendix D of this instructor trainer's guide).
- Review and print copies of the Skill Practice Sheets (Appendix C of this instructor trainer's guide) to distribute to instructor candidates, or ask them to refer to their copies for use during this lesson.
- Fill in the instructor candidates' names on your Instructor Candidate Progress Log (Appendix F of this instructor trainer's guide) before the lesson begins.

## Tips for Conducting the Lesson

- Instructor candidates will be evaluated in groups of two or three.
- You must be able to observe and evaluate each instructor candidate's skills during skill practice and testing scenarios. Ensure all instructor trainers can see the instructor candidates, move from person to person, and provide feedback and oversight at all times.
- When arranging the classroom, ensure that there is an adequate amount of equipment and supplies for the number of instructor candidates in the class. Arrange the scenario areas so that each team has ample room to move about and perform the skill.
- If it does not cause distraction, you may allow other groups to practice at the same time that you are evaluating another group, as long as the practicing groups are ready to start when you instruct them to do so.
- Provide for the health and safety of instructor candidates by always ensuring:
  - Manikins have been properly cleaned according to the *Manikin Decontamination and Use* guidelines, located in the Red Cross Learning Center.
  - Other course equipment (medical and first aid supplies) is clean and in good working order.
  - Appropriate precautions have been taken when using live electrical equipment.
  - Instructor candidates are aware of health precautions and guidelines concerning the transmission of infectious diseases.
  - All instructor candidates have the physical ability to perform each skill and know to consult you if they have concerns about their physical ability to do so.
  - The classroom and all practice areas are free of hazards.
- During the basic life support skills verification, you may test teams of two or three instructor candidates individually or simultaneously. When testing teams of two instructor candidates, one instructor candidate provides chest compressions, while the other instructor candidate maintains an open airway, seals the mask and delivers ventilations using the BVM. When testing teams of three instructor candidates, one instructor candidate provides chest compressions, a second instructor candidate maintains an open airway and seals the mask, and a third instructor candidate delivers ventilations using the BVM.

## Topic | Introduction to the BLS Skills Verification

### LECTURE



### REFERENCE

Course Presentation  
Slides 8–10



- Remind instructor candidates that basic life support (BLS) skills, especially the provision of high-quality CPR, are the foundation for every successful resuscitation effort.
- Explain to instructor candidates that when teaching BLS skills, it is the ultimate goal of the Red Cross for them to be able to effectively perform these life-saving skills on their own.
- Tell instructor candidates that they will have an opportunity to practice the following hands-on skills:
  - Multiple-Provider CPR for Adults
  - Multiple-Provider CPR for Infants
  - Obstructed Airway Care for Adults and Children
  - Obstructed Airway Care for Infants
- Tell instructor candidates that they will be required to demonstrate competency in providing BLS for adults and infants by completing the Team Response Testing Scenario: BLS for Adults and the Team Response Testing Scenario: BLS for Infants.
  - Although an instructor candidate may have successfully completed their two testing scenarios, they may need to rotate into an additional scenario so that another instructor candidate has an opportunity to be evaluated in the team leader role.
- Explain that in addition to performing skills during the testing scenarios, they will need to identify critical decision points and act appropriately, safely and effectively.
- Explain that if they do not successfully demonstrate competency in the testing scenarios, they will not be able to continue in the Basic Life Support Instructor course.
  - If they do not successfully complete one of the testing scenarios, they will have the opportunity for a same-day retest, time permitting.
  - If they do not successfully complete both of the testing scenarios, advise them to review or retake the basic-level course before registering for another instructor course.
- Remind instructor candidates to wear or verbalize wearing PPE as they perform skills. Although they are *not required* to wear PPE during training, they should always follow the procedures/protocols required by the clinical situation and their employer's policy when providing patient care.
- Answer instructor candidates' questions.



### Instructor Trainer's Note



The use of gloves during training is highly recommended to reinforce the importance of standard precautions. However, you may choose to not use gloves during training and instead have instructor candidates verbalize that they are doing so during the testing scenarios.

## Topic | Multiple-Provider CPR for Adults



<p>IT DEMO</p>  <p>REFERENCE</p> <p>Course Presentation Slides 11–12</p>	<ul style="list-style-type: none"> <li>■ Orient instructor candidates to the adult manikin and BVM they will be using, including basic operations and feedback functions and/or devices.</li> <li>■ Demonstrate how to perform CPR for an adult, as needed. Be mindful of time.</li> </ul>
<p>SKILL PRACTICE</p>  <p>REFERENCES</p> <p>Course Presentation Slide 13</p> <p>Skill Practice Sheet: Multiple-Provider CPR for Adults</p> <p>Instructor Candidate Progress Log</p>	<ul style="list-style-type: none"> <li>■ Begin the skill practice, “Multiple-Provider CPR for Adults.”</li> <li>■ Ask instructor candidates to <b>divide into teams of two or three</b> and get into position beside their manikin to prepare for the skill practice.</li> <li>■ Communicate the following to instructor candidates:             <ul style="list-style-type: none"> <li>○ Determine who will perform chest compressions first, who will manage the airway/ seal the mask first and who will squeeze the bag first.</li> <li>○ <b>Perform two cycles of CPR, then smoothly switch roles</b> with a focus on minimizing interruptions in chest compressions to less than 10 seconds.</li> <li>○ The compressor will call for a role change by saying “switch” in place of the number 1 in the beginning of the second compression cycle.</li> <li>○ <b>Continue to provide two cycles of CPR</b>, switching roles until all instructor candidates have had the opportunity to provide compressions.</li> </ul> </li> <li>■ Guide instructor candidates through the steps of the skill using the Skill Practice Sheet: Multiple-Provider CPR for Adults.             <ul style="list-style-type: none"> <li>○ Offer printouts (from Appendix C of this instructor trainer’s guide).</li> </ul> </li> <li>■ Give feedback during the skill practice as needed.             <ul style="list-style-type: none"> <li>○ Remind instructor candidates to avoid hyperventilation and overventilation.</li> </ul> </li> <li>■ Common errors to look for include:             <ul style="list-style-type: none"> <li>○ Giving compressions that are too shallow or too deep.</li> <li>○ Interrupting compressions for more than 10 seconds.</li> <li>○ Incorrectly positioning the hands.</li> <li>○ Failing to allow full recoil after each compression or giving compressions at an inappropriate rate; compression and recoil times are unequal.</li> <li>○ Squeezing the bag with too much volume (overventilation).</li> <li>○ Squeezing the bag at too fast a rate (hyperventilation).</li> <li>○ Not sealing the mask properly (E-C hand position).</li> <li>○ Not calling for a role change at the beginning of the second compression cycle.</li> </ul> </li> <li>■ Check off each instructor candidate’s progress on the Instructor Candidate Progress Log (Appendix F of this instructor trainer’s guide).</li> <li>■ Answer instructor candidates’ questions.</li> </ul>





Topic | **Multiple-Provider CPR for Infants**

<p>IT DEMO</p>  <p>REFERENCE</p> <p>Course Presentation Slides 14–15</p>	<ul style="list-style-type: none"> <li>■ Orient instructor candidates to the infant manikin and infant BVM they will be using, including basic operations and feedback functions and/or devices.</li> <li>■ Demonstrate how to perform CPR for an infant, as needed. Be mindful of time.</li> </ul>
<p>SKILL PRACTICE</p>  <p>REFERENCES</p> <p>Course Presentation Slide 16</p> <p>Skill Practice Sheet: Multiple-Provider CPR for Infants</p> <p>Instructor Candidate Progress Log</p>	<ul style="list-style-type: none"> <li>■ Begin the skill practice, “Multiple-Provider CPR for Infants.”</li> <li>■ Ask instructor candidates to get into position beside their manikins.</li> <li>■ Ensure that the manikins are on a firm, flat surface.</li> <li>■ Communicate the following to instructor candidates:             <ul style="list-style-type: none"> <li>○ Determine who will perform chest compressions first, who will manage the airway/ seal the mask first and who will deliver ventilations first.</li> <li>○ <b>Perform two cycles of CPR, then smoothly switch roles</b> with a focus on minimizing interruptions in chest compressions to less than 10 seconds.</li> <li>○ The compressor will call for a role change by saying “switch” in place of the number 1 in the beginning of the second compression cycle.</li> <li>○ <b>Continue to provide two cycles of CPR and switching roles until each participant has an opportunity to practice each role.</b></li> </ul> </li> <li>■ Guide instructor candidates through the steps of the skill using the Skill Practice Sheet: Multiple-Provider CPR for Infants.             <ul style="list-style-type: none"> <li>○ Offer printouts (from Appendix C of this instructor trainer’s guide).</li> </ul> </li> <li>■ Give feedback during the skill practice as needed.             <ul style="list-style-type: none"> <li>○ Reinforce the key components of high-quality chest compressions as you provide feedback.</li> </ul> </li> <li>■ Common errors to look for include:             <ul style="list-style-type: none"> <li>○ Giving compressions that are too shallow or too deep.</li> <li>○ Interrupting compressions for more than 10 seconds.</li> <li>○ Incorrectly positioning thumbs and hands.</li> <li>○ Failing to allow full recoil after each compression or giving compressions at an inappropriate rate; compression and recoil times are unequal.</li> <li>○ Using an improperly fitting mask.</li> <li>○ Squeezing the bag with too much volume (overventilation).</li> <li>○ Squeezing the bag at too fast a rate (hyperventilation).</li> <li>○ Not sealing the mask properly (E-C hand position).</li> <li>○ Not calling for a role change at the beginning of the second compression cycle.</li> </ul> </li> <li>■ Check off each instructor candidate’s progress on the Instructor Candidate Progress Log (Appendix F of this instructor trainer’s guide).</li> <li>■ Answer instructor candidates’ questions.</li> </ul>

Topic | **Obstructed Airway Care for Adults and Children**

<p><b>OPTIONAL</b></p> <p>IT DEMO</p>  <p>REFERENCE</p> <p>Course Presentation Slides 17–18</p>	<ul style="list-style-type: none"> <li>■ Demonstrate how to simulate back blows and abdominal thrusts. Be mindful of time.</li> <li>■ Ask for a volunteer or pantomime the actions.</li> </ul>
<p><b>SKILL PRACTICE</b></p>  <p>REFERENCES</p> <p>Course Presentation Slide 19</p> <p>Skill Practice Sheet: Obstructed Airway Care for Adults and Children</p> <p>Instructor Candidate Progress Log</p>	<ul style="list-style-type: none"> <li>■ Begin the skill practice, “Obstructed Airway Care for Adults and Children.”</li> <li>■ Ask instructor candidates to find a partner. Participants may work in teams of 2 or 3.</li> <li>■ Communicate the following to instructor candidates:             <ul style="list-style-type: none"> <li>○ Determine who will practice simulating back blows and abdominal thrusts first.</li> <li>○ The first instructor candidate will <b>perform 5 simulated back blows and 5 simulated abdominal thrusts.</b></li> <li>○ Then instructor candidates will switch roles.</li> <li>○ The second instructor candidate will now <b>perform 5 simulated back blows and 5 simulated abdominal thrusts.</b></li> <li>○ <b>DO NOT</b> give actual back blows and abdominal thrusts to your partner.</li> </ul> </li> <li>■ Guide instructor candidates through the steps of the skill using the Skill Practice Sheet: Obstructed Airway Care for Adults and Children.             <ul style="list-style-type: none"> <li>○ Offer printouts (from Appendix C of this instructor trainer’s guide).</li> </ul> </li> <li>■ Give feedback during the skill practice as needed.</li> <li>■ Common errors to look for include:             <ul style="list-style-type: none"> <li>○ Not properly positioning the hands during back blows.</li> <li>○ Not using the thumb side of the fist for abdominal thrusts.</li> </ul> </li> <li>■ Check off each instructor candidate’s progress on the Instructor Candidate Progress Log (Appendix F of this instructor trainer’s guide).</li> <li>■ Answer instructor candidates’ questions.</li> </ul>

Topic | **Obstructed Airway Care for Infants**

<p><b>OPTIONAL</b></p> <p>IT DEMO</p>  <p>REFERENCE Course Presentation Slides 20–21</p>	<ul style="list-style-type: none"> <li>■ Demonstrate how to deliver back blows and chest thrusts using an infant manikin. Be mindful of time.</li> </ul>
<p><b>SKILL PRACTICE</b></p>  <p>REFERENCES Course Presentation Slide 22 Skill Practice Sheet: Obstructed Airway Care for Infants Instructor Candidate Progress Log</p>	<ul style="list-style-type: none"> <li>■ Begin the skill practice, “Obstructed Airway Care for Infants.”</li> <li>■ Ask instructor candidates to return to their partners and choose an infant manikin. Participants may work in teams of 2 or 3.             <ul style="list-style-type: none"> <li>○ Ensure that the manikins are on a firm, flat surface.</li> </ul> </li> <li>■ Communicate the following to instructor candidates:             <ul style="list-style-type: none"> <li>○ Determine who will practice back blows and chest thrusts first.</li> <li>○ The first instructor candidate will <b>perform 2 sets of 5 back blows and 5 chest thrusts.</b></li> <li>○ Then instructor candidates will switch roles.</li> <li>○ The second instructor candidate will now <b>perform 2 sets of 5 back blows and 5 chest thrusts.</b></li> <li>○ Instructor candidates should help each other count back blows and chest thrusts and provide peer feedback.</li> </ul> </li> <li>■ Guide instructor candidates through the steps of the skill using the Skill Practice Sheet: Obstructed Airway Care for Infants.             <ul style="list-style-type: none"> <li>○ Offer printouts (from Appendix C of this instructor trainer’s guide).</li> </ul> </li> <li>■ Give feedback during the skill practice as needed.</li> <li>■ Common errors to look out for include:             <ul style="list-style-type: none"> <li>○ Not properly positioning the infant for back blows with the infant’s head face-down and lower than their body.</li> <li>○ Not properly supporting the infant’s head and neck during back blows.</li> <li>○ Not using the heel of hand to deliver back blows.</li> <li>○ Not delivering 5 back blows between the infant’s scapulae.</li> <li>○ Not properly positioning the infant for chest thrusts with the infant’s head face-up and lower than their body.</li> <li>○ Not properly supporting the infant’s head and neck during chest thrusts.</li> <li>○ Not placing two fingers in center of infant’s chest just below the nipple line.</li> <li>○ Not delivering 5 chest thrusts about 1½ inches deep.</li> </ul> </li> <li>■ Check off each instructor candidate’s progress on the Instructor Candidate Progress Log (Appendix F of this instructor trainer’s guide).</li> <li>■ Answer instructor candidates’ questions.</li> </ul>

Topic | **AED Use**

## IT DEMO



## REFERENCE

Course Presentation  
Slides 23–24

- If instructor candidates are unfamiliar with the specific AED trainer you are using during the testing scenarios, demonstrate how it functions, including pad placement and prompts.

Topic | **Administering Team Response Testing Scenarios**

## LECTURE



## REFERENCES

Course Presentation  
Slides 25–26

Skill Competency  
Sheets (Appendix B of  
the Basic Life Support  
instructor's manuals)

**Instructor Trainer's Note**

The testing scenarios are flexible to accommodate your class size and background of instructor candidates.

- You may evaluate up to **three** instructor candidates during a testing scenario. If you are evaluating **one or two** instructor candidates, you may serve as the additional provider(s) to allow for multiple-provider CPR/AED skill evaluation.
- Each instructor candidate must be evaluated in at least two testing scenarios (one adult and one infant) and assume the role of team leader in one scenario. For **three** instructor candidates, you may opt to repeat the adult or infant scenario or incorporate the optional testing scenario, "BLS for Children."
- Communicate the following to instructor candidates:
  - To pass the BLS skills verification, **you must participate in at least two testing scenarios** (one adult and one infant) and **assume the role of team leader in one scenario**.
  - Although you may have successfully completed your two testing scenarios, you may need to rotate into an additional scenario so that another instructor candidate has an opportunity to be evaluated in the team leader role.
  - During the team response testing scenarios, you will be evaluated on:
    - Your ability as a **team leader** to identify critical decision points; act appropriately, safely and effectively; and successfully perform compressions and ventilations and the use of an AED.
    - Your active participation as a **team member** and ability to demonstrate skill competency in assigned role(s).
- Tell instructor candidates that they may review the Skill Competency Sheets (from Appendix B of the Basic Life Support instructor's manuals) prior to the start of the testing scenarios.

## TESTING SCENARIOS



## REFERENCES

Course Presentation  
Slide 27

Team Response  
Testing Scenario: BLS  
for Adults

Team Response  
Testing Scenario: BLS  
for Infants

Team Response  
Testing Scenario: BLS  
for Children (optional)

Instructor Candidate  
Progress Log

- Begin testing scenarios here.
- Ensure that adult and pediatric equipment (i.e., pocket mask, BVM resuscitator and AED) are available to each team. The pocket mask and BVM resuscitator should be near the patient.
- Ask teams to get into position beside the appropriate manikin for the given scenario—adult, child or infant. Each team will respond to an emergency situation as prompted.
- Ask instructor candidates to determine who will be team leader at the start of each scenario. Remind them that they only need to be team leader once.
- Explain to instructor candidates that they will be prompted with key information throughout the scenario; however, you will **not** provide any coaching or guidance.
- Answer instructor candidates' questions.
- Evaluate the instructor candidates using the instructor's copy of the appropriate testing scenario (Appendix D of this instructor trainer's guide).
- Check off each instructor candidate's progress on the Instructor Candidate Progress Log (Appendix F of this instructor trainer's guide).



# Basic Life Support Program Materials Review (Optional)

**LESSON LENGTH | 30 minutes**



## Instructor Trainer's Note

Instructor candidates reviewed the program materials during the online session. This optional lesson provides an opportunity for you to review their ability to navigate the program materials and evaluate their comprehension of key program components.

## Guidance for the Instructor Trainer

To complete this lesson and meet the lesson objectives, you must:

- Discuss all points in the topics, “Introduction to the Basic Life Support Program Materials Review,” and “Exploring the Program Materials.”

## Lesson Objectives

After completing this lesson, instructor candidates will be able to:

- Demonstrate the ability to effectively and efficiently use the Basic Life Support program materials to teach the instructor-led training course and blended learning in-person session.

## Materials, Equipment and Supplies

- *Basic Life Support Instructor Course Presentation* (optional)
- *Basic Life Support Instructor's Manual for Instructor-Led Training*
- *Basic Life Support Instructor's Manual for Blended Learning*
- Computer or tablet with speakers, projector and projection screen or monitor

## Lesson Preparation

- To prepare for guiding the discussion, review the American Red Cross Basic Life Support Instructor course online session and the program materials.

## Tips for Conducting the Lesson

- Allow instructor candidates to explore the program materials to further develop an awareness of the content; however, be mindful of time when conducting the guided discussion.

## Topic | Introduction to Basic Life Support Program Materials Review

### LECTURE



### REFERENCE

Course Presentation  
Slides 28–30

- Explain to instructor candidates that the Basic Life Support instructor and participant materials are essential components of the Basic Life Support program. These materials include:
  - *Basic Life Support Instructor's Manual for Instructor-Led Training*
  - *Basic Life Support Instructor's Manual for Blended Learning*
  - *Basic Life Support Course Presentation for Instructor-Led Training, Basic Life Support Course Presentation for Blended Learning and/or Basic Life Support videos*
  - *Basic Life Support Code Cards*
  - *Basic Life Support Participant's Manual*
  - *Basic Life Support Blended Learning online session*
- Remind instructor candidates that they learned specific details about the program materials in the instructor course online session.
- Tell instructor candidate to take the following steps when preparing to teach the Basic Life Support course:
  - Review all BLS program materials including the instructor's manuals, course presentations, videos and participant's manual.
    - Review the videos, Skill Practice Sheets, Team Response Practice Scenarios and/or Code Cards to ensure you are familiar with the skill steps.
    - Review the testing scenarios to ensure you know the proper competencies for each skill.
    - Review the Materials, Equipment and Supplies lists.
  - Anticipate questions that may come up in class. If teaching the in-person skills session of the blended learning course, review the online session of the blended learning course.



## Topic | Exploring the Program Materials

### GUIDED DISCUSSION



### REFERENCES

Course Presentation  
Slides 31–32

*Basic Life Support  
Instructor's Manual for  
Instructor-Led Training  
r.21*

*Basic Life Support  
Instructor's Manual for  
Blended Learning r.21*

- Conduct a Guided Discussion with instructor candidates.
- Encourage instructor candidates to raise their hand or freely call out their answers.
- Be mindful of time during this activity.
- Tell instructor candidates to turn to Chapter 1, Course Overview, in the instructor's manuals and prepare to answer the following questions.
  - What is the purpose of the Basic Life Support (BLS) courses?
    - *The BLS courses provide participants with the knowledge and skills they need to assess, recognize and care for patients who are experiencing respiratory arrest or respiratory failure, cardiac arrest, airway obstruction or opioid overdose or other life-threatening injury or illness. When a patient experiences a life-threatening emergency, healthcare providers need to act swiftly and promptly. The course emphasizes providing high-quality care and integrating psychomotor skills with critical thinking and problem solving to achieve the best possible patient outcomes.*
  - The blended learning course has a different instructional design compared to the traditional instructor-led course. What is the focus of the Basic Life Support Blended Learning online session versus the in-person skills session?
    - *As the first part of the blended learning course, the online session is designed to instruct and test participants in the knowledge-based aspects of the course and introduce them to the skills they will practice and master during the in-person skills session. The online session also includes a final exam to test participants' cognitive understanding of basic life support. Subsequently, the in-person skills session focuses on hands-on skill practice and scenario-based team response practice and testing.*
  - Where in the *Basic Life Support Instructor's Manual for Instructor-Led Training* can you find the Review and Challenge courses?
    - *Appendix I: Review Course and Appendix J: Challenge Course*



### Instructor Trainer's Note

Point out to instructor candidates that the *Basic Life Support Course Presentation for Instructor-Led Training* contains specific slides for the Review Course.

- What course activities are incorporated into the lessons to help participants acquire new information, build correct psychomotor skills, develop critical-thinking and problem-solving skills and demonstrate skill competency?
  - *Lectures*
  - *Guided Discussions*
  - *Q&A Activities (Instructor-Led Training only)*
  - *Reviews (Blended Learning and Review courses only)*

## GUIDED DISCUSSION



(continued)

- *Skill Practices*
- *Videos*
- *Instructor Demonstrations*
- *Practice Scenarios*
- *Testing Scenarios*
- The videos are an integral part of the Basic Life Support course. How can you access videos for use throughout the course?
  - *The videos are available in the course presentation. Videos can also be downloaded from the Red Cross Learning Center.*



### Instructor Trainer's Note

Emphasize with the instructor candidates that instructors are **required** to use the videos in one of the available formats because they contain important information about key concepts and skills to help ensure the program objectives are met.

- Which program reference provides a helpful in-class visual aid to dynamically support participants' understanding of the material as you lead them through a lesson?
  - *The optional course presentation visually supports the lessons with lecture points, imagery, videos, guided discussions, Q&A activities, and practice and testing scenario overviews. The corresponding slides for each activity type are clearly indicated throughout each lesson.*



### Instructor Trainer's Note

Point out to instructor candidates that two distinct course presentations are available—one for the instructor-led course and the other for the in-person skills session of the blended learning course.

- Which program reference provides visual flow charts of BLS care for adults, children and infants and may be a useful reference during training (e.g., team response practice scenarios) and clinical practice as needed?
  - *Code Cards*
- Which participant's material provides a reference source that participants and instructors can use for comprehensive basic life support content?
  - *Basic Life Support Participant's Manual*

## GUIDED DISCUSSION



## REFERENCES

Course Presentation  
Slide 33

*Basic Life Support  
Instructor's Manual for  
Instructor-Led Training  
r.21*

*Basic Life Support  
Instructor's Manual for  
Blended Learning r.21*

- Tell instructor candidates to turn to Chapter 2, Being an American Red Cross Instructor, in the instructor's manuals and prepare to answer the following questions.
  - Which American Red Cross courses are Basic Life Support instructors eligible to teach?
    - *Basic Life Support Instructor-Led Training course*
    - *Basic Life Support Blended Learning course*
    - *Asthma Inhaler Training*
    - *Epinephrine Auto-Injector Training*
    - *Bloodborne Pathogens Training*
    - *Administering Emergency Oxygen*



### Instructor Trainer's Note

Inform instructor candidates that BLS instructors may qualify to teach additional Red Cross basic-level courses after successfully completing an instructor bridge course and additional basic-level certifications, as necessary.

- True or false? Part of the instructor's responsibilities is to teach courses as designed, following all course outlines, policies and procedures as noted in the instructor documents for the course.
  - *True. Quality, consistency and standardized delivery of programs are priorities of the American Red Cross. Red Cross courses are designed with standardized lesson plans based on well-defined objectives to provide an optimal learning experience for the variety of participants who participate in the courses. To meet the course objectives and ensure standardized course delivery, the lesson plans must be followed.*



### Instructor Trainer's Note

Clarify for instructor candidates that facility availability or constraints, specific instructor-to-participant ratios, equipment-to-participant ratios or participant needs may necessitate adapting the course outline while still maintaining the educational progression and standards of the course. Adapting the training does not mean that you can add to, delete or change the content—with the exception of adapting to the organization's treatment guidelines or protocols provided they are implemented under direction of the organization's medical director and do not contradict the learning objectives of the course. The course is laid out in a progressive way to allow the participants to learn in a predictable order as well as have sufficient time to practice skills.

## GUIDED DISCUSSION



## REFERENCES

Course Presentation  
Slide 34

*Basic Life Support  
Instructor's Manual for  
Instructor-Led Training  
r.21*

*Basic Life Support  
Instructor's Manual for  
Blended Learning r.21*

- Tell instructor candidates to turn to Chapter 3, Setting Up and Running the Course, in the instructor's manuals and prepare to answer the following questions.
  - What are the course lengths of the instructor-led training course and blended learning course?
    - *The Basic Life Support Instructor-Led Training course is designed to be taught in approximately 4.5 hours, including administering the testing scenarios and the final exam.*
    - *The online session of the Basic Life Support Blended Learning course is designed to be adaptive. Depending on the participants' experience and familiarity with course content, the online session can be completed in 45 minutes to 2.5 hours, including the post-assessments and final exam. Typical completion time for the online session is approximately 90 minutes. The blended learning in-person skills session is designed to be taught in approximately 2.5 hours, including administering the Team Response Testing Scenarios.*
  - The courses are designed for a participant-to-instructor ratio of 9:1. However, what is the maximum participant-to-instructor ratio permitted?
    - *The maximum participant-to-instructor ratio for this program is 12:1.*
    - *A 12:1 ratio will require either additional time—at least 30 minutes—above and beyond what is listed in the instructor's manuals or another instructor to co-teach the course.*

## GUIDED DISCUSSION



## REFERENCES

Course Presentation  
Slide 35

*Basic Life Support  
Instructor's Manual for  
Instructor-Led Training  
r.21*

*Basic Life Support  
Instructor's Manual for  
Blended Learning r.21*

- Tell instructor candidates to turn to Chapter 4, Conducting Effective Skill Practice and Team Response Practice Scenarios, in the instructor's manuals and prepare to answer the following questions.
  - True or False? Coaching and prompting participants during a scenario is essentially the same thing.
    - *False. **Coaching** occurs during skill practice and practice scenarios. It allows you to give participants information that they need to establish the sequence, timing, duration and technique for a particular skill. When coaching, provide information such as the sequence of steps in a skill. **Prompting** is a technique that is introduced first in practice scenarios. It is a natural progression from skill practice. Prompting gives participants the opportunity to put the skills they learned together and allows you to assess the participant's ability to make the right decision at the right time and give the appropriate care, particularly in a team setting.*



### Instructor Trainer's Note

Inform instructor candidates that they will learn more about conducting effective skill practices and scenarios in the next lesson.

## GUIDED DISCUSSION



## REFERENCES

Course Presentation  
Slide 36

*Basic Life Support  
Instructor's Manual for  
Instructor-Led Training  
r.21*

*Basic Life Support  
Instructor's Manual for  
Blended Learning r.21*

- Tell instructor candidates to turn to Chapter 5, Course Completion, in the instructor's manuals and prepare to answer the following questions.
  - True or False? When teaching the Basic Life Support Blended Learning course, you must administer the final exam at the conclusion of the in-person session.
    - *False. Participants in the blended learning course take the final exam online; therefore, you do not need to administer the final exam when teaching the in-person skills session of the blended learning course.*
    - *However, the final exam is administered to participants at the conclusion of the instructor-led course. The final exams are available on the Red Cross Learning Center. You can copy and distribute the answer sheet to participants to complete the final exam. Two answer keys are provided corresponding to the two versions of the exam (version A and version B). Use the answer keys to grade the exams. The answer sheet and answer keys are located in Appendix G of the Basic Life Support Instructor's Manual for Instructor-Led Training.*
  - What is the criteria to successfully complete the Basic Life Support Instructor-Led Training course and achieve certification?
    - *Attend the entire course and participate in all class lessons.*
    - *Actively participate in all course activities, including assuming various roles during skill practice and practice scenarios.*
    - *Demonstrate competency in all required skills.*
    - *Pass the Team Response Testing Scenarios as a team leader.*
    - *Successfully pass the written final exam with a minimum grade of 84 percent.*
  - Likewise, to successfully complete the Basic Life Support Blended Learning course and achieve certification, what must the participant do?
    - *Complete the online session.*
      - *Successfully complete each lesson including the post-assessment.*
      - *Successfully complete the online final exam with a minimum passing grade of 84 percent.*
    - *Attend the blended learning in-person skill session.*
      - *Demonstrate competency in all required skills.*
      - *Pass the Team Response Testing Scenarios as a team leader.*



# Conducting Effective Skill Practice and Team Response Scenarios

LESSON LENGTH | 3 hours, 35 minutes

## Guidance for the Instructor Trainer

To complete this session and meet the objectives, you must:

- Discuss all points in the topics, “Conducting Skill Practice,” “Conducting Team Response Scenarios,” “Preparing for the Practice Teaching Assignments,” “Practice Teaching Assignment I: Lecture and Skill Practice” and “Practice Teaching Assignment II: Team Response Scenarios.”
- Conduct Practice Teaching Assignment I and Practice Teaching Assignment II.

## Lesson Objectives

After completing this session, instructor candidates will be able to:

- Explain how to plan, organize and conduct skill practices in the Basic Life Support courses.
- Conduct an effective skill practice during practice teaching assignments.
- Evaluate participants, providing appropriate individual and global feedback and checking each participant for skill competency.

## Materials, Equipment and Supplies

- *Basic Life Support Instructor Course Presentation* (optional)
- *Basic Life Support Instructor’s Manual for Instructor-Led Training*
- *Basic Life Support Course Presentation for Instructor-Led Training* or *Basic Life Support videos*
- Computer or tablet with speakers, projector and projection screen or monitor
- Disposable latex-free gloves (optional)
- Adult and infant CPR manikins (one for every team)
- Child CPR manikin (optional; one for every team)
- Adult and infant pocket masks and valves (one for each instructor candidate)
- Child pocket mask and valve (optional; one for each instructor candidate)
- Adult and infant BVMs (one for each manikin)
- Child BVM (optional; one for each manikin)
- AED training devices with adult and pediatric AED pads (one for each manikin)
- Cleaning and decontamination supplies
- Extra manikin equipment (e.g., airways, lungs and batteries) as appropriate
- Blankets and/or mats, if applicable (optional; one for each instructor candidate)
- CPR board or bed with CPR function, if applicable (one for every two instructor candidates)
- Step stool, if applicable (two for every team)

## Lesson Preparation

- Set up equipment and have copies of the appropriate materials ready before the start of the class.
- Use the Practice Teaching Assignments Tracking Chart (Appendix F of this instructor trainer's guide) to assign each of the following assignments to each instructor candidate:
  - Practice Teaching Assignment I: Lecture and Skill Practice
  - Practice Teaching Assignment II: Team Response Scenarios
- Briefly review the expectations for the practice teaching assignments and debriefing sessions. (See Appendix E: Instructor's Candidate's Practice Teaching Workbook in this instructor trainer's guide).
- Make copies of the program references that will be needed to teach each assigned topic. Supporting materials for activities can be copied from the instructor manual appendices as noted in the relevant lessons.
- To save time, have the equipment and supplies for Practice Teaching Assignment I set up for instructor candidates to use.
- Allow time prior to Practice Teaching Assignment II for all instructor candidates to prepare their equipment and supplies before they teach.



### Instructor Trainer's Note

Recommend to instructor candidates that they review "How-To Information and Videos" on the Red Cross Learning Center.

## Tips for Conducting the Lesson

- You must be able to observe each instructor candidate's teaching skills and participation during the practice teaching assignments. Ensure the practice teaching assignments are set up so that you can easily move between groups but allow enough room for the groups to conduct the activities without disrupting each other.



## Topic | Conducting Skill Practice

### LECTURE



### REFERENCE

Course Presentation  
Slides 37–40

- Communicate to instructor candidates that skill practices are the very core of the course and focus on ensuring the participants are proficient in all BLS skills through hands-on practice with manikins in an instructor-led format.
- Tell instructor candidates that instructor responsibilities during skill practice include:
  - Guiding participants through the skill as outlined in the lesson.
  - Keeping the practice running smoothly.
  - Ensuring that participants can see the video monitor when applicable.
  - Helping participants form pairs or teams, as needed for that particular practice, and making sure that participants have the necessary equipment for practice.
  - Closely supervising participants as they practice.
  - Identifying errors promptly and providing appropriate individual and global feedback to help participants improve. Common errors to look for are noted in the lesson plans. You may refer to these prior to beginning and during skill practice.
  - Checking each participant for skill competency.
  - Maintaining a safe, positive learning environment.
  - Encouraging participants to improve and maintain their skills.
  - Demonstrating the skill, if directed or necessary.
- Remind instructor candidates to keep the following points in mind when conducting skill practice:
  - Course skills are complex. Participants often have some difficulties when they first begin.
  - The skills taught may be new to most participants; therefore, participants may require frequent one-on-one attention.
  - Skills are learned by hands-on practice. Immediate success in demonstrating the skill is unlikely. Refinements in technique take time and practice. The course is designed to allow participants ample time to practice skills.
  - Skills require a defined sequence of movements. Participants should consistently follow this sequence when learning skills.
  - Learning times for each skill practice differ, because some skills are easier than others.
  - Participants have different learning rates. Take individual differences into account.
  - Skills, especially the individual components, are quickly forgotten. Frequent practice improves skill retention.
- Explain that Practice Teaching Assignment I will require each instructor candidate to facilitate a skill practice.

## GUIDED DISCUSSION



## REFERENCES

Course Presentation  
Slide 41

*Basic Life Support  
Instructor's Manual for  
Instructor-Led Training  
r.21*

*Basic Life Support  
Instructor's Manual for  
Blended Learning r.21*

- Conduct a Guided Discussion.
- Encourage instructor candidates to refer to their Basic Life Support instructor's manuals during this activity.
- Encourage instructor candidates to raise their hand or freely call out their answers.
- Be mindful of time during this activity.
- Ask instructor candidates the following questions.
  - What hands-on skills are taught via skill practice?
    - *Chest Compressions*
    - *Pocket Mask Use*
    - *Single-Provider CPR for Adults*
    - *BVM Use*
    - *Multiple-Provider CPR for Adults*
    - *One-Hand Technique for Children*
    - *Encircling Thumbs Technique for Infants*
    - *Multiple-Provider CPR for Infants*
    - *Obstructed Airway Care for Adults and Children*
    - *Obstructed Airway Care for Infants*
  - What program references are provided to help instructors successfully conduct the skill practice and help participants achieve skill competency?
    - *Skill Practice Sheets for instructors and participants. **Note:** The Skill Practice Sheets can be used for multiple skill practices. Instructions for each specific skill practice are included at the top of the Skill Practice Sheet.*
    - *Participant Progress Log for instructors*
  - What are some steps to take when setting up the room for skill practice?
    - *Ensure that there is an adequate amount of equipment and supplies for the number of participants in the class. Verify equipment is in working and good condition in advance, have back-ups just in case equipment stops working and have appropriate manikin decontamination supplies.*
    - *Arrange the skill practice area so that each participant has ample room to view the video monitor and move about, practice the skill, ask questions and receive feedback on their performance.*
    - *Ensure all instructors can see the participants, move from person to person, and provide feedback and oversight at all times.*
    - *When the participants are practicing on manikins, the manikins' heads should all point in the same direction, and all the participants should be in the same position next to the manikins. An exception to this setup would be if you were working in a skill lab with manikins in beds. Adjust your setup according to what best serves the learning environment.*
  - True or False? When skill practice is performed with a partner or in a group, always encourage participants to offer each other help and feedback during the practice.
    - *True. Encourage peer-to-peer learning using the Skill Practice Sheets to assist the other participants as they practice skills.*
  - True or False? The following statement is a good example of specific, corrective feedback: "Don't bend your arms when you perform chest compressions."
    - *False. When providing specific, corrective feedback, you should remind participants what they are doing right and what they need to improve. Use phrases such as, "Your arms are lined up well, but try to keep them as straight as possible while giving compressions to help ensure that they are effective." Help participants focus on the critical components of each skill.*

## Topic | Conducting Team Response Scenarios

### Practice Scenarios

#### LECTURE



#### REFERENCE

Course Presentation  
Slides 42–43

- Communicate the following key points to instructor candidates:
  - Through real-life situational experiences, practice scenarios allow participants to apply their newly acquired hands-on skills and work together as a team.
  - Teams are generally organized in groups of three or more and are created to give each participant a chance to work in a BLS sequence and step into each team member role; for example, compressor, airway manager/ventilator, AED operator or team leader.
  - Generally, all the same instructor-led principles for skill practice as described above apply. However, scenarios introduce the concept of instructor-led *prompting* in addition to *coaching*.
  - The *practice scenarios* serve as a precursor to the *testing scenarios*, which are prompt-only activities and an essential component to achieving certification.
- Tell instructor candidates that instructor responsibilities during practice scenarios include:
  - Telling participants what they will do and ensuring roles are assigned.
  - Using the appropriate materials as indicated in lesson plans.
  - Providing Skill Competency Sheets to participants so they understand the critical actions and competencies that will be evaluated in the practice scenarios as well as the upcoming testing scenarios.
  - Using the scenario setups to contextualize the scenario.
  - Coaching participants to help them establish the sequence, timing, duration and technique for a particular skill.
  - Providing prompts related to patient condition and additional information.
  - Letting participants decide what steps to take
  - Conducting a debriefing session after each practice scenario.
- Explain that Practice Teaching Assignment II may require instructor candidates to facilitate a practice scenario.

## GUIDED DISCUSSION



## REFERENCES

Course Presentation  
Slide 44

*Basic Life Support  
Instructor's Manual for  
Instructor-Led Training  
r.21*

*Basic Life Support  
Instructor's Manual for  
Blended Learning r.21*

- Conduct a Guided Discussion.
- Encourage instructor candidates to refer to their Basic Life Support instructor's manuals during this activity.
- Encourage instructor candidates to raise their hand or freely call out their answers.
- Be mindful of time during this activity.
- Ask instructor candidates the following questions:
  - Team Response Practice Scenarios put BLS skills into action by challenging teams to apply what they have learned in a comprehensive, scenario-based activity. What are the four team response practice scenarios?
    - *Rapid Assessment for Adults*
    - *BLS for Adults*
    - *BLS for Children (optional)*
    - *BLS for Infants*
  - What program references help instructors successfully conduct and track practice scenarios and help participants achieve skill competency?
    - *Skill Competency Sheets for participants*
    - *Team Response Practice Scenarios for instructors*
    - *Participant Progress Log for instructors*
    - *Debriefing Tool for instructors*
    - *Code Cards*
  - True or False? The Team Response Practice Scenarios provide a selection of setups to contextualize the scenarios. You may choose one that is appropriate for your participants' backgrounds.
    - *True. The practice scenario setups provide details about emergency situations in various settings. Select one that is most relevant to your participants and read it aloud—provide only the necessary information to be able to give the correct care.*
  - True or False? Instructor's Notes within the practice scenarios provide alternate conditions or situations to promote critical thinking and/or vary the practice scenarios during subsequent rounds.
    - *True. For example, in the adult BLS practice scenarios you may prompt, "Low-battery warning light comes on." The participant operating the AED should identify the need for a replacement AED battery or new AED, then continue with AED use.*
  - Why do scenarios include a debriefing activity after the scenario practice?
    - *Debriefing allows participants to reflect upon the scenario, learn from what was done well and identify opportunities for improvement.*

# Testing Scenarios

## LECTURE



## REFERENCE

Course Presentation  
Slide 45

- Communicate the following key points to instructor candidates:
  - The purpose of the testing scenarios is to ensure that participants have achieved a level of competency and retention of the skills learned in the course.
  - To complete the course requirements and receive a completion certificate, a participant must be able to complete all required skills during the testing scenarios without any coaching or assistance.
  - Each participant must participate in at least two testing scenarios (one adult and one infant) and assume the role of team leader in one scenario.
  - Although a participant may have successfully completed their two testing scenarios, they may need to rotate into an additional scenario so that another participant has an opportunity to be evaluated in the team leader role.
  - The approach and criteria for the testing scenarios are the same as those applied to BLS Skills Verification testing scenarios conducted earlier in this instructor course.
- Explain that Practice Teaching Assignment II may require instructor candidates to facilitate a testing scenario.

## GUIDED DISCUSSION



## REFERENCES

Course Presentation  
Slide 46

*Basic Life Support  
Instructor's Manual for  
Instructor-Led Training  
r.21*

*Basic Life Support  
Instructor's Manual for  
Blended Learning r.21*

- Conduct a Guided Discussion.
- Encourage instructor candidates to refer to their Basic Life Support instructor's manuals during this activity.
- Encourage instructor candidates to raise their hand or freely call out their answers.
- Be mindful of time during this activity.
- Ask instructor candidates the following questions.
  - Why should you use prompting instead of coaching during scenarios?
    - *Testing scenarios provide the opportunity for participants to apply what they have learned including appropriate decision making, critical thinking and problem solving; coaching would remove these important opportunities.*
  - True or False? The following statement is an example of prompting: "Perform a shout-tap-shout sequence."
    - *False. When you prompt someone, you provide only the information necessary for the participant to make a decision and give care. For example, you would say, "The person is unresponsive" instead of "Perform a shout-tap-shout sequence."*
  - During the testing scenarios, how are participants evaluated?
    - *Team leader—Ability to complete all critical actions; act upon decisions in a timely, sequential, safe and effective manner; and demonstrate skill competency in assigned role(s).*
    - *Team member—Active participation in team response and ability to demonstrate skill competency in assigned role(s).*
    - *A participant's performance is "proficient" (pass) or "not proficient" (fail) based on the performance of the critical components of a skill that are necessary to meet the objective.*
  - True or False? Team Response Testing Scenario: BLS for Children is an optional testing scenario.
    - *True. For three participants, you may opt to repeat the adult or infant scenario or incorporate the optional testing scenario, "BLS for Children."*

## Topic | Preparing for the Practice Teaching Assignments

### Purpose and Process

#### LECTURE



#### REFERENCE

Course Presentation  
Slides 47–50

- Explain to instructor candidates that the purpose of practice teaching assignments is to give them experience in:
  - Conducting lessons from the instructor's manual.
  - Giving directions.
  - Completing course lesson discussions and activities within planned time frames.
  - Managing and conducting skill practice and scenarios within the Basic Life Support program.
  - Coaching and prompting participants.
  - Evaluating skill performance, determining participant's skill competency and providing corrective feedback to help participants improve their skills.
  - Ensuring the health and safety of participants during training.
  - Receiving and incorporating feedback on their performance.
- Communicate the steps for the practice teaching process as follows:
  - You have prepared for the lesson topics using the instructor's manual, course presentation and participant's manual as instructed during the online session.
  - Each of you will be assigned two practice teaching topics. Each practice teaching assignment will last about 10 minutes followed with 5 minutes of debriefing.
  - You will have 10 minutes to prepare to teach your assigned topics using the Instructor Candidate's Practice Teaching Workbook (Appendix E of this instructor trainer's guide).
  - You will conduct your assigned topics following the appropriate lesson plan in the instructor's manual.
  - The remaining instructor candidates will act as course participants, closely following the directions of the instructor candidate teaching the lesson.
- Tell instructor candidates that they will be expected to:
  - Set up the session with appropriate materials and supplies.
  - Effectively and efficiently conduct the practice teaching assignment as directed in the instructor's manual.
  - Use the appropriate program references as indicated.
  - Prompt and coach "participants" as appropriate.
  - Observe and evaluate participants' skills.
  - Provide positive and corrective feedback on participants' skill performance.



#### Instructor Trainer's Note

Ensure instructor candidates have copies of any handouts necessary for practice teaching assignments.

# Debriefing Session

## LECTURE




## REFERENCES

Course Presentation  
Slide 51

Instructor Candidate's  
Practice Teaching  
Workbook


- Communicate the following key points to instructor candidates:
  - Following each practice teaching assignment, you will participate in a debriefing session, which includes:
    - A self-critique by the instructor candidate completing the assignment.
    - Peer feedback.
    - Additional feedback and comments from the instructor trainer.
  - During the brief self-critique, you will evaluate your performance teaching the lesson based on the criteria for evaluation, such as organizational ability, knowledge of the subject matter, presentation and communication skills, observation and skill evaluation and providing the appropriate corrective feedback.
  - Effectively giving and receiving appropriate feedback can be learned, with practice.
    - The feedback from other instructor candidates will help develop new and improved teaching skills. Giving feedback makes you more aware of your own and others' teaching styles.
    - When receiving feedback, listen carefully. If you do not understand the point being made, ask the person to explain more specifically.
  - When giving feedback on your own or another candidate's teaching assignment, focus on:
    - Aspects of the presentation that went well.
    - Aspects that could be improved, with an example of how to make it better.
    - Considerations for situations that instructors may encounter when teaching courses in the future, such as larger or smaller classes, different types of equipment such as manikins or AED training units, or participants with physical challenges.
    - Useful feedback:
      - Is evaluative rather than negative or judgmental.
      - Reinforces positive aspects of the teaching session.
      - Focuses on helping the candidates improve teaching skills.
      - Provides direction for alternate options of delivery or practice.
      - Is specific and concise.
      - Is well timed.
      - Ensures critical points are covered.
- The Practice Teaching Debriefing Form (Appendix E of this instructor trainer's guide) will be used to assess your teaching performance. You can use the criteria on the form as a guide for evaluating your own performance and giving feedback to your peers.

# Planning

<p><b>LECTURE</b></p>  <p><b>REFERENCES</b></p> <p>Course Presentation Slide 52</p> <p>Practice Teaching Assignments Tracking Chart</p> <p>Instructor Candidate's Practice Teaching Workbook</p>	<ul style="list-style-type: none"><li>■ Use the Practice Teaching Assignments Tracking Chart (Appendix F of this instructor trainer's guide) to assign practice teaching assignments for each instructor candidate as follows:<ul style="list-style-type: none"><li>○ Practice Teaching Assignment I: Lecture and Skill Practice</li><li>○ Practice Teaching Assignment II: Team Response Scenarios</li></ul></li><li>■ Give instructor candidates 10 minutes to plan their practice teaching assignments using the Instructor's Candidate's Practice Teaching Workbook (Appendix E of this instructor trainer's guide).</li><li>■ Answer instructor candidates' questions concerning their practice teaching assignments or clarify areas of confusion.</li></ul>
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**TIME | 1 hour, 30 minutes**

## Topic | **Practice Teaching Assignment I: Lecture and Skill Practice**

<p><b>PRACTICE TEACHING</b></p>  <p><b>REFERENCES</b></p> <p>Course Presentation Slides 53–54</p> <p>Instructor Candidate's Practice Teaching Workbook</p> <p>Instructor Candidate Progress Log</p>	<ul style="list-style-type: none"><li>■ Begin Practice Teaching Assignment I.</li><li>■ Give each instructor candidate about 10 minutes to conduct Practice Teaching Assignment I, followed by 5 minutes of debriefing.</li><li>■ Use this opportunity to observe and evaluate each instructor candidate's skills.</li><li>■ Facilitate the debriefing session by highlighting correct performance and making specific suggestions for improvement.</li><li>■ After this practice teaching assignment, track completion for each candidate on the Instructor Candidate Progress Log (Appendix F of this instructor trainer's guide).</li></ul>
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Topic | **Practice Teaching Assignment II: Team Response Scenarios**

PRACTICE  
TEACHING



REFERENCES

Course Presentation  
Slides 55–56

Instructor Candidate's  
Practice Teaching  
Workbook

Instructor Candidate  
Progress Log

- Begin Practice Teaching Assignment II.
- Give each instructor candidate about 10 minutes to conduct Practice Teaching Assignment II, followed by 5 minutes of debriefing.
- Use this opportunity to observe and evaluate each instructor candidate's ability to make decisions regarding the conditions they find and accordingly demonstrate skills during a team response.
- Facilitate the debriefing session by highlighting correct performance and making specific suggestions for improvement.
- After this practicing teaching assignment, track completion for each candidate on the Instructor Candidate Progress Log (Appendix F of this instructor trainer's guide).



# Testing and Course Wrap-Up

LESSON LENGTH | 40 minutes

## Guidance for the Instructor

To complete this lesson and meet the objectives, you must:

- Discuss all points in the topics, “Final Exam,” “Instructor Support” and “Course Wrap-Up.”
- Administer the final exam.

## Lesson Objectives

After completing this lesson, instructor candidates will be able to:

- Demonstrate understanding of how to teach the Basic Life Support course using program materials through successful completion of the final exam.
- Identify instructor support resources.
- Identify policies and procedures for receiving and maintaining instructor certification.

## Materials, Equipment and Supplies

- *Basic Life Support Instructor Course Presentation* (optional)
- Computer or tablet with speakers, projector and projection screen or monitor
- Instructor Candidate Progress Log (see Appendix F of this instructor trainer’s guide)
- Final Exam (one for each instructor candidate; see Appendix G of this instructor trainer’s guide)
- Answer Sheet (one for each instructor candidate; see Appendix G of this instructor trainer’s guide)
- Answer Key (see Appendix G of this instructor trainer’s guide)

Topic | **Final Exam**

## EXAM



## REFERENCES

Course Presentation  
Slides 57–59

Final Exam

Answer Sheet and  
Answer Key

Instructor Candidate  
Progress Log

- Explain to instructor candidates that they will now take a written instructor course final exam.
- Ask if anyone has questions before beginning the exam, and answer candidates' questions.
- Have candidates put away all notebooks, course materials and mobile devices before beginning the exam.
- Distribute copies of the Basic Life Support Instructor Course Final Exam and answer sheet (Appendix G of this instructor trainer's guide) to each instructor candidate.
- Briefly review any instructions.
- Tell candidates to mark their answers on the answer sheet, not on the exam.
- When candidates have completed the exam, have them return both their exam and answer sheets to the instructor trainer for grading.
- Refer to Appendix G for the answer key. Candidates must score at least 80 percent (20 correct answers out of 25 questions) to pass the exam.
- Track completion for each candidate on the Instructor Candidate Progress Log (Appendix F of this instructor trainer's guide).

**Instructor Trainer's Note**

An instructor candidate does not successfully complete the final exam, they should be privately counseled to study further before retaking the instructor course.

Topic | **Instructor Support****Red Cross Learning Center**

## LECTURE




## REFERENCE


Course Presentation  
Slides 60–61

- Tell instructor candidates that they are required to use the Red Cross Learning Center and visit this site regularly for important program information and updates including:
  - Program and course materials.
  - Teaching resources and tools.
  - Policies.
  - Procedures.
  - Latest news about the Red Cross important for instructors.
- Inform instructor candidates that the Red Cross Learning Center also includes a Forum section where they can connect with other instructors to get tips or potential answers to questions.


## Training Support Center

<p>LECTURE</p>  <p>REFERENCE</p> <p>Course Presentation Slide 62</p>	<ul style="list-style-type: none"><li>■ Communicate the following key points to instructor candidates:<ul style="list-style-type: none"><li>○ If you need support, you should first check Red Cross Learning Center Resources.</li><li>○ If an answer cannot be found, you can contact the Red Cross Training Support Center (TSC) through the Click to Chat function or by submitting a support case, both of which are available on the Red Cross Learning Center.</li></ul></li></ul>
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## iConnection


<p>LECTURE</p>  <p>REFERENCE</p> <p>Course Presentation Slide 63</p>	<ul style="list-style-type: none"><li>■ Tell instructor candidates that the Red Cross also sends out an iConnection newsletter via email about every 6 weeks.<ul style="list-style-type: none"><li>○ The newsletter is for all Red Cross instructors across all programs and includes the latest information on product releases, equipment information and sales, teaching tips, spotlight articles featuring instructors and instructor trainers and more.</li><li>○ An archive of all issues can be found in the news section of the Red Cross Learning Center.</li></ul></li></ul>
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## How-To Information and Videos


<p>LECTURE</p>  <p>REFERENCE</p> <p>Course Presentation Slide 64</p>	<ul style="list-style-type: none"><li>■ Explain to instructor candidates that the How-To Information and Videos contain information to help guide instructors on the various functions of the Red Cross Learning Center.</li><li>■ Tell candidates which How-To documents and short video segments are available on the site.</li><li>■ Highlight a few of the topics:<ul style="list-style-type: none"><li>○ An Overview of the Red Cross Learning Center Instructor Portal (video)</li><li>○ How to Report a Course Through Course Record Entry (document)</li><li>○ How to Set Up, Manage and Close Blended Learning Classes (document)</li><li>○ How to Request to Use Student Vouchers for Blended Learning (document)</li><li>○ How to Report Classes Through Course Record Entry (video)</li><li>○ How to Set Up, Manage and Close a Blended Learning Class (video)</li></ul></li><li>■ Explain that the How-To section of the Red Cross Learning Center will continue to expand and be updated as Red Cross Processes change.</li></ul>
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## Topic | Course Wrap-Up



### Instructor Certification

<p>LECTURE</p>  <p>REFERENCE</p> <p>Course Presentation Slides 65–66</p>	<ul style="list-style-type: none"> <li>■ Remind instructor candidates that once they are certified, they should confirm that they are also affiliated with a Red Cross Training Provider. They will need affiliation in order to teach courses and issue certificates. This does not apply to instructors working or volunteering directly for the Red Cross.</li> <li>■ Explain to instructor candidates that their instructor certifications will be valid for two years from the date they complete the instructor course. Instructors can access their training record in the Red Cross Learning Center and should be aware of the requirements to maintain certification covered in the online session.</li> <li>■ The American Red Cross Learning Center will automatically track the expiration date of instructor certifications. Ninety days before expiration, instructors will receive a notification via email with a link to a recertification assessment. In addition to reporting teaching activity, instructors will be required to complete the online assessment to recertify.</li> </ul>
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### Unsuccessful Course Completion

<p>LECTURE</p>  <p>REFERENCE</p> <p>Course Presentation Slide 67</p>	<ul style="list-style-type: none"> <li>■ If an instructor candidate is unsuccessful in passing the course, privately provide them with information about course topics and skills where remediation is needed and explain that they can repeat the course if they choose.</li> </ul>
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### Closing

<p>LECTURE</p>  <p>REFERENCE</p> <p>Course Presentation Slide 68</p>	<ul style="list-style-type: none"> <li>■ Tell instructor candidates that the Red Cross will send an Instructor Course Evaluation survey to complete following the course.</li> <li>■ Encourage instructor candidates to download American Red Cross apps that can help them prepare for and respond to emergencies, such as the American Red Cross Emergency app and the American Red Cross First Aid app.</li> <li>■ Congratulate and thank instructor candidates for taking part in the American Red Cross Basic Life Support Instructor course.</li> </ul> <div data-bbox="419 1623 1393 1793" style="border: 1px solid #0070C0; padding: 10px;"> <p> <b>Instructor Trainer's Note</b></p> <p>You must Close a Class under your current classes in the Red Cross Learning Center within 10 days.</p> </div>
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## **Section C: Appendices**

**Appendix A: Sample Letter to Basic Life Support Instructor Candidates**

**Appendix B: Materials, Equipment and Supplies**

**Appendix C: Skill Practice Sheets**

**Appendix D: Team Response Testing Scenarios**

**Appendix E: Instructor Candidate's Practice Teaching Workbook**

**Appendix F: Records of Instructor Candidates' Progress**

**Appendix G: Final Exam, Answer Sheet and Answer Key**





# Sample Letter to Basic Life Support Instructor Candidates

Dear Instructor Candidate:

I am pleased to include you in our upcoming American Red Cross Basic Life Support Instructor course. This instructor course begins with the American Red Cross Basic Life Support Instructor course online session, which you must complete before attending the in-person session.

Once enrolled in the course, you will receive an email from the American Red Cross with instructions about how to access and complete the course online session. To get started, log in to the Red Cross Learning Center and click on the class on your home page.

The materials listed below are available as hard copies for purchase at the Red Cross Store (except for the course presentations); the store is accessible via a link provided in the Red Cross Learning Center ([redcrosslearningcenter.org](http://redcrosslearningcenter.org)). Or, you will be able to download these materials in digital format once you access the Instructor Candidate Resources section (at no cost).

- *Basic Life Support Instructor's Manual for Instructor-Led Training* r.21
- *Basic Life Support Instructor's Manual for Blended Learning* r.21
- *Basic Life Support Participant's Manual* r.21
- *American Red Cross Basic Life Support Course Presentation for Instructor-Led Training or Basic Life Support videos* r.21
- *Basic Life Support Course Presentation for Blended Learning* r.21 (optional)

The instructor course will be held on these dates and times:

In-Person Session: \_\_\_\_\_

Location: \_\_\_\_\_

Instructor Trainer(s): \_\_\_\_\_

In order to receive certification as a Basic Life Support instructor, you must:

- Possess a current American Red Cross Basic Life Support certificate or equivalent. Please bring proof of certification to the in-person session.
- Successfully complete the American Red Cross Basic Life Support Instructor course online session. Please bring the online session completion record to the in-person session.
- Attend and actively participate in the in-person session.
  - Successfully complete the BLS skills verification during which you will have an opportunity to practice your hands-on skills and demonstrate competency via the team response testing scenarios.
  - Successfully complete class activities, including the required practice teaching assignments. You will be given two practice teaching assignments, which will give you experience in preparing to teach lesson plans, presenting course information, using audiovisual equipment, conducting skill practice and team response scenarios, evaluating performance and participating in debriefing sessions. A certified instructor trainer will evaluate your practice teaching assignments. You will receive a list of potential practice teaching topics during the online session. Please refer to these topic lists and prepare ahead of time for your in-person session.
  - Demonstrate instructor-level skill competency in all skills and scenarios.
  - Pass the written final exam with a minimum grade of 80 percent.

Your Basic Life Support instructor certification is valid for 2 years.

I look forward to having you as an instructor candidate in this class.

Sincerely,

\_\_\_\_\_  
Name

\_\_\_\_\_  
Title

# Materials, Equipment and Supplies

## Course Materials

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- *Basic Life Support Instructor Trainer's Guide* r.21
- Skill Practice Sheets (Appendix C; one for each instructor candidate)
- Team Response Testing Scenarios (Appendix D; one for each instructor candidate)
- Instructor Candidate's Practice Teaching Workbook (Appendix E; one for each instructor candidate)
- Instructor Candidate Progress Log (Appendix F)
- *Basic Life Support Instructor Course Presentation* r.21
- *Basic Life Support Instructor's Manual for Instructor-Led Training* r.21
- *Basic Life Support Instructor's Manual for Blended Learning* r.21
- *Basic Life Support Course Presentation for Instructor-Led Training* or *Basic Life Support videos* r.21
- *Basic Life Support Course Presentation for Blended Learning* r.21 (optional)
- *Basic Life Support Participant's Manual* r.21

## Equipment

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- CPR Manikins
  - Adult manikins (one for every two instructors candidates)
  - Infant manikins (one for every two instructor candidates)
  - Child manikins (optional; one for every two instructor candidates)
- Resuscitation Masks
  - Adult pocket masks and valves (minimum of one valve for every instructor candidate)
  - Infant pocket masks and valves (minimum of one valve for every instructor candidate)
  - Child pocket masks and valves (optional; minimum of one valve for every candidate)
  - Adult BVMs (one for each manikin)
  - Infant BVMs (one for each manikin)
  - Child BVMs (optional; one for each child manikin)
- AED training devices (one for every three instructor candidates)
- Adult training pads (one set of adult and one set of pediatric training pads for every three candidates)
- Additional
  - Feedback devices
  - Timing devices (optional; one for every three instructor candidates)
  - CPR boards or beds with CPR function, if applicable (one for every three instructor candidates)
  - Step stools, if applicable (two for every team)

## Supplies

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- Disposable latex-free gloves (optional)
- Extra manikin equipment (e.g., airways, lungs and batteries) as appropriate
- Cleaning and decontamination supplies (decontamination solution, 4" x 4" gauze pads, soap and water, brush, basins or buckets, and any accessories that may be recommended by the manufacturer of the manikin)
- Blankets and/or mats (optional; one for each instructor candidate)
- CPR board or bed with CPR function, if applicable (one for every two instructor candidates)
- Step stool, if applicable (two for every team)
- Instructor candidate name tags (one for each participant)
- Instructor trainer name tag
- Pens or pencils (one for each instructor candidate)



### Instructor Trainer's Note

The use of gloves during training is highly recommended to reinforce the importance of standard precautions. However, you may choose to not use gloves during training and instead have instructor candidates verbalize that they are doing so during the skill practice and team response scenarios.

## Technology

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- Equipment for viewing course presentations and/or videos, including:
  - Desktop/laptop computer or tablet with power source and speakers, projector and projection screen/area or large monitor
  - Extension cord and grounded plug adapter, if needed
  - Internet access



### Instructor Trainer's Note

Use of the Course Presentation is optional; however, you are required to show all the videos as indicated in the lesson plans. The videos are available in the Course Presentation, or they can be downloaded from the Red Cross Learning Center.



# Skill Practice Sheets

**Multiple-Provider CPR for Adults**

**Multiple-Provider CPR for Infants**

**Obstructed Airway Care for Adults and Children**

**Obstructed Airway Care for Infants**

# Skill Practice Sheet: Single-Provider CPR for Adults

**Chest compressions practice:** Each participant should perform chest compressions for approximately 1 minute.

**Pocket mask practice:** Each participant should deliver three sets of 2 ventilations.

**Single-provider CPR practice:** Each participant should practice three cycles of 30 compressions and 2 ventilations before switching.

**Note:** Participants should help each other count compressions and offer feedback.

## Chest Compressions

- Ensure the patient is on a firm, flat surface.
- Expose the chest.
- Perform 30 chest compressions.
  - Place the heel of one hand in the center of the patient's chest on the lower half of the sternum.
  - Place your other hand on top of the first and interlace your fingers or hold them up so that they are not resting on the patient's chest.
  - Position yourself so your shoulders are directly over your hands; lock elbows.
  - Compress the chest to a depth of at least 2 inches.
  - Compress at a rate of 100 to 120 compressions per minute.
  - Allow chest to return to its normal position after each compression. Compression and recoil times should be approximately equal.

**Note:** It should take 15 to 18 seconds to perform 30 chest compressions.

## Pocket Mask Ventilations

- Select an appropriately sized mask and assemble it.
- Seal the mask.
  - Starting from the bridge of the patient's nose, place the mask over the patient's nose, mouth and chin (the mask should not extend past the chin).
  - Place the "webbing" between your index finger and thumb on the top of the mask above the valve; then place your remaining fingers on the side of the patient's face.
  - Place the thumb of your other hand (the hand closest to the patient's chest) along the base of the mask while placing your bent index finger under the patient's chin.
- Simultaneously, open the patient's airway to a past-neutral position and lift the patient's face into the mask.
- Deliver 2 ventilations.
  - Take a normal breath, then make a complete seal over the mask valve with your mouth.
  - Blow into the mask to deliver 1 ventilation over 1 second, enough to make the chest begin to rise.
  - Quickly break the seal and take a breath, allowing the air to exit from the patient's chest. Then reseal your mouth over the mask valve and deliver a second ventilation.

## Continue CPR (30:2)

- Continue CPR cycles at a compression-to-ventilation ratio of 30:2.
  - Provide 30 chest compressions at the proper rate and depth, using correct hand placement and allowing the chest to return to its normal position.
  - Deliver 2 ventilations that last 1 second each and make the chest begin to rise.
  - Minimize interruptions to chest compressions to less than 10 seconds.



# Skill Practice Sheet: Multiple-Provider CPR for Adults

**BVM practice:** Each participant should manage the airway and deliver three sets of 2 ventilations.

**Multiple-provider CPR practice:** Each participant should perform two cycles of CPR. The compressor should call for the switch.

**Note:** Participants should help each other count compressions and offer feedback.

<p><b>Chest Compressions</b></p>	<ul style="list-style-type: none"> <li>■ Ensure the patient is on a firm, flat surface.</li> <li>■ Expose the chest.</li> <li>■ Perform 30 chest compressions.               <ul style="list-style-type: none"> <li>○ Place the heel of one hand in the center of the patient’s chest on the lower half of the sternum.</li> <li>○ Place your other hand on top of the first and interlace your fingers or hold them up so that they are not resting on the patient’s chest.</li> <li>○ Position yourself so your shoulders are directly over your hands; lock elbows.</li> <li>○ Compress the chest to a depth of at least 2 inches.</li> <li>○ Compress at a rate of 100 to 120 compressions per minute. Compression and recoil times should be approximately equal.</li> </ul> </li> </ul> <p><b>Note:</b> It should take 15 to 18 seconds to perform 30 chest compressions.</p>
<p><b>Airway Management/ BVM Seal</b></p>	<ul style="list-style-type: none"> <li>■ Select an appropriately sized BVM and assemble it.</li> <li>■ Get into position behind the patient’s head.</li> <li>■ Place the mask at the bridge of the nose and lower it over the nose, mouth and chin (the mask should not extend past the chin).</li> <li>■ Hold the mask in place with the E-C hand position as you seal the mask.               <ul style="list-style-type: none"> <li>○ With two hands around the mask, form an “E” with the last three fingers and a “C” with the thumb and index finger.</li> <li>○ Seal the mask completely around the patient’s mouth and nose and simultaneously open the airway to a past-neutral position by lifting the jaw into the mask.</li> <li>○ Maintain mask seal and open airway in a past-neutral position.</li> </ul> </li> </ul>
<p><b>BVM Ventilations</b></p>	<ul style="list-style-type: none"> <li>■ Deliver 2 ventilations.               <ul style="list-style-type: none"> <li>○ Depress the bag about halfway to deliver a volume of 400 to 700 mL.</li> <li>○ Deliver smooth, effortless ventilations that last about 1 second and make the chest begin to rise. Avoid excessive ventilation.</li> </ul> </li> </ul>
<p><b>Continue CPR (30:2)</b></p>	<ul style="list-style-type: none"> <li>■ Continue CPR cycles at a compression-to-ventilation ratio of 30:2.               <ul style="list-style-type: none"> <li>○ Provide 30 chest compressions at the proper rate and depth, using correct hand placement and allowing the chest to return to its normal position.</li> <li>○ Deliver 2 ventilations that last 1 second each and make the chest begin to rise.</li> <li>○ Minimize interruptions to chest compressions to less than 10 seconds.</li> </ul> </li> <li>■ The compressor calls for a role change by saying “switch” in place of the number 1 at the beginning of the second cycle.</li> </ul>

# Skill Practice Sheet: Multiple-Provider CPR for Infants

Each participant should perform two cycles of CPR. The compressor should call for the switch.

**Note:** Participants should help each other count compressions and offer feedback.

<p><b>Chest Compressions</b></p>	<ul style="list-style-type: none"> <li>■ Ensure the patient is on a firm, flat surface.</li> <li>■ Expose the chest.</li> <li>■ Perform 15 chest compressions.               <ul style="list-style-type: none"> <li>○ Stand at the infant's feet.</li> <li>○ Place both thumbs (side-by-side) on the center of the infant's chest, just below the nipple line on the sternum.</li> <li>○ Use the other fingers to encircle the infant's chest toward the back, providing support.</li> <li>○ Compress the chest to a depth of about 1 ½ inches.</li> <li>○ Compress at a rate of 100 to 120 compressions per minute.</li> <li>○ Allow the chest to return to its normal position after each compression. Compression and recoil times should be approximately equal.</li> </ul> </li> </ul> <p><b>Note:</b> It should take 7 to 9 seconds to perform 15 chest compressions.</p>
<p><b>Airway Management/ BVM Seal</b></p>	<ul style="list-style-type: none"> <li>■ Select an appropriately sized BVM and assemble it.</li> <li>■ Get into position behind the patient's head.</li> <li>■ Place the mask at the bridge of the nose and lower it over the nose, mouth and chin.</li> <li>■ Hold the mask in place with the E-C hand position as you seal the mask.               <ul style="list-style-type: none"> <li>○ With two hands around the mask, form an "E" with the last three fingers and a "C" with the thumb and index finger.</li> <li>○ Seal the mask completely around the patient's mouth and nose and simultaneously open the airway to a neutral position by lifting the jaw into the mask.</li> <li>○ Maintain mask seal and open airway in a neutral position.</li> </ul> </li> </ul>
<p><b>BVM Ventilations</b></p>	<ul style="list-style-type: none"> <li>■ Deliver 2 ventilations.               <ul style="list-style-type: none"> <li>○ Depress the bag about halfway.</li> <li>○ Deliver smooth, effortless ventilations that last about 1 second and make the chest begin to rise. Avoid excessive ventilation.</li> </ul> </li> </ul>
<p><b>Continue CPR (15:2)</b></p>	<ul style="list-style-type: none"> <li>■ Continue CPR cycles at a compression-to-ventilation ratio of 15:2.               <ul style="list-style-type: none"> <li>○ Continue to provide 15 chest compressions at the proper rate and depth, using correct hand placement and allowing the chest to return to its normal position.</li> <li>○ Continue to deliver 2 ventilations that last 1 second and make the chest begin to rise.</li> <li>○ Minimize interruptions to chest compressions to less than 10 seconds.</li> </ul> </li> <li>■ The compressor calls for a role change by saying "switch" in place of the number 1 at the beginning of the second cycle.</li> </ul>

# Skill Practice Sheet: Obstructed Airway Care for Adults and Children

Each participant should perform 5 *simulated* back blows and 5 *simulated* abdominal thrusts.

**DO NOT give actual back blows and abdominal thrusts to your partner.**

## Back Blows

- Position yourself to the side and slightly behind the patient.
- Provide support by placing one arm diagonally across the patient's chest.
- Bend the patient forward at the waist so the upper body is parallel to the ground or as close as it can be.
- Using the heel of your other hand, give 5 firm back blows between the patient's scapulae.
- Make each blow a separate and distinct attempt to dislodge the object.

## Abdominal Thrusts

- Stand behind the patient, with one foot in front of the other for balance and stability. If possible, place your front foot in between the patient's feet.
- Using one or two fingers to find the patient's navel, make a fist with your other hand and place the thumb side of your fist against the middle of the abdomen, just above the navel.
- Grab your fist with your other hand.
- Give 5 quick inward and upward thrusts.
- Be sure to make each thrust a distinct attempt to dislodge the object.

# Skill Practice Sheet: Obstructed Airway Care for Infants

Each participant should perform two sets of 5 back blows and 5 chest thrusts.

## Back Blows

- Place your forearm along the infant's back, cradling the back of the infant's head with your hand.
- Place your other forearm along the infant's front, supporting the infant's jaw with your thumb and fingers.
- Turn the infant face down. Hold them along your forearm and use your thigh for support and keeping the infant's head lower than their body.
- Use the heel of your hand to deliver back blows between the infant's scapulae. Keep your fingers up to avoid hitting the infant's head or neck.
- Give 5 firm back blows, with each one separate from the others.

## Chest Thrusts

- Position the infant between your forearms, support the head and neck, and turn the infant face-up.
- Lower the infant onto your thigh with their head lower than their chest.
- Place two fingers in the center of the infant's chest, just below the nipple line.
- Give 5 quick chest thrusts about 1 1/2 inches deep.
- Let the chest return to its normal position, keeping your fingers in contact with the breastbone. Each chest thrust should be separate from the others.

# Team Response Testing Scenarios

**BLS for Adults**

**BLS for Infants**

**BLS for Children (optional)**

# Team Response Testing Scenario: BLS for Adults

Provider 1: \_\_\_\_\_

Provider 2: \_\_\_\_\_

Provider 3: \_\_\_\_\_

## Setup

Choose one of the following scenarios and then read it aloud.


- **In-Hospital:** *You are in the step-down unit. As you approach your patient, Mrs. Hoover, in her room, you notice she is not moving or reacting to your knock or greeting. She looks ashen. There are no signs of trauma.*
- **Out-of-Hospital:** *You are working at the pharmacy counter of a drug store and you notice a customer collapse to the ground. You approach the person while your colleague is nearby ready to help. They are not moving and do not appear to be breathing. There are no signs of trauma.*
- **Public Safety:** *You are called to the gym where an individual has collapsed on the racquetball court. You and your partner arrive on the scene and you notice the individual is lying motionless on the ground. There are no signs of trauma.*

## Skill Competency Checklist

\*Denotes Critical Action

Action	Competencies	Provider		
		1	2	3
<b>1 Conducts visual survey:</b> <ul style="list-style-type: none"> <li>■ Provider 1 checks surroundings for safety*</li> <li>■ Provider 1 gathers an initial impression, including whether there is life-threatening bleeding*</li> <li>■ Provider 1 determines the need for additional resources</li> </ul>	<ul style="list-style-type: none"> <li>■ Sequence is not critical if all goals are accomplished and verbalized (PPE may be worn or verbalized)</li> <li>■ Resources may include EMS, the rapid response team or the resuscitation team, as appropriate, and call for an AED</li> </ul>			
<b>2 Checks for responsiveness:</b> <ul style="list-style-type: none"> <li>■ Provider 1 uses the shout-tap-shout sequence*</li> </ul>	<ul style="list-style-type: none"> <li>■ Shouts "Are you OK?" (or a reasonable facsimile) to elicit a verbal stimuli</li> <li>■ Taps the patient's shoulder to elicit painful stimuli and shouts again (shout-tap-shout)</li> </ul>			

Action	Competencies	Provider		
		1	2	3
<p><b>3 Checks for breathing, pulse and life-threatening bleeding</b></p> <ul style="list-style-type: none"> <li>■ Provider 1 opens airway</li> <li>■ Provider 1 checks breathing and carotid pulse simultaneously for no more than 10 seconds</li> <li>■ Provider 1 scans the body looking for life-threatening bleeding or other signs and symptoms (at the same time as the breathing and pulse check)</li> </ul>	<ul style="list-style-type: none"> <li>■ <b>Airway:</b> Opens using head-tilt/chin-lift technique to a past-neutral position</li> <li>■ <b>Breathing/pulse check:</b> Checks for breathing and carotid pulse simultaneously for no more than 10 seconds</li> <li>■ <b>Life-threatening Bleeding:</b> Scans the body looking for life-threatening bleeding or other signs and symptoms (at the same time as the breathing and pulse check)</li> </ul>			
<p><b>4 Chest compressions:</b></p> <ul style="list-style-type: none"> <li>■ Provider 1 exposes chest</li> <li>■ Provider 1 initiates 30 chest compressions using correct hand placement at the proper rate and depth, allowing for full chest recoil*</li> </ul>	<ul style="list-style-type: none"> <li>■ <b>Hand position:</b> Centered on the lower half of the sternum</li> <li>■ <b>Depth:</b> At least 2 inches</li> <li>■ <b>Number:</b> 30 compressions</li> <li>■ <b>Rate:</b> 100 to 120 per minute (15 to 18 seconds)</li> <li>■ <b>Full Recoil:</b> Compression and recoil times should be approximately equal</li> </ul>			
<p><b>5 Ventilations:</b></p> <ul style="list-style-type: none"> <li>■ Provider 1 opens the airway*</li> <li>■ Provider 1 gives 2 ventilations using a pocket mask*</li> </ul>	<ul style="list-style-type: none"> <li>■ <b>Airway:</b> Head-tilt/chin-lift technique to a past-neutral position</li> <li>■ <b>Ventilations (2):</b> 1 second in duration</li> <li>■ <b>Ventilations (2):</b> Visible chest rise</li> <li>■ <b>Ventilations (2):</b> Minimizes interruptions to less than 10 seconds</li> </ul>			
<p><b>6 Continues CPR:</b></p> <ul style="list-style-type: none"> <li>■ Provider 1 gives 30 chest compressions using correct hand placement at the proper rate and depth, allowing for full chest recoil*</li> <li>■ Provider 1 opens airway</li> <li>■ Provider 1 gives 2 ventilations using a pocket mask</li> </ul>	<ul style="list-style-type: none"> <li>■ <b>Hand position:</b> Centered on the lower half of the sternum</li> <li>■ <b>Depth:</b> At least 2 inches</li> <li>■ <b>Number:</b> 30 compressions</li> <li>■ <b>Rate:</b> 100 to 120 per minute (15 to 18 seconds)</li> <li>■ <b>Full Recoil:</b> Compression and recoil times should be approximately equal</li> </ul>			

Action	Competencies	Provider		
		1	2	3
<p><b>7</b> <b>Arrival of the AED and additional provider(s)</b> (arrive at 20th compression in Step 6):</p> <ul style="list-style-type: none"> <li>■ Provider 1 continues care*</li> <li>■ Provider 1 communicates with additional provider(s)</li> <li>■ Provider 3 positions self to the side of the patient (opposite of Provider 1)</li> <li>■ Provider 2 positions self behind patient's head and prepares BVM</li> <li>■ Team prepares for role switch upon AED analysis</li> </ul>	<ul style="list-style-type: none"> <li>■ <b>Continues care:</b> Maintains uninterrupted CPR</li> <li>■ <b>Communicates</b> relevant patient information including patient age if known</li> <li>■ <b>Verbalizes</b> compression count to coordinate ventilations with additional provider(s)</li> <li>■ <b>Verbalizes</b> coordination plan to switch roles upon AED analysis</li> </ul>			
<div style="border: 1px solid #0070C0; padding: 10px;"> <p> <b>Instructor's Note</b></p> <p>When assessing an instructor candidate, an untrained responder delivers the AED. Provider 1 should move directly to Step 8 and apply the AED and provide care based on no additional provider being present.</p> </div>				
<p><b>8</b> <b>AED applied:</b></p> <ul style="list-style-type: none"> <li>■ Provider 3 turns on machine</li> <li>■ Provider 3 attaches AED pads*</li> <li>■ Provider 1 continues compressions</li> <li>■ Provider 1 anticipates role change</li> </ul>	<ul style="list-style-type: none"> <li>■ <b>AED on:</b> Activates within 15 seconds of arrival</li> <li>■ <b>Pads:</b> Uses anterior/lateral pad placement: Pad 1—right upper chest below right clavicle and right of sternum; Pad 2—left side of chest several inches below left armpit on mid-axillary line. Or uses anterior/posterior pad placement, based on manufacturer recommendation.</li> <li>■ <b>Rotation:</b> Communicate role change to team</li> </ul>			
<p><b>9</b> <b>AED analysis:</b></p> <ul style="list-style-type: none"> <li>■ Provider 3 ensures all providers are clear while AED analyzes and prepares for shock*</li> <li>■ Provider 3 says "Clear"*</li> </ul>	<ul style="list-style-type: none"> <li>■ <b>Clear:</b> Ensures no one is touching the patient during analysis</li> </ul>			
<p><b>10</b> <b>Shock advised:</b></p> <ul style="list-style-type: none"> <li>■ AED prompts, "Shock advised, press flashing shock button"</li> <li>■ Provider 3 says "Clear"*</li> <li>■ Provider 3 presses shock button to deliver shock*</li> <li>■ AED prompts, "Shock delivered. Start CPR."</li> <li>■ Team switches roles to prevent fatigue</li> </ul>	<ul style="list-style-type: none"> <li>■ <b>Clear:</b> Ensures no one is touching the patient during analysis</li> <li>■ <b>Delivers shock:</b> Depresses shock button within 10 seconds</li> <li>■ <b>Rotation:</b> Team switches roles</li> </ul>			




Action	Competencies	Provider		
		1	2	3



### Instructor's Note

STOP here when assessing an individual instructor candidate and move to Step 16.

11	<p><b>Resumes CPR:</b></p> <ul style="list-style-type: none"> <li>Team continues with 5 cycles of CPR (30 compressions and 2 ventilations)*</li> <li>Provider 3 performs chest compressions</li> <li>Provider 2 manages airway and mask seal</li> <li>Provider 1 provides ventilations using the BVM</li> <li>Team continues until AED prompts</li> </ul>	<ul style="list-style-type: none"> <li><b>Resumes CPR:</b> Immediately following shock, CPR resumed starting with compressions until prompted by the AED for analysis</li> <li><b>Hand position:</b> Centered on the lower half of the sternum</li> <li><b>Depth:</b> At least 2 inches</li> <li><b>Number:</b> 30 compressions</li> <li><b>Rate:</b> 100 to 120 per minute (15 to 18 seconds)</li> <li><b>Full Recoil:</b> Compression and recoil times should be approximately equal</li> </ul>			
12	<p><b>Ventilations with a BVM:</b></p> <ul style="list-style-type: none"> <li>Provider 2 uses E-C hand position</li> <li>Provider 2 seals the mask and simultaneously opens the airway to a past-neutral position</li> <li>Provider 1 compresses BVM to give 2 ventilations</li> </ul>	<ul style="list-style-type: none"> <li><b>Seal:</b> Uses the E-C hand position</li> <li><b>Airway:</b> Maintains mask seal and open airway in a past-neutral position</li> <li><b>Ventilations (2):</b> 1 second in duration</li> <li><b>Ventilations (2):</b> Visible chest rise</li> <li><b>Ventilations (2):</b> Minimizes interruptions to less than 10 seconds</li> <li><b>Ventilations (2):</b> Bag squeezed enough to make chest rise; does not fully squeeze bag (avoiding overinflation)</li> </ul>			
13	<p><b>Anticipates compressor change:</b></p> <ul style="list-style-type: none"> <li>Provider 1 communicates with additional providers</li> <li>Team prepares to switch roles AED analysis</li> </ul>	<ul style="list-style-type: none"> <li><b>Verbalizes</b> coordination plan to switch roles prior to AED analysis</li> </ul>			
14	<p><b>AED analyzes:</b></p> <ul style="list-style-type: none"> <li>Provider 2 says "Clear"*</li> <li>AED prompts, "No shock advised"</li> <li>Team switches role; Provider 2 positions self to side of patient and Provider 1 positions self behind patient's head</li> </ul>	<ul style="list-style-type: none"> <li><b>Clear:</b> Ensures no one is touching the patient during analysis</li> <li><b>Rotation:</b> Team switches roles</li> </ul>			

Action	Competencies	Provider			
		1	2	3	
 <b>Instructor's Note</b> STOP here when assessing two instructor candidates and move to Step 16.					
15	<b>Resumes CPR:</b> <ul style="list-style-type: none"> <li>Team continues with 5 cycles of CPR (30 compressions and 2 ventilations)*</li> <li>Provider 2 performs chest compressions</li> <li>Provider 1 manages airway and mask seal</li> <li>Provider 3 gives ventilations using the BVM</li> <li>Team continues until AED prompts</li> </ul>	<ul style="list-style-type: none"> <li><b>Resumes CPR:</b> Immediately following shock, CPR resumed starting with compressions until prompted by the AED for analysis</li> <li><b>Hand position:</b> Centered on the lower half of the sternum</li> <li><b>Depth:</b> At least 2 inches</li> <li><b>Number:</b> 30 compressions</li> <li><b>Rate:</b> 100 to 120 per minute (15 to 18 seconds)</li> <li><b>Full Recoil:</b> Compression and recoil times should be approximately equal</li> </ul>			
16	<b>Spontaneous patient movement:</b> <ul style="list-style-type: none"> <li>Provider 1 checks for breathing and pulse for no more than 10 seconds</li> </ul>	<ul style="list-style-type: none"> <li><b>Pulse check:</b> Opens the airway and checks for breathing and carotid or femoral pulse simultaneously for no more than 10 seconds</li> </ul>			

Overall Competencies		Provider		
		1	2	3
<b>Leadership and Communication</b>	<ul style="list-style-type: none"> <li>■ <b>Communication:</b> Accurately and effectively communicated with team members</li> <li>■ <b>Coordination:</b> Clearly and decisively directed providers through rotations of roles on AED analysis</li> <li>■ <b>Feedback:</b> Provided coaching and feedback to ensure effective performance of providers' skills</li> </ul>			
<b>Chest Compressions</b>	<ul style="list-style-type: none"> <li>■ <b>Hand Position:</b> Hands centered on the lower half of the sternum</li> <li>■ <b>Depth:</b> At least 2 inches</li> <li>■ <b>Rate:</b> 100 to 120 per minute (15 to 18 seconds for 30 compressions)</li> <li>■ <b>Full Recoil:</b> Compression and recoil times should be approximately equal</li> </ul>			
<b>Ventilations</b>	<ul style="list-style-type: none"> <li>■ <b>Length:</b> Each ventilation should be 1 second in duration</li> <li>■ <b>Visual:</b> Chest should rise</li> <li>■ <b>Time:</b> 2 ventilations; minimizes interruptions to less than 10 seconds</li> </ul>			

P: Pass; F: Fail

Instructor Name: \_\_\_\_\_

Instructor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# Team Response Testing Scenario: BLS for Infants

Provider 1: \_\_\_\_\_

Provider 2: \_\_\_\_\_

Provider 3: \_\_\_\_\_

## Setup


Choose one of the following scenarios and then read it aloud.

- **In-Hospital:** You are transferring an infant to the pediatric unit. While in the elevator, you notice that the infant is no longer moving their arms or legs and does not appear to be breathing. There are no signs of trauma.
- **Out-of-Hospital:** You are working at a pediatrician's office and hear a mother scream that her baby is not breathing. You approach the mother and her 6-month-old infant while your colleague is nearby ready to help. The infant is not moving and ashen. There are no signs of trauma.
- **Public Safety:** You and your partner are called to the home of an ill child with a change in behavior. On arrival, you find a 6-month-old infant in his dad's arms. The dad states that the child was crying until about a minute ago. You notice the infant is not breathing. There are no signs of trauma.

## Skill Competency Checklist

\*Denotes Critical Action

Action	Competencies	Provider		
		1	2	3
<b>1 Conducts visual survey:</b> <ul style="list-style-type: none"> <li>■ Provider 1 checks surroundings for safety*</li> <li>■ Provider 1 gathers an initial impression, including whether there is life-threatening bleeding*</li> <li>■ Provider 1 determines the need for additional resources</li> <li>■ Provider 1 obtains consent</li> </ul>	<ul style="list-style-type: none"> <li>■ Sequence is not critical if all goals are accomplished and verbalized (PPE may be worn or verbalized)</li> <li>■ Resources may include EMS, the rapid response team or the resuscitation team, as appropriate, and call for an AED</li> <li>■ <b>Consent:</b> States name, background, what they plan to do to help and asks for permission to treat</li> </ul>			
<b>2 Checks for responsiveness:</b> <ul style="list-style-type: none"> <li>■ Provider 1 uses the shout-tap-shout sequence*</li> </ul>	<ul style="list-style-type: none"> <li>■ Shouts "Are you OK?" (or a reasonable facsimile) to elicit a verbal stimuli</li> <li>■ Taps the bottom of the infant's foot to elicit painful stimuli and shouts again (shout-tap-shout)</li> </ul>			

Action	Competencies	Provider		
		1	2	3
<b>3 Checks for breathing, pulse and life-threatening bleeding:</b> <ul style="list-style-type: none"> <li>Provider 1 opens airway</li> <li>Provider 1 checks breathing and brachial pulse simultaneously for no more than 10 seconds</li> <li>Provider 1 scans the body looking for life-threatening bleeding or other signs and symptoms (at the same time as the breathing and pulse check)</li> </ul>	<ul style="list-style-type: none"> <li><b>Airway:</b> Opens using head-tilt/chin-lift technique to a neutral position</li> <li><b>Breathing/pulse check:</b> Checks for breathing and brachial pulse simultaneously for no more than 10 seconds</li> <li><b>Life-threatening Bleeding:</b> Scans the body looking for life-threatening bleeding or other signs and symptoms (at the same time as the breathing and pulse check)</li> </ul>			
<b>4 Chest compressions:</b> <ul style="list-style-type: none"> <li>Provider 1 exposes chest</li> <li>Provider 1 initiates 30 chest compressions using correct hand placement at the proper rate and depth, allowing for full chest recoil*</li> </ul>	<ul style="list-style-type: none"> <li><b>Hand position:</b> Two thumbs centered on the lower half of the sternum just below nipple line</li> <li><b>Depth:</b> About 1½ inches</li> <li><b>Number:</b> 30 compressions</li> <li><b>Rate:</b> 100 to 120 per minute (15 to 18 seconds)</li> <li><b>Full Recoil:</b> Compression and recoil times should be approximately equal</li> </ul>			
<div style="border: 1px solid #0070C0; padding: 10px;">  <b>Instructor's Note</b>  <p>Although the encircling thumbs technique is preferred for single-provider infant CPR, instructor candidates who correctly use the two-finger technique or the one-hand technique may still be marked proficient.</p> </div>				
<b>5 Ventilations:</b> <ul style="list-style-type: none"> <li>Provider 1 opens the airway*</li> <li>Provider 1 gives 2 ventilations using a pocket mask*</li> </ul>	<ul style="list-style-type: none"> <li><b>Airway:</b> Head-tilt/chin-lift technique to a neutral position</li> <li><b>Ventilations (2):</b> 1 second in duration</li> <li><b>Ventilations (2):</b> Visible chest rise</li> <li><b>Ventilations (2):</b> Minimizes interruptions to less than 10 seconds</li> </ul>			
<b>6 Continues CPR:</b> <ul style="list-style-type: none"> <li>Provider 1 gives 30 chest compressions using correct hand placement at the proper rate and depth, allowing for full chest recoil*</li> <li>Provider 1 opens airway</li> <li>Provider 1 gives 2 ventilations using a pocket mask</li> </ul>	<ul style="list-style-type: none"> <li><b>Hand position:</b> Two thumbs centered on the lower half of the sternum just below the nipple line</li> <li><b>Depth:</b> About 1½ inches</li> <li><b>Number:</b> 30 compressions</li> <li><b>Rate:</b> 100 to 120 per minute (15 to 18 seconds)</li> <li><b>Full Recoil:</b> Compression and recoil times should be approximately equal</li> </ul>			

Action	Competencies	Provider		
		1	2	3



### Instructor's Note

Although the encircling thumbs technique is preferred for single-provider infant CPR, instructor candidates who correctly use the two-finger technique or the one-hand technique may still be marked proficient.


<p><b>7</b></p> <p><b>Arrival of the AED and additional provider(s)</b> (arrive at 20th compression in Step 6):</p> <ul style="list-style-type: none"> <li>■ Provider 1 continues care*</li> <li>■ Provider 1 communicates with additional provider(s)</li> <li>■ Provider 3 positions self to the side of the patient (opposite of Provider 1)</li> <li>■ Provider 2 positions self behind patient's head and prepares BVM</li> <li>■ Team prepares to switch roles upon AED analysis</li> </ul>	<ul style="list-style-type: none"> <li>■ <b>Continues care:</b> Maintains uninterrupted CPR</li> <li>■ <b>Communicates</b> relevant patient information including patient age if known</li> <li>■ <b>Verbalizes</b> compression count to coordinate ventilations with additional provider(s)</li> <li>■ <b>Verbalizes</b> coordination plan to switch roles upon AED analysis</li> </ul>			
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### Instructor's Note

When assessing an individual instructor candidate, an untrained provider delivers the AED. The initial provider should move directly to Step 8 and apply the AED and provide care based on no additional provider being present.

<p><b>8</b></p> <p><b>AED applied:</b></p> <ul style="list-style-type: none"> <li>■ Provider 3 turns on machine</li> <li>■ Provider 3 attaches AED pads*</li> <li>■ Provider 1 continues compressions</li> <li>■ Provider 1 anticipates role change</li> </ul>	<ul style="list-style-type: none"> <li>■ <b>AED on:</b> Activates within 15 seconds of arrival</li> <li>■ <b>Pads:</b> Pad 1—center of the anterior chest; Pad 2—on infant's back between scapulae</li> <li>■ <b>Rotation:</b> Communicate role change to team</li> </ul>			
<p><b>9</b></p> <p><b>AED analysis:</b></p> <ul style="list-style-type: none"> <li>■ Provider 3 ensures all providers are clear while AED analyzes and prepares for shock*</li> <li>■ Provider 3 says "Clear"*</li> </ul>	<ul style="list-style-type: none"> <li>■ <b>Clear:</b> Ensures no one is touching the patient during analysis</li> </ul>			

Action	Competencies	Provider		
		1	2	3
<p><b>10 Shock advised:</b></p> <ul style="list-style-type: none"> <li>■ AED prompts, “Shock advised, press flashing shock button”</li> <li>■ Provider 3 says “Clear”*</li> <li>■ Provider 3 presses shock button to deliver shock*</li> <li>■ AED prompts, “Shock delivered. Start CPR.”</li> <li>■ Team switches roles to prevent fatigue</li> </ul>	<ul style="list-style-type: none"> <li>■ <b>Clear:</b> Ensures no one is touching the patient during analysis</li> <li>■ <b>Delivers shock:</b> Depresses shock button within 10 seconds</li> <li>■ <b>Rotation:</b> Team switches roles</li> </ul>			
<div style="border: 1px solid #0070C0; padding: 10px;">  <p><b>Instructor's Note</b></p> <p>STOP here when assessing an individual instructor candidate and move to Step 16.</p> </div>				
<p><b>11 Resumes CPR:</b></p> <ul style="list-style-type: none"> <li>■ Team continues with 10 cycles of CPR (15 compressions and 2 ventilations)*</li> <li>■ Provider 3 performs chest compressions</li> <li>■ Provider 2 manages airway and mask seal</li> <li>■ Provider 1 gives ventilations using the BVM</li> <li>■ Team continues until AED prompts</li> </ul>	<ul style="list-style-type: none"> <li>■ <b>Resumes CPR:</b> Immediately following shock, CPR resumed starting with compressions until prompted by the AED for analysis</li> <li>■ <b>Hand position:</b> Two thumbs centered on the lower half of the sternum just below the nipple line</li> <li>■ <b>Depth:</b> About 1½ inches</li> <li>■ <b>Number:</b> 15 compressions</li> <li>■ <b>Rate:</b> 100 to 120 per minute (7 to 9 seconds)</li> <li>■ <b>Full Recoil:</b> Compression and recoil times should be approximately equal</li> </ul>			
<p><b>12 Ventilations with a BVM:</b></p> <ul style="list-style-type: none"> <li>■ Provider 2 uses E-C hand position</li> <li>■ Provider 2 seals the mask and simultaneously opens the airway to a neutral position</li> <li>■ Provider 1 compresses BVM to give 2 ventilations</li> </ul>	<ul style="list-style-type: none"> <li>■ <b>Seal:</b> Uses the E-C hand position</li> <li>■ <b>Airway:</b> Maintains mask seal and open airway in a neutral position</li> <li>■ <b>Ventilations (2):</b> 1 second in duration</li> <li>■ <b>Ventilations (2):</b> Visible chest rise</li> <li>■ <b>Ventilations (2):</b> Minimizes interruptions to less than 10 seconds</li> <li>■ <b>Ventilations (2):</b> Bag squeezed enough to make chest rise; does not fully squeeze bag (avoiding overinflation)</li> </ul>			
<p><b>13 Anticipates compressor change:</b></p> <ul style="list-style-type: none"> <li>■ Provider 1 communicates with additional providers</li> <li>■ Team prepares to switch roles upon AED analysis</li> </ul>	<ul style="list-style-type: none"> <li>■ <b>Verbalizes</b> coordination plan to switch roles prior to AED analysis</li> </ul>			

Action	Competencies	Provider		
		1	2	3
<b>14 AED analyzes:</b> <ul style="list-style-type: none"> <li>Provider 2 says “Clear”*</li> <li>AED prompts, “No shock advised”</li> <li>Team switches roles; Provider 2 positions self to side of patient and Provider 1 positions self behind patient’s head</li> </ul>	<ul style="list-style-type: none"> <li><b>Clear:</b> Ensures no one is touching the patient during analysis</li> <li><b>Rotation:</b> Team switches roles</li> </ul>			
<div style="border: 1px solid #0070C0; padding: 10px;">  <b>Instructor’s Note</b>            STOP here when assessing two instructor candidates and move to Step 16.         </div>				
<b>15 Resumes CPR:</b> <ul style="list-style-type: none"> <li>Team continues with 10 cycles of CPR (15 compressions and 2 ventilations)*</li> <li>Provider 2 performs chest compressions</li> <li>Provider 1 manages airway and mask seal</li> <li>Provider 3 gives ventilations using the BVM</li> <li>Team continues until AED prompts</li> </ul>	<ul style="list-style-type: none"> <li><b>Resumes CPR:</b> Immediately following shock, CPR resumed starting with compressions until prompted by the AED for analysis</li> <li><b>Hand position:</b> Two thumbs centered on the lower half of the sternum just below the nipple line</li> <li><b>Depth:</b> About 1½ inches</li> <li><b>Number:</b> 15 compressions</li> <li><b>Rate:</b> 100 to 120 per minute (7 to 9 seconds)</li> <li><b>Full Recoil:</b> Compression and recoil times should be approximately equal</li> </ul>			
<b>16 Spontaneous patient movement:</b> <ul style="list-style-type: none"> <li>Provider 1 checks for breathing and pulse</li> </ul>	<ul style="list-style-type: none"> <li><b>Pulse check:</b> Opens the airway and checks for breathing and brachial or femoral pulse simultaneously for no more than 10 seconds</li> </ul>			

Overall Competencies	Provider		
	1	2	3



<b>Leadership and Communication</b>	<ul style="list-style-type: none"> <li>■ <b>Communication:</b> Accurately and effectively communicated with team members.</li> <li>■ <b>Coordination:</b> Clearly and decisively directed providers through rotations of roles on AED analysis.</li> <li>■ <b>Feedback:</b> Provided coaching and feedback to ensure effective performance of providers' skills.</li> </ul>			
<b>Chest Compressions</b>	<ul style="list-style-type: none"> <li>■ <b>Hand Position:</b> Thumbs/fingers centered on the lower half of the sternum just below the nipple line</li> <li>■ <b>Depth:</b> About 1½ inches</li> <li>■ <b>Full Recoil:</b> Compression and recoil times should be approximately equal</li> <li>■ <b>Rate:</b> 100 to 120 per minute (15 to 18 seconds for 30 compressions; 7 to 9 seconds for 15 compressions)</li> </ul>			
<b>Ventilations</b>	<ul style="list-style-type: none"> <li>■ <b>Length:</b> Each ventilation should be 1 second in duration</li> <li>■ <b>Visual:</b> Chest should rise</li> <li>■ <b>Time:</b> 2 ventilations; minimizes interruptions to less than 10 seconds</li> </ul>			

P: Pass; F: Fail

Instructor Name: \_\_\_\_\_

Instructor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# Team Response Testing Scenario: BLS for Children

Provider 1: \_\_\_\_\_

Provider 2: \_\_\_\_\_

Provider 3: \_\_\_\_\_

## Setup

Choose one of the following scenarios and then read it aloud.


- **In-Hospital:** *You are working in the emergency department. A man runs in holding a small child shouting, "Help. My grandson stopped breathing." The child is not moving and does not appear to be breathing. There are no signs of trauma.*
- **Out-of-Hospital:** *You are working at an outpatient clinic when someone pulls into the parking lot honking the horn. A distressed young woman gets out of the car shouting, "My daughter is not moving." You see a small child in the back of the car. The child is motionless and blue around the face. There are no signs of trauma.*
- **Public Safety:** *You and your partner are called to a local baseball complex. As you arrive on scene, you notice a crowd of people gathering. You find a 7-year-old boy on the ground. His father is hovering over him. He is not moving and appears cyanotic. There are no signs of trauma.*

## Skill Competency Checklist

\*Denotes Critical Action

Action	Competencies	Provider		
		1	2	3
<b>1 Conducts visual survey:</b> <ul style="list-style-type: none"> <li>■ Provider 1 checks surroundings for safety*</li> <li>■ Provider 1 gathers an initial impression, including whether there is life-threatening bleeding*</li> <li>■ Provider 1 determines the need for additional resources</li> <li>■ Provider 1 obtains consent</li> </ul>	<ul style="list-style-type: none"> <li>■ Sequence is not critical if all goals are accomplished and verbalized (PPE may be worn or verbalized)</li> <li>■ Resources may include EMS, the rapid response team or the resuscitation team, as appropriate, and call for an AED</li> <li>■ <b>Consent:</b> States name, background, what they plan to do to help and asks for permission to treat</li> </ul>			
<b>2 Checks for responsiveness:</b> <ul style="list-style-type: none"> <li>■ Provider 1 uses the shout-tap-shout sequence*</li> </ul>	<ul style="list-style-type: none"> <li>■ Shouts "Are you OK?" (or a reasonable facsimile) to elicit a verbal stimuli</li> <li>■ Taps the child's shoulder to elicit painful stimuli and shouts again (shout-tap-shout)</li> </ul>			

Action	Competencies	Provider		
		1	2	3
<p><b>3 Checks for breathing, pulse and life-threatening bleeding</b></p> <ul style="list-style-type: none"> <li>■ Provider 1 opens airway</li> <li>■ Provider 1 checks breathing and carotid pulse simultaneously for no more than 10 seconds</li> <li>■ Provider 1 scans the body looking for life-threatening bleeding or other signs and symptoms (at the same time as the breathing and pulse check)</li> </ul>	<ul style="list-style-type: none"> <li>■ <b>Airway:</b> Opens using head-tilt/chin-lift technique to a slightly past-neutral position</li> <li>■ <b>Breathing/pulse check:</b> Checks for breathing and carotid pulse simultaneously for no more than 10 seconds</li> <li>■ <b>Life-threatening Bleeding:</b> Scans the body looking for life-threatening bleeding or other signs and symptoms (at the same time as the breathing and pulse check)</li> </ul>			
<p><b>4 Chest compressions:</b></p> <ul style="list-style-type: none"> <li>■ Provider 1 exposes chest</li> <li>■ Provider 1 initiates 30 chest compressions using correct hand placement at the proper rate and depth, allowing for full chest recoil*</li> </ul>	<ul style="list-style-type: none"> <li>■ <b>Hand position:</b> Centered on the lower half of the sternum</li> <li>■ <b>Depth:</b> About 2 inches</li> <li>■ <b>Number:</b> 30 compressions</li> <li>■ <b>Rate:</b> 100 to 120 per minute (15 to 18 seconds)</li> <li>■ <b>Full Recoil:</b> Compression and recoil times should be approximately equal</li> </ul>			
<p><b>5 Ventilations:</b></p> <ul style="list-style-type: none"> <li>■ Provider 1 opens the airway*</li> <li>■ Provider 1 gives 2 ventilations using a pocket mask*</li> </ul>	<ul style="list-style-type: none"> <li>■ <b>Airway:</b> Head-tilt/chin-lift technique to a slightly past-neutral position</li> <li>■ <b>Ventilations (2):</b> 1 second in duration</li> <li>■ <b>Ventilations (2):</b> Visible chest rise</li> <li>■ <b>Ventilations (2):</b> Minimizes interruptions to less than 10 seconds</li> </ul>			
<p><b>6 Continues CPR:</b></p> <ul style="list-style-type: none"> <li>■ Provider 1 gives 30 chest compressions using correct hand placement at the proper rate and depth, allowing for full chest recoil*</li> <li>■ Provider 1 opens airway*</li> <li>■ Provider 1 gives 2 ventilations using a pocket mask*</li> </ul>	<ul style="list-style-type: none"> <li>■ <b>Hand position:</b> Centered on the lower half of the sternum</li> <li>■ <b>Depth:</b> About 2 inches</li> <li>■ <b>Number:</b> 30 compressions</li> <li>■ <b>Rate:</b> 100 to 120 per minute (15 to 18 seconds)</li> <li>■ <b>Full Recoil:</b> Compression and recoil times should be approximately equal</li> </ul>			

Action	Competencies	Provider		
		1	2	3
<p><b>7</b> <b>Arrival of the AED and additional provider(s)</b> (arrive at 20th compression in Step 6):</p> <ul style="list-style-type: none"> <li>■ Provider 1 continues care*</li> <li>■ Provider 1 communicates with additional provider(s)</li> <li>■ Provider 3 positions self to the side of the patient (opposite of Provider 1)</li> <li>■ Provider 2 positions self behind patient's head and prepares BVM</li> <li>■ Team prepares to switch roles upon AED analysis</li> </ul>	<ul style="list-style-type: none"> <li>■ <b>Continues care:</b> Maintains uninterrupted CPR</li> <li>■ <b>Communicates</b> relevant patient information including patient age if known</li> <li>■ <b>Verbalizes</b> compression count to coordinate ventilations with additional provider(s)</li> <li>■ <b>Verbalizes</b> coordination plan to switch roles upon AED analysis</li> </ul>			
<div style="border: 1px solid #0070C0; padding: 10px;">  <p><b>Instructor's Note</b></p> <p>When assessing an individual instructor candidate, an untrained provider delivers the AED. The initial provider should move directly to Step 8 and apply the AED and provide care based on no additional provider being present.</p> </div>				
<p><b>8</b> <b>AED applied:</b></p> <ul style="list-style-type: none"> <li>■ Provider 3 turns on machine</li> <li>■ Provider 3 attaches AED pads*</li> <li>■ Provider 1 continues compressions</li> <li>■ Provider 1 anticipates role change</li> </ul>	<ul style="list-style-type: none"> <li>■ <b>AED on:</b> Activates within 15 seconds of arrival</li> <li>■ <b>Pads:</b> Uses anterior/lateral pad placement: Pad 1—right upper chest below right clavicle and right of sternum; Pad 2—left side of chest several inches below left armpit on mid-axillary line. Or uses anterior/posterior pad placement, if the pads risk touch or recommended by the manufacturer.</li> <li>■ <b>Rotation:</b> Communicate role change to team</li> </ul>			
<p><b>9</b> <b>AED analysis:</b></p> <ul style="list-style-type: none"> <li>■ Provider 3 ensures all providers are clear while AED analyzes and prepares for shock*</li> <li>■ Provider 3 says "Clear"*</li> </ul>	<ul style="list-style-type: none"> <li>■ <b>Clear:</b> Ensures no one is touching the patient during analysis</li> </ul>			
<p><b>10</b> <b>Shock advised:</b></p> <ul style="list-style-type: none"> <li>■ AED prompts, "Shock advised, press flashing shock button"</li> <li>■ Provider 3 says "Clear"*</li> <li>■ Provider 3 presses shock button to deliver shock*</li> <li>■ AED prompts, "Shock delivered. Start CPR."</li> <li>■ Team switches roles to prevent fatigue</li> </ul>	<ul style="list-style-type: none"> <li>■ <b>Clear:</b> Ensures no one is touching the patient during analysis</li> <li>■ <b>Delivers shock:</b> Depresses shock button within 10 seconds</li> <li>■ <b>Rotation:</b> Team switches roles</li> </ul>			

Action	Competencies	Provider		
		1	2	3



### Instructor's Note

STOP here when assessing an individual instructor candidate and move to Step 16.

11	<p><b>Resumes CPR:</b></p> <ul style="list-style-type: none"> <li>■ Team continues with 10 cycles of CPR (15 compressions and 2 ventilations)*</li> <li>■ Provider 3 performs chest compressions</li> <li>■ Provider 2 manages airway and mask seal</li> <li>■ Provider 1 gives ventilations using the BVM</li> <li>■ Team continues until AED prompts</li> </ul>	<ul style="list-style-type: none"> <li>■ <b>Resumes CPR:</b> Immediately following shock, CPR resumed starting with compressions until prompted by the AED for analysis</li> <li>■ <b>Hand position:</b> Centered on the lower half of the sternum</li> <li>■ <b>Depth:</b> About 2 inches</li> <li>■ <b>Number:</b> 15 compressions</li> <li>■ <b>Rate:</b> 100 to 120 per minute (7 to 9 seconds)</li> <li>■ <b>Full Recoil:</b> Compression and recoil times should be approximately equal</li> </ul>			
12	<p><b>Ventilations with a BVM:</b></p> <ul style="list-style-type: none"> <li>■ Provider 2 uses E-C hand position</li> <li>■ Provider 2 seals the mask and simultaneously opens the airway to a slightly past-neutral position</li> <li>■ Provider 1 compresses BVM to give 2 ventilations</li> </ul>	<ul style="list-style-type: none"> <li>■ <b>Seal:</b> Uses the E-C hand position</li> <li>■ <b>Airway:</b> Maintains mask seal and open airway in a slightly past-neutral position</li> <li>■ <b>Ventilations (2):</b> 1 second in duration</li> <li>■ <b>Ventilations (2):</b> Visible chest rise</li> <li>■ <b>Ventilations (2):</b> Minimizes interruptions to less than 10 seconds</li> <li>■ <b>Ventilations (2):</b> Bag squeezed enough to make chest rise; does not fully squeeze bag (avoiding overinflation)</li> </ul>			
13	<p><b>Anticipates compressor change:</b></p> <ul style="list-style-type: none"> <li>■ Provider 1 communicates with additional providers</li> <li>■ Team prepares to switch roles upon AED analysis</li> </ul>	<ul style="list-style-type: none"> <li>■ Verbalizes coordination plan to switch roles prior to AED analysis</li> </ul>			
14	<p><b>AED analyzes:</b></p> <ul style="list-style-type: none"> <li>■ Provider 2 says "Clear"*</li> <li>■ AED prompts, "No shock advised"</li> <li>■ Team switches roles; Provider 2 positions self to side of patient and Provider 1 positions self behind patient's head</li> </ul>	<ul style="list-style-type: none"> <li>■ <b>Clear:</b> Ensures no one is touching the patient during analysis</li> <li>■ <b>Rotation:</b> Team switches roles</li> </ul>			



## Instructor's Note

STOP here when assessing two instructor candidates and move to Step 16.

Action	Competencies	Provider		
		1	2	3
<p><b>15 Resumes CPR:</b></p> <ul style="list-style-type: none"> <li>■ Team continues with 10 cycles of CPR (15 compressions and 2 ventilations)*</li> <li>■ Provider 2 performs chest compressions</li> <li>■ Provider 1 manages airway and mask seal</li> <li>■ Provider 3 gives ventilations using the BVM</li> <li>■ Team continues until AED prompts</li> </ul>	<ul style="list-style-type: none"> <li>■ <b>Resumes CPR:</b> Immediately following shock, CPR resumed starting with compressions until prompted by the AED for analysis</li> <li>■ <b>Hand position:</b> Centered on the lower half of the sternum</li> <li>■ <b>Depth:</b> About 2 inches</li> <li>■ <b>Number:</b> 15 compressions</li> <li>■ <b>Rate:</b> 100 to 120 per minute (7 to 9 seconds)</li> <li>■ <b>Full Recoil:</b> Compression and recoil times should be approximately equal</li> </ul>			
<p><b>16 Spontaneous patient movement:</b></p> <ul style="list-style-type: none"> <li>■ Provider 1 checks for breathing and pulse for no more than 10 seconds</li> </ul>	<ul style="list-style-type: none"> <li>■ <b>Pulse check:</b> Opens the airway and checks for breathing and carotid or femoral pulse simultaneously for no more than 10 seconds</li> </ul>			

Overall Competencies		Provider		
		1	2	3
<b>Leadership and Communication</b>	<ul style="list-style-type: none"> <li>■ <b>Communication:</b> Accurately and effectively communicated with team members.</li> <li>■ <b>Coordination:</b> Clearly and decisively directed providers through rotations of roles on AED analysis.</li> <li>■ <b>Feedback:</b> Provided coaching and feedback to ensure effective performance of providers' skills.</li> </ul>			
<b>Chest Compressions</b>	<ul style="list-style-type: none"> <li>■ <b>Hand Position:</b> Centered on the lower half of the sternum</li> <li>■ <b>Depth:</b> About 2 inches</li> <li>■ <b>Full Recoil:</b> Compression and recoil times should be approximately equal</li> <li>■ <b>Rate:</b> 100 to 120 per minute (15 to 18 seconds for 30 compressions; 7 to 9 seconds for 15 compressions)</li> </ul>			
<b>Ventilations</b>	<ul style="list-style-type: none"> <li>■ <b>Length:</b> Each ventilation should be 1 second in duration</li> <li>■ <b>Visual:</b> Chest should rise</li> <li>■ <b>Time:</b> 2 ventilations; minimizes interruptions to less than 10 seconds</li> </ul>			

P: Pass; F: Fail

Instructor Name: \_\_\_\_\_

Instructor Signature: \_\_\_\_\_ Date: \_\_\_\_\_





# Instructor Candidate's Practice Teaching Workbook

**My Practice Teaching Assignments**

**Practice Teaching Assignment Preparation Worksheet**

**Debriefing Session**

# Instructor Candidate's Practice Teaching Workbook

Each instructor candidate will be expected to teach elements of the Basic Life Support program and successfully complete two practice teaching assignments. Use the information below to help you prepare for, conduct and evaluate your practice teaching assignments. This information will also assist you in providing feedback to your peers after their practice teaching assignments.

## My Practice Teaching Assignments

<b>Practice Teaching Assignment I: Lecture and Skill Practice</b>	
<b>Practice Teaching Assignment II: Team Response Scenarios</b>	

The practice teaching assignments provide you with the opportunity to gain experience in:

- Conducting lessons from the instructor manuals.
- Giving directions.
- Completing course lesson discussions and activities within planned time frames.
- Managing and conducting skill practice and scenarios within the Basic Life Support program.
- Coaching and prompting participants.
- Evaluating skill performance, determining participants' skill competency and providing positive and corrective feedback to help participants improve their skills.
- Ensuring the health and safety of participants during training.
- Receiving and incorporating feedback on your performance.

The steps of the practice teaching process are as follows:

- Each instructor candidate prepares for the assigned lesson topics.
- Each instructor candidate conducts his or her assigned topic following the appropriate lesson plan in the instructor's manual.
- The remaining instructor candidates act as course participants, closely following the directions of the instructor candidate teaching the lesson.
- At the conclusion of the practice teaching assignment, the instructor trainer will facilitate a debriefing session that includes a self-critique by the instructor candidate, peer feedback and additional feedback and comments from the instructor trainer.
- Instructor candidates will evaluate themselves based on the criteria for evaluation, such as organizational ability, knowledge of the subject matter, presentation and communication skills, observation and skill evaluation, and providing the appropriate corrective feedback.

Each practice teaching assignment will last about 10 minutes followed by 5 minutes of debriefing. For these assignments, you will be expected to:

- Set up the session with appropriate materials and supplies.
- Effectively and efficiently conduct the practice teaching assignment as directed in the instructor's manual.
- Use the appropriate program references as indicated.
- Prompt and coach "participants" as appropriate.
- Observe and evaluate participants' skills.
- Provide positive and corrective feedback on participants' skill performance.

# Practice Teaching Assignment Preparation Worksheet

During your practice teaching assignments, you should follow the lessons plans in the instructor's manual for your assigned teaching topic. Use this worksheet to assist you in preparing to teach your assignments and answer participants' questions. The worksheet will help you review your assigned topics and organize the resources you will use when teaching the topics.

- Be sure you know how to use the course presentations or audiovisual equipment to run the videos.
- When teaching, ensure participants use the appropriate supporting materials as directed in the instructor's manual. Your instructor trainer will provide copies of any handouts participants will need.

## Practice Teaching Assignment I: Lecture and Skill Practice

Assigned Topic: \_\_\_\_\_

Length: \_\_\_\_\_ minutes

Number of Participants: \_\_\_\_\_

<b>Lesson Objectives</b>	<p>What are the participants supposed to learn from this lesson?</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p>
<b>Course Activities in Lesson</b>	<p>What course activities are used in this lesson?</p> <p>Review the section, Course Activities, in Chapter 1 of <i>Basic Life Support Instructor's Manual for Instructor-Led Training</i> and <i>Basic Life Support Instructor's Manual for Blended Learning</i>.</p>
<b>Key Points, Phrases or Cue Words</b> (e.g., minimize interruptions in chest compressions for CPR)	<p>What are the participants supposed to learn from this lesson?</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p>
<b>Class Organization</b>	<p>How will you organize participants?</p> <p>How will participants follow along with the lesson?</p>

**Potential Questions from Participants**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Instructor Resources**

**Instructor's Manual**

- Lesson \_\_\_\_\_
- Page(s) \_\_\_\_\_

**Instructor Support Materials**

- Skill Practice Sheets \_\_\_\_\_
- Other \_\_\_\_\_

**Course Presentation**

- Course Presentation Slide(s) \_\_\_\_\_

**Video(s)**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Total Length: \_\_\_\_\_ minutes

Key points covered by the video(s):

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

<b>Participant Resources</b>	<p><b>Participant's Manual</b></p> <p><input type="checkbox"/> Section and Chapter: _____</p> <p><input type="checkbox"/> Page(s) _____</p>
	<p><b>Participant Support Materials</b></p> <p><input type="checkbox"/> Skill Practice Sheets</p> <p><input type="checkbox"/> Basic Life Support Differences Among Adults, Children and Infants (Appendix D of the participant's manual)</p> <p><input type="checkbox"/> Other _____</p>
<b>Materials, Equipment and Supplies</b>	<p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p>

## Practice Teaching Assignment II: Team Response Scenarios

Assigned Topic: \_\_\_\_\_

Length: \_\_\_\_\_ minutes

Number of Participants: \_\_\_\_\_

<b>Lesson Objectives</b>	What are the participants supposed to learn from this lesson? <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____
<b>Course Activities in Lesson</b>	What course activities are used in this lesson?  Review the section, Course Activities, in Chapter 1 of <i>Basic Life Support Instructor's Manual for Instructor-Led Training</i> and <i>Basic Life Support Instructor's Manual for Blended Learning</i> .
<b>Key Points, Phrases or Cue Words</b> (e.g., minimize interruptions in chest compressions for CPR)	<input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____
<b>Class Organization</b>	How will you organize participants?  How will participants follow along with the lesson?
<b>Potential Questions from Participants</b>	<input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____

**Instructor Resources**

**Instructor's Manual**

Lesson \_\_\_\_\_

Topic \_\_\_\_\_

Page(s) \_\_\_\_\_

**Instructor Support Materials**

Team Response Practice Scenarios \_\_\_\_\_

Team Response Testing Scenarios \_\_\_\_\_

Code Cards \_\_\_\_\_

Other \_\_\_\_\_

**Course Presentation**

Course Presentation Slide(s) \_\_\_\_\_

**Video(s)**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Total Length: \_\_\_\_\_ minutes

Key points covered by the video(s):

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

<b>Participant Resources</b>	<b>Participant's Manual</b> <input type="checkbox"/> Section and Chapter: _____ <input type="checkbox"/> Page(s) _____
	<b>Participant Support Materials</b> <input type="checkbox"/> Skill Competency Sheet _____ <input type="checkbox"/> Code Cards _____ <input type="checkbox"/> Basic Life Support Differences Among Adults, Children and Infants (Appendix D of the participant's manual) <input type="checkbox"/> Other _____
<b>Materials, Equipment and Supplies</b>	<input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____



## Debriefing Session

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Debriefing allows the team to reflect upon the scenario, learn from what was done well and identify opportunities for improvement. The following guidelines and form provide a framework for giving and receiving feedback on practice teaching assignments. You will be giving and receiving feedback on other candidates' assignments as well as your own.

Effectively giving and receiving appropriate feedback can be learned, with practice. The feedback that you receive from other instructor candidates will help you to develop new and improved teaching skills and become a better instructor. Giving feedback makes you more aware of your own and others' teaching styles.

You will have an opportunity to assess your own teaching skills. When receiving feedback, listen carefully. If you do not understand the point being made, ask the person to explain more specifically.

The debriefing session will begin with the instructor trainer asking you to give a brief assessment of your performance teaching the lesson. Review the Practice Teaching Self-Evaluation Form to help prepare you to assess your own teaching performance. Other candidates will give their feedback and then the instructor trainer will give feedback and summarize the main points.

The Practice Teaching Debriefing Form will be used by the instructor trainer to assess your teaching performance. Use the criteria on the form as a guide for giving feedback to your peers.

When giving feedback on your own or another candidate's teaching session, focus on:

- Aspects of the presentation that went well.
- Aspects that could be improved, with an example of how to make it better.
- Considerations for situations that instructors may encounter when teaching courses in the future, such as larger or smaller classes, different types of equipment such as manikins or AED training units, or participants with physical challenges.

Remember that useful feedback:

- Is evaluative rather than negative or judgmental.
- Reinforces positive aspects of the practice teaching assignment.
- Focuses on helping the candidates improve teaching skills.
- Provides direction for alternate options of delivery or practice.
- Is specific and concise.
- Is well timed.
- Ensures critical points are covered.

## Practice Teaching Self-Evaluation Form

Criteria	Yes/No	Comments	Changes for Next Time
Did I follow the lesson plan?			
Was my delivery organized and clear?			
Were the participants engaged and participating?			
Were participants able to answer any questions I asked of the class?			
Did participants have sufficient time to practice the skill, complete the scenario or participate in an activity?			
Did I organize and efficiently conduct the skill practice, scenario or activity?			
Were the participants able to follow along with the lesson?			
Was I able to observe and evaluate the actions/skills of the participants?			
Did I give the appropriate corrective feedback?			
Were there things that did not go as planned?			
If things did not go as planned, did I adjust well and meet the objectives?			

### Overall Assessment

What things do I need to consider when planning and conducting lessons in the future?	
What questions do I have as a new instructor about this lesson, the content or instructor materials?	

## Practice Teaching Debriefing Form

Criteria	Comments		
Presentation	Yes/No	Not Observed	Comments
Well prepared and followed the lesson plan			
Delivery was organized and clear			
Used appropriate terminology and language			
Gauged participants' attention, participation and understanding; participants actively participated in class activities and discussions			
Used the appropriate materials, equipment, supplies and teaching aids—videos, course presentations, visual aids, whiteboard, scenario checklists, activity printouts, and so on			
Conducted any class activities efficiently and effectively			
Managed time well; completed assigned presentation on time; adequate time for content delivery, activities and/or skill practice			
Knowledge	Yes/No	Not Observed	Comments
Demonstrated knowledge of subject matter, clearly explaining concepts			
Clarified areas of confusion and corrected errors suggested by participants			
Answered questions correctly and adequately			
Demonstrated skills correctly			
Skill Practice/Scenarios and Critical Eye	Yes/No	Not Observed	Comments
Arranged participants so that all could see and hear			
Gave clear instructions and started practice efficiently			
Provided or facilitated coaching or prompting as directed in the instructions			

Criteria	Comments		
Presentation	Yes/No	Not Observed	Comments
Recognized correct performance per the skill competency checklist; provided positive reinforcement			
Recognized participant errors			
Provided specific corrective feedback for correcting errors and evaluated for improvement after feedback			
Professionalism	Yes/No	Not Observed	Comments
Receptive to feedback			
Incorporated prior feedback to improve			
Maintained a positive and approachable demeanor			
Respectful of others			

Overall Assessment	
Strengths:	
Areas for Improvement:	
Future Considerations:	

# Records of Instructor Candidates' Progress

Practice Teaching Assignments Tracking Chart

Instructor Candidate Progress Log

## Practice Teaching Assignments Tracking Chart

The practice teaching assignments provide instructor candidates with the opportunity to conduct activities from the course outline in a logical order. The instructor candidate will become familiar with using the instructor's manual, applicable videos and instructional tools while teaching. Each candidate should be allowed ample time to prepare for his or her assignment.



### Instructor Trainer's Note

If the class has more than seven instructor candidates, you may repeat practice teaching assignments.

The instructor trainer should assign each instructor candidate two practice teaching assignments. For Practice Teaching Assignment I, a topic for lecture and skill practice is assigned to each instructor candidate. In Practice Teaching Assignment II, each instructor candidate is assigned a practice or testing scenario assignment. Instructor candidates should use the relevant parts of the instructor's manual, video and participants' materials to prepare and conduct practice teaching assignments.

Directions for conducting the practice teaching assignments are in Appendix E of this guide. Candidates should be given a copy of the Instructor Candidate's Practice Teaching Workbook, so they will understand their role when carrying out their practice teaching assignments.

# Practice Teaching Assignments Tracking Chart

## Practice Teaching Assignment I: Lecture and Skill Practice (one topic only to each instructor candidate)

Lecture and Skill Practice	<i>Basic Life Support Instructor's Manual for Instructor-Led Training</i>	Instructor Candidate's Name
<b>High-Quality CPR for Adults</b> <ul style="list-style-type: none"> <li>■ Components of High-Quality CPR</li> <li>■ Chest Compressions</li> <li>■ Skill Practice: Chest Compressions</li> </ul>	Pages 46–48	
<b>High-Quality CPR for Adults</b> <ul style="list-style-type: none"> <li>■ Ventilations</li> <li>■ CPR Barriers</li> <li>■ Pocket Mask Use</li> <li>■ Skill Practice: Single-Provider CPR for Adults</li> </ul>	Pages 48–51	
<b>High-Quality CPR for Adults</b> <ul style="list-style-type: none"> <li>■ BVM Use</li> <li>■ Multiple-Provider CPR for Adults</li> <li>■ Skill Practice: Multiple-Provider CPR for Adults</li> <li>■ Adjuncts to Ventilations</li> <li>■ Safe and Effective AED Use</li> <li>■ Using and AED</li> <li>■ Rhythm Analysis During CPR</li> </ul>	Pages 51–56	
<b>High-Quality CPR for Children and Infants</b> <ul style="list-style-type: none"> <li>■ CPR for Children</li> <li>■ Skill Practice: One-Hand Technique for Children</li> </ul>	Pages 67–69	
<b>High-Quality CPR for Children and Infants</b> <ul style="list-style-type: none"> <li>■ Single-Provider CPR for Infants</li> <li>■ Multiple-Provider CPR for Infants</li> </ul>	Pages 69–71	

<p><b>Obstructed Airway Care for Adults and Children</b></p> <ul style="list-style-type: none"> <li>■ Obstructed Airway Care for Responsive Adults and Children</li> <li>■ Obstructed Airway Care for Responsive Infants</li> <li>■ Obstructed Airway Care for Unresponsive Adults, Children and Infants</li> </ul>	Pages 78–81	
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## Practice Teaching Assignment II: Team Response Scenarios (one scenario only to each instructor candidate)

<b>Practice or Testing Scenario</b>	<b><i>Basic Life Support Instructor's Manual for Instructor-Led Training</i></b>	<b>Instructor Candidate's Name</b>
Practice Scenario: Rapid Assessment for Adults	Page 39	
Practice Scenario: BLS for Adults	Pages 57–58	
Challenge: BLS for Adults with CCF Calculation	Page 58	
Practice Scenario: BLS for Children	Pages 73–74	
Practice Scenarios: BLS for Infants	Pages 74–75	
Testing Scenario: BLS for Adults	Pages 132–137	
Testing Scenario: BLS for Children	Pages 144–149	
Testing Scenario: BLS for Infants	Pages 138–143	



# Instructor Candidate Progress Log

	Instructor Candidate's Name											
	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.
<b>BLS Skills Verification—Skill Practice</b>												
Multiple-Provider CPR for Adults												
Multiple-Provider CPR for Infants												
Obstructed Airway Care for Adults and Children												
Obstructed Airway Care for Infants												
<b>BLS Skills Verification—Testing Scenarios</b>												
Team Response Testing Scenario: BLS for Adults												
Team Response Testing Scenario: BLS for Infants												
Team Response Testing Scenario: BLS for Children (Optional)												
<b>Practice Teaching Assignments</b>												
Practice Teaching Assignment I: Lecture and Skill Practice												
Practice Teaching Assignment II: Team Response Scenarios												
<b>Final Exam</b>												
Final Exam												



## Instructor's Trainer's Note

To successfully complete the BLS skills verification, each instructor candidate must achieve a "Proficient" or "Pass" score based upon the Skill Competency Checklist of the Team Response Testing Scenarios.



# Appendix G: Final Exam

**Final Exam**

**Answer Sheet**

**Answer Key**



# Final Exam

## Instructor Course

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**IMPORTANT: Read all instructions before beginning the exam.**

**INSTRUCTIONS:** Mark all answers on a separate answer sheet. The questions on this exam are multiple choice. Read each question carefully. Then choose the best answer and fill in that circle on the answer sheet. If you wish to change an answer, erase your first answer completely. Return this exam with your answer sheet to your instructor when you are finished.

### EXAMPLE

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#### ANSWER SHEET

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xx.  A  B  C

xx. Which of the following is true of this course?

- A. This course is intended for individuals with a duty to respond.
  - B. This course covers cardiac and breathing emergencies.
  - C. This course covers patients of all ages (adults, children and infants).
  - D. All of the above
- 

1. The American Red Cross mission is to prevent and alleviate human suffering in the face of emergencies by mobilizing the power of volunteers and the generosity of donors.
  - A. True
  - B. False
2. The purpose of the American Red Cross Basic Life Support program is to help participants recognize and respond appropriately to patients experiencing respiratory arrest or respiratory failure, cardiac arrest, airway obstruction, opioid overdose or other life-threatening injury or illness.
  - A. True
  - B. False
3. Basic Life Support course lengths are based on a participant-to-instructor ratio of:
  - A. 1:1.
  - B. 5:1.
  - C. 9:1.
  - D. 15:1.
4. Which of the following is a responsibility of an instructor when teaching a Basic Life Support course?
  - A. Assessing the participant needs and modifying the course accordingly
  - B. Providing coaching and corrective feedback during testing scenarios
  - C. Providing for and ensuring the health and safety of participants
  - D. Creating skill assessment tools for use during the course.

5. How should an instructor prepare to teach a lesson?
  - A. Review the lesson plans in the instructor's manual
  - B. Watch all the course videos
  - C. Gather all course materials, equipment and supplies as listed in the lesson plans
  - D. All of the above
6. Facilitation is based on the concepts of pushing, pulling and balancing the flow of information. What best describes the concept of balancing?
  - A. Involves the pushing and pulling of information to maximize learning
  - B. Information flows mostly from the instructor to participants
  - C. Participants are actively involved in their own learning
  - D. Information flows from participants to the instructor
7. You may adapt training to align with the organization's treatment guidelines or protocols providing the adaptations are implemented under direction of the organization's medical director and do not contradict the learning objectives of the course.
  - A. True
  - B. False
8. The primary benefit of including skill demonstration videos is to provide uniformly consistent explanations and demonstrations of skills prior to skill practice.
  - A. True
  - B. False
9. You are teaching a Basic Life Support Instructor-Led Training course. Which of the following instructor resources is optional?
  - A. Instructor's Manual
  - B. Course Presentation
  - C. Videos
  - D. Code Cards
10. The three types of videos in the Basic Life Support course include informational videos, skill videos and scenario-based videos.
  - A. True
  - B. False
11. The cyclical process at the core of experiential learning is:
  - A. Assess, Recognize, Care.
  - B. Learn, Apply, Prove.
  - C. Plan, Do, Review.
  - D. None of the above.
12. MARS, the acronym for the four concepts of learning, stands for:
  - A. Motivation, Area, Recognition, Senses.
  - B. Motivation, Area, Repetition, Safety.
  - C. Movement, Association, Repetition, Safety.
  - D. Motivation, Association, Repetition, Senses.
13. Which of the following skills are included in the Basic Life Support program?
  - A. Multiple-provider CPR for adults
  - B. Single-provider CPR for infants
  - C. Use of a bag-valve-mask (BVM) resuscitator
  - D. All of the above

14. When arranging the classroom to teach skills:
- A. Allow enough room for the participant to view the instructor, move about, practice the skill, ask questions and receive feedback.
  - B. Remove manikin decontamination supplies because they only need to be used at the end of the skill practice period.
  - C. Allow participants to establish their own space to ensure that they are completely comfortable.
  - D. Create a practice area where participants who do not wish to participate in the class activities can practice skills on their own.
15. For a successful skill practice, which of the following is the best action?
- A. Identify errors promptly and provide appropriate individual and global feedback to help participants improve.
  - B. Ensure participants can complete all critical steps of the skill without any coaching or assistance.
  - C. Evaluate participants for exact and precise performance of each skill.
  - D. Interrupt the skill practice and demonstrate the skill to the entire class rather than single out a participant who is not performing the skill correctly.
16. A participant is having trouble finding the proper hand placement for CPR. Which statement is the best example of corrective feedback?
- A. "Don't place your hands there. Place your hands on the center of the chest on the lower half of the sternum for compressions."
  - B. "Your actions leading up to initiating CPR are good; now place your hands on the center of the chest on the lower half of the sternum for compressions."
  - C. "Don't worry about where on the chest you are compressing. Just push as hard as you can."
  - D. "Trace the rib cage with one finger to find the center of the chest and place hands there."
17. This statement is an example of coaching: "You did a good job checking the scene for safety. Now, simultaneously check the patient for breathing, pulse and life-threatening bleeding."
- A. True
  - B. False
18. What is the key principle of debriefing?
- A. Debriefing focuses only on the objective data that was collected during the practice scenario.
  - B. Debriefing is an experiential learning process that replaces the need for formal skill testing.
  - C. Debriefing allows participants to reflect upon the scenario, learn from what was done well and identify opportunities for improvement.
  - D. Debriefing is a one-way process, with the team leader providing feedback to team members.
19. Which of the following is an example of instructor **prompting** during a testing scenario?
- A. "Perform a simultaneous breathing and pulse check."
  - B. "The patient is not breathing but has a central pulse."
  - C. "Place your hands in the center of the chest, keeping your arms straight and your shoulders directly over your hands."
  - D. "The manikin's chest isn't rising when you deliver ventilations. What do you think is wrong?"
20. During the **testing scenarios**, how is the team leader evaluated?
- A. They must demonstrate skill competency in performing CPR, using an AED, clearing an obstructed airway and managing an opioid overdose.
  - B. They must complete all critical actions; act upon decisions in a timely, sequential, safe and effective manner; and demonstrate skill competency in their assigned role.
  - C. They must successfully act as team leader in at least two testing scenarios.
  - D. All of the above

- 21.** For a Basic Life Support certificate to be issued, a participant must:
- A.** Actively participate in all course activities, including assuming various roles during skill practice and practice scenarios.
  - B.** Demonstrate competency in all required skills.
  - C.** Successfully complete team response testing scenarios and pass the final exam with a score 84 percent or higher.
  - D.** All of the above.
- 22.** In the Basic Life Support program, competency is assessed via the Team Response Testing Scenario and final exam.
- A.** True
  - B.** False
- 23.** You have done your best to help a participant succeed, but they are unable to perform the critical components of one or more skills during their testing scenario retest. What should you do?
- A.** Explain to the participant that they will not be able to earn a certification, so they should leave the class.
  - B.** Give the participant the certificate if they can explain how to perform the skills.
  - C.** Give the participant the certificate if they watch the skill videos and pass the final exam.
  - D.** Provide the participant with information about course topics and skills where remediation is needed and explain they that can repeat the course if they choose.
- 24.** Participants who successfully complete the American Red Cross Basic Life Support course receive a certificate that:
- A.** Has no expiration date.
  - B.** Is valid for 1 year.
  - C.** Is valid for 2 years.
  - D.** Is valid for 3 years.
- 25.** Which of the following is one requirement for maintaining an instructor certification?
- A.** Maintain a Basic Life Support basic-level certification
  - B.** Teach at least one class every 5 years
  - C.** Take an instructor course at least once a year
  - D.** None of the above



# Answer Sheet

## Instructor Course Exam

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. (A) (B)

2. (A) (B)

3. (A) (B) (C) (D)

4. (A) (B) (C) (D)

5. (A) (B) (C) (D)

6. (A) (B) (C) (D)

7. (A) (B)

8. (A) (B)

9. (A) (B) (C) (D)

10. (A) (B)

11. (A) (B) (C) (D)

12. (A) (B) (C) (D)

13. (A) (B) (C) (D)

14. (A) (B) (C) (D)

15. (A) (B) (C) (D)

16. (A) (B) (C) (D)

17. (A) (B)

18. (A) (B) (C) (D)

19. (A) (B) (C) (D)

20. (A) (B) (C) (D)

21. (A) (B) (C) (D)

22. (A) (B)

23. (A) (B) (C) (D)

24. (A) (B) (C) (D)

25. (A) (B) (C) (D)

# Answer Key

## Instructor Course Exam

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1.  A  B

2.  A  B

3.  A  B  C  D

4.  A  B  C  D

5.  A  B  C  D

6.  A  B  C  D

7.  A  B

8.  A  B

9.  A  B  C  D

10.  A  B

11.  A  B  C  D

12.  A  B  C  D

13.  A  B  C  D

14.  A  B  C  D

15.  A  B  C  D

16.  A  B  C  D

17.  A  B

18.  A  B  C  D

19.  A  B  C  D

20.  A  B  C  D

21.  A  B  C  D

22.  A  B

23.  A  B  C  D

24.  A  B  C  D

25.  A  B  C  D