

**Use Instructor Essentials in conjunction with this outline. Follow link or look up on AHA Instructor Network.**

**Classroom Training**<https://cpr.heart.org/course-materials/instructor-essentials>

1. Introductions, discuss agenda, go over prerequisites to make sure they are done, and collect the essentials certificates. Go over the Instructor manual, Training Center information, TwinCities Safety/Hearcert website and the AHA Instructor Network. Go over blended learning/Heartcode. Requirements to renew a person's instructor status.
2. Hand out current profile packets. This will include skills sheets and course monitoring sheets. Discuss the sheets and help them start filling them out.
3. Show the Instructor essentials video. This is the practical portion of the videos. Demonstrate how the practical portion of class should go and pass along information that you may have.
4. Have Instructor candidates test one another out on their skills and utilize the skills sheets in the instructor packet. They can also use the instructor manual if needed.
5. Candidates take the instructor exam, and the provider exam is optional but a good idea. The instructor exam goes over the PAM and the provider exam is what instructors give out in their provider classes.
6. Review the tests together and answer any questions. Use the instructor manual to find the right answers.
7. **The TCF is responsible** for the profile forms being filled out completely, correctly, signed by all parties in the correct areas, sending all paperwork [kelli@heartcertcpr.com](mailto:kelli@heartcertcpr.com) and [ric@heartcertcpr.com](mailto:ric@heartcertcpr.com). When sending in the profile packets make sure they are in pdf form, a copy is sent to the candidates, and you save the paperwork for 3 years. Send all profile packet to [kelli@heartcertcpr.com](mailto:kelli@heartcertcpr.com) and [ric@heartcertcpr.com](mailto:ric@heartcertcpr.com).

# ACLS and PALS Instructor Renewal Course Agenda

## Prerequisites

- All renewing instructors must have taught 4 classes.
- If the renewing instructor has been monitored before class, they should bring that paperwork to class.

## Classroom

1. Introductions, discuss agenda, go over prerequisites to make sure they were done. Go over the Instructor manual, Training Center information, Heartcertcpr website and the AHA Instructor Network.
2. Hand out current profile packets. This will include skills sheets and course monitoring sheets. Use the checklist on the cover sheet to help guide you.
3. Review any guidelines, changes or updates made by the AHA.
4. Have Instructor candidates test one another out on their skills and utilize the skills sheets in the instructor packet.
5. Candidates take the instructor exam, and the provider exam is optional but a good idea. The instructor exam goes over the PAM and the provider exam is what they will be giving out in their provider classes.
6. Review the tests and together and answer any questions. Use the instructor manual to find the right answers.
7. **The TCF is responsible** for the profile forms being filled out completely, correctly, signed by all parties in the correct areas, sending all paperwork [kelli@heartcertcpr.com](mailto:kelli@heartcertcpr.com) and [ric@heartcertcpr.com](mailto:ric@heartcertcpr.com). When sending in the profile packets make sure they are in pdf form, a copy is sent to the candidates, and you save the paperwork for 3 years. Send all profile packet to [kelli@heartcertcpr.com](mailto:kelli@heartcertcpr.com) and [ric@heartcertcpr.com](mailto:ric@heartcertcpr.com).

If you are teaching new instructors and renewing instructors in the same class, please use both agendas.

## The American Heart Association (AHA)

- The AHA is in Dallas Texas and is a worldwide organization.
- The AHA Instructor Network has great information and is the central resource for all questions. You can call the AHA at 1-877-242-4277.
- Every Instructor **must** align with a Training Center and purchase their E-Cards from that Training Center.
- Use the Program Administration Manual (PAM) to guide you as an instructor.
- Online learning can be found at <https://elearning.heart.org> . HeartCode/Blended Learning.
- Make sure you follow and get the AHA ECC Beat. A monthly newsletter from the AHA.
- Look for any updates before class on the AHA Instructor Network. Updates usually occur every 5 years but the AHA does update disciplines periodically.
- Materials can be ordered at <https://shopcpr.heart.org>.
- **Course Materials** on the AHA Instructor Network is a great resource for class materials, course outlines and class handouts.

# Basic Life Support Course Roster

## Emergency Cardiovascular Care Programs



### Course Information

- ☐ BLS Course
- ☐ BLS Renewal Course
- ☐ HeartCode® BLS
- ☐ BLS Instructor Course

Lead Instructor \_\_\_\_\_  
Lead Instructor ID# \_\_\_\_\_  
Card Expiration Date \_\_\_\_\_  
Training Center \_\_\_\_\_  
Training Center ID# \_\_\_\_\_  
Training Site Name (if applicable) \_\_\_\_\_  
Address \_\_\_\_\_  
City, State ZIP \_\_\_\_\_  
Course Location \_\_\_\_\_

Course Start Date/Time _____	Course End Date/Time _____	Total Hours of Instruction _____
No. of Cards Issued _____	Student-Manikin Ratio _____	Issue Date of Cards _____

### Assisting Instructors

<i>Name and Instructor ID#</i>	<i>Card Exp. Date</i>	<i>Name and Instructor ID#</i>	<i>Card Exp. Date</i>
1.		5.	
2.		6.	
3.		7.	
4.		8.	

I verify that this information is accurate and truthful and that it may be confirmed. This course was taught in accordance with AHA guidelines.

\_\_\_\_\_  
Signature of Lead Instructor

\_\_\_\_\_  
Date

# Course Participants



Date \_\_\_\_\_ Course \_\_\_\_\_ Lead Instructor \_\_\_\_\_ Lead Instr. ID# \_\_\_\_\_

<b>Name and Email</b> <i>Please PRINT as you wish your name to appear on your card.</i> <i>Please print email address legibly.</i>	<b>Mailing Address/Telephone</b>	<b>Complete/ Incomplete</b>	<b>Remediation/Date Completed (if applicable)</b>
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			



## American Heart Association Emergency Cardiovascular Care Programs

### Instructor Candidate Application

**Instructions:** To be completed by the instructor candidate with appropriate signatures. Complete 1 application for each discipline.

**Application for Instructor Status:** Select the discipline you are applying for (select only 1):

- ☐ Heartsaver®    ☐ BLS    ☐ ACLS    ☐ ACLS EP    ☐ PALS    ☐ PEARS®
- ☐ ASLS

Renewal date of provider card: \_\_\_\_\_

Candidate's name: \_\_\_\_\_

Mailing address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip code: \_\_\_\_\_

Phone: \_\_\_\_\_ Email: \_\_\_\_\_

**Instructor Commitment:** As an AHA Instructor, I agree to

- ☐ Teach at least 4 courses in 2 years in accordance with the guidelines of the AHA
- ☐ Maintain a current provider card
- ☐ Strengthen and support the Chain of Survival and the mission of the AHA in my community
- ☐ Conduct myself in accordance with the ECC Leadership Code of Conduct
- ☐ Avoid any perception of conflict of interest in accordance with the AHA Statement of Conflict of Interest

Signature of instructor candidate: \_\_\_\_\_ Date: \_\_\_\_\_

**Verification of Instructor Potential:** I verify that this instructor candidate has achieved a score of 84% or higher on the provider written examination in the discipline for which he or she is applying and has completed *at least 1* of the following options:

- ☐ Has been identified as having instructor potential during performance in a provider course
- ☐ Has demonstrated instructor potential during a screening evaluation
- ☐ Has demonstrated exemplary performance of provider skills under my direct observation

Signature of Training Center (TC) Faculty/Course Director: \_\_\_\_\_ (circle appropriate title)

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



## American Heart Association Emergency Cardiovascular Care Programs

### Instructor Candidate Application

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**TC Alignment and Instructor Network Verification:** TC Coordinator of aligning TC has verified the following:

- ☐ I approve this application and grant alignment with this TC for this applicant. I agree to all responsibilities for this instructor as outlined in the current *Program Administration Manual*.
- ☐ I verify that this instructor is registered on the Instructor Network and has been approved as an instructor in this discipline and is aligned with this TC.

Instructor ID #: \_\_\_\_\_ Renewal Date: \_\_\_\_\_

TC Name: \_\_\_\_\_ TC ID #: \_\_\_\_\_

Signature of TC Coordinator: \_\_\_\_\_ Date: \_\_\_\_\_

# Pediatric Advanced Life Support

## Child CPR and AED Skills Testing Checklist



American Academy  
of Pediatrics



DEDICATED TO THE HEALTH OF ALL CHILDREN™

Student Name \_\_\_\_\_ Date of Test \_\_\_\_\_

Hospital Scenario: "You are working in a hospital or clinic, and you see a child who has suddenly collapsed in the hallway. You check that the scene is safe and then approach the patient. Demonstrate what you would do next."

Prehospital Scenario: "You arrive on the scene for a child who is not breathing. No bystander CPR has been provided. You approach the scene and ensure that it is safe. Demonstrate what you would do next."

### Assessment and Activation

- ☐ Checks responsiveness
- ☐ Shouts for help/Activates emergency response system/Sends for AED
- ☐ Checks breathing
- ☐ Checks pulse

Once student shouts for help, instructor says, "Here's the barrier device. I am going to get the AED."

### Cycle 1 of CPR (30:2) \*CPR feedback devices preferred for accuracy

#### Child Compressions

- ☐ Performs high-quality compressions\*:
  - Hand placement on lower half of sternum
  - 30 compressions in no less than 15 and no more than 18 seconds
  - Compresses at least one third the depth of the chest, about 2 inches (5 cm)
  - Complete recoil after each compression

#### Child Breaths

- ☐ Gives 2 breaths with a barrier device:
  - Each breath given over 1 second
  - Visible chest rise with each breath
  - Resumes compressions in less than 10 seconds

### Cycle 2 of CPR (repeats steps in Cycle 1) Only check box if step is successfully performed

- ☐ Compressions
- ☐ Breaths
- ☐ Resumes compressions in less than 10 seconds

Rescuer 2 says, "Here is the AED. I'll take over compressions, and you use the AED."

### AED (follows prompts of AED)

- ☐ Powers on AED
- ☐ Correctly attaches pads
- ☐ Clears for analysis
- ☐ Clears to safely deliver a shock
- ☐ Safely delivers a shock

### Resumes Compressions

- ☐ Ensures compressions are resumed immediately after shock delivery
  - Student directs instructor to resume compressions or
  - Student resumes compressions

## STOP TEST

### Instructor Notes

- Place a check in the box next to each step the student completes successfully.
- If the student does not complete all steps successfully (as indicated by at least 1 blank check box), the student must receive remediation. Make a note here of which skills require remediation (refer to instructor manual for information about remediation).

**Test Results** Check **PASS** or **NR** to indicate pass or needs remediation:

☐ **PASS** ☐ **NR**

Instructor Initials \_\_\_\_\_ Instructor Number \_\_\_\_\_ Date \_\_\_\_\_



Pediatric Advanced Life Support  
**Infant CPR**  
**Skills Testing Checklist (1 of 2)**



American Academy  
of Pediatrics



DEDICATED TO THE HEALTH OF ALL CHILDREN™

Student Name \_\_\_\_\_

Date of Test \_\_\_\_\_

Hospital Scenario: "You are working in a hospital or clinic when a woman runs through the door, carrying an infant. She shouts, 'Help me! My baby's not breathing.' You have gloves and a pocket mask. You send your coworker to activate the emergency response system and to get the emergency equipment."

Prehospital Scenario: "You arrive on the scene for an infant who is not breathing. No bystander CPR has been provided. You approach the scene and ensure that it is safe. Demonstrate what you would do next."

**Assessment and Activation**

- |  |  |
|--|--|
| <input type="checkbox"/> Checks responsiveness | <input type="checkbox"/> Shouts for help/Activates emergency response system |
| <input type="checkbox"/> Checks breathing      | <input type="checkbox"/> Checks pulse  |

Once student shouts for help, instructor says, "Here's the barrier device."

**Cycle 1 of CPR (30:2) \*CPR feedback devices preferred for accuracy**

**Infant Compressions**

- ☐ Performs high-quality compressions\*:
  - Placement of 2 fingers or 2 thumbs in the center of the chest, just below the nipple line
  - 30 compressions in no less than 15 and no more than 18 seconds
  - Compresses at least one third the depth of the chest, about 1½ inches (4 cm)
  - Complete recoil after each compression

**Infant Breaths**

- ☐ Gives 2 breaths with a barrier device:
  - Each breath given over 1 second
  - Visible chest rise with each breath
  - Resumes compressions in less than 10 seconds

**Cycle 2 of CPR (repeats steps in Cycle 1) Only check box if step is successfully performed**

- |                                       |                                  |   |
|---------------------------------------|----------------------------------|---|
| <input type="checkbox"/> Compressions | <input type="checkbox"/> Breaths | <input type="checkbox"/> Resumes compressions in less than 10 seconds |
|---------------------------------------|----------------------------------|---|

Rescuer 2 arrives with bag-mask device and begins ventilation while Rescuer 1 continues compressions with 2 thumb-encircling hands technique.

**Cycle 3 of CPR**

**Rescuer 1: Infant Compressions**

- ☐ Performs high-quality compressions\*:
  - 15 compressions with 2 thumb-encircling hands technique
  - 15 compressions in no less than 7 and no more than 9 seconds
  - Compress at least one third the depth of the chest, about 1½ inches (4 cm)
  - Complete recoil after each compression

**Rescuer 2: Infant Breaths**

*This rescuer is not evaluated.*

(continued)

Pediatric Advanced Life Support  
**Infant CPR**  
**Skills Testing Checklist (2 of 2)**



American Academy  
of Pediatrics



DEDICATED TO THE HEALTH OF ALL CHILDREN™

Student Name \_\_\_\_\_

Date of Test \_\_\_\_\_

(continued)

**Cycle 4 of CPR**

**Rescuer 2: Infant Compressions**

*This rescuer is not evaluated.*

**Rescuer 1: Infant Breaths**

- ☐ Gives 2 breaths with a bag-mask device:
- Each breath given over 1 second
  - Visible chest rise with each breath
  - Resumes compressions in less than 10 seconds

**STOP TEST**

**Instructor Notes**

- Place a check in the box next to each step the student completes successfully.
- If the student does not complete all steps successfully (as indicated by at least 1 blank check box), the student must receive remediation. Make a note here of which skills require remediation (refer to instructor manual for information about remediation).

**Test Results** Check **PASS** or **NR** to indicate pass or needs remediation:

☐ **PASS**

☐ **NR**

Instructor Initials \_\_\_\_\_ Instructor Number \_\_\_\_\_ Date \_\_\_\_\_

# Airway Management Skills Station Competency Checklist



American Heart Association

American Academy of Pediatrics



DEDICATED TO THE HEALTH OF ALL CHILDREN™

Student Name \_\_\_\_\_ Date of Test \_\_\_\_\_

Critical Performance Steps	Check if done correctly
Verbalizes difference between high-flow and low-flow O <sub>2</sub> delivery systems <ul style="list-style-type: none"> <li>High flow: O<sub>2</sub> flow exceeds patient inspiratory flow, preventing entrainment of room air if system is tight-fitting; delivers nearly 1.00 FIO<sub>2</sub>, eg, nonrebreathing mask with reservoir, high-flow nasal cannula</li> <li>Low flow (≤10 L/min): patient inspiratory flow exceeds O<sub>2</sub> flow, allowing entrainment of room air; delivers 0.22 to 0.60 FIO<sub>2</sub>, eg, standard nasal cannula, simple O<sub>2</sub> mask</li> </ul>	
Verbalizes maximum nasal cannula flow rate for standard nasal cannula (4 L/min)	
Opens airway by using head tilt–chin lift maneuver while keeping mouth open (jaw thrust for trauma victim)	
Verbalizes different indications for OPA and NPA <ul style="list-style-type: none"> <li>OPA only for unconscious victim without a gag reflex</li> <li>NPA for conscious or semiconscious victim</li> </ul>	
Selects correctly sized airway by measuring <ul style="list-style-type: none"> <li>OPA from corner of mouth to angle of mandible</li> </ul>	
Inserts OPA correctly	
Verbalizes assessment for adequate breathing after insertion of OPA	
Suctions with OPA in place; states suctioning not to exceed 10 seconds	
Selects correct mask size for ventilation	
Assembles bag-mask device, opens airway, and creates seal by using E-C clamp technique	
With bag-mask device, gives 1 breath every 2 to 3 seconds for 30 seconds. Gives each breath in approximately 1 second; each breath should cause chest rise	
Endotracheal Intubation <ul style="list-style-type: none"> <li>States equipment needed for endotracheal (ET) tube intubation procedure</li> <li>Demonstrates technique to confirm proper ET tube placement by physical exam and by using an exhaled CO<sub>2</sub> device</li> <li>Secures ET tube</li> <li>Suctions with ET tube in place</li> </ul>	
<b>The following steps are optional. They are demonstrated and evaluated only when the student's scope of practice involves ET intubation.</b>	
Endotracheal Intubation <ul style="list-style-type: none"> <li>Prepares equipment for ET intubation</li> <li>Inserts ET tube correctly</li> </ul>	

## STOP TEST

### Instructor Notes

- Place a check in the box next to each step the student completes successfully.
- If the student does not complete all steps successfully (as indicated by at least 1 blank check box), the student must receive remediation. Make a note here of which skills require remediation (refer to instructor manual for information about remediation).

**Test Results** Check **PASS** or **NR** to indicate pass or needs remediation:

☐ **PASS**

☐ **NR**

Instructor Initials \_\_\_\_\_ Instructor Number \_\_\_\_\_ Date \_\_\_\_\_

# Rhythm Disturbances/ Electrical Therapy Skills Station Competency Checklist



American  
Heart  
Association

American Academy  
of Pediatrics



DEDICATED TO THE HEALTH OF ALL CHILDREN™

Student Name \_\_\_\_\_ Date of Test \_\_\_\_\_

Critical Performance Steps	Check if done correctly
Applies 3 ECG leads correctly (or local equipment if >3 leads are used) <ul style="list-style-type: none"> <li>Negative (white) lead: to right shoulder</li> <li>Positive (red) lead: to left lower ribs</li> <li>Ground (black, green, brown) lead: to left shoulder</li> </ul>	
Demonstrates correct operation of monitor <ul style="list-style-type: none"> <li>Turns monitor on</li> <li>Adjusts device to manual mode (not AED mode) to display rhythm in standard limb leads (I, II, III) or paddles/electrode pads</li> </ul>	
Verbalizes correct electrical therapy for appropriate core rhythms <ul style="list-style-type: none"> <li>Synchronized cardioversion for unstable SVT, VT with pulses</li> <li>Defibrillation for pulseless VT, VF</li> </ul>	
Selects correct paddle/electrode pad for infant or child; places paddles/electrode pads in correct position	
Demonstrates correct and safe synchronized cardioversion <ul style="list-style-type: none"> <li>Places device in synchronized mode</li> <li>Selects appropriate energy (0.5 to 1 J/kg for initial shock)</li> <li>Charges, clears, delivers current</li> </ul>	
Demonstrates correct and safe manual defibrillation <ul style="list-style-type: none"> <li>Places device in unsynchronized mode</li> <li>Selects energy (2 to 4 J/kg for initial shock)</li> <li>Charges, clears, delivers current</li> </ul>	

## STOP TEST

### Instructor Notes

- Place a check in the box next to each step the student completes successfully.
- If the student does not complete all steps successfully (as indicated by at least 1 blank check box), the student must receive remediation. Make a note here of which skills require remediation (refer to instructor manual for information about remediation).

**Test Results** Check **PASS** or **NR** to indicate pass or needs remediation:

☐

**PASS**

☐

**NR**

Instructor Initials \_\_\_\_\_ Instructor Number \_\_\_\_\_ Date \_\_\_\_\_



# Vascular Access Skills Station Competency Checklist



American  
Heart  
Association

American Academy  
of Pediatrics



DEDICATED TO THE HEALTH OF ALL CHILDREN™

Student Name \_\_\_\_\_ Date of Test \_\_\_\_\_

<b>Critical Performance Steps</b>	<b>Check if done correctly</b>
Verbalizes indications for IO insertion	
Verbalizes sites for IO insertion (anterior tibia, distal femur, medial malleolus, anterior-superior iliac spine)	
Verbalizes contraindications for IO placement <ul style="list-style-type: none"> <li>• Fracture in extremity</li> <li>• Previous insertion attempt in the same bone</li> <li>• Infection overlying bone</li> </ul>	
Inserts IO catheter safely	
Verbalizes how to confirm IO catheter is in correct position; verbalizes how to secure IO catheter	
Attaches IV line to IO catheter; demonstrates giving IO fluid bolus by using 3-way stopcock and syringe	
Shows how to determine correct drug doses by using a color-coded length-based tape or other resource	
<b>The following is optional:</b>	
Verbalizes correct procedure for establishing IV access	

## STOP TEST

### Instructor Notes

- Place a check in the box next to each step the student completes successfully.
- If the student does not complete all steps successfully (as indicated by at least 1 blank check box), the student must receive remediation. Make a note here of which skills require remediation (refer to instructor manual for information about remediation).

**Test Results** Check **PASS** or **NR** to indicate pass or needs remediation:

☐

**PASS**

☐

**NR**

Instructor Initials \_\_\_\_\_ Instructor Number \_\_\_\_\_ Date \_\_\_\_\_

# PALS Case Scenario Testing Checklist Cardiac Case Scenario Asystole/PEA



American  
Heart  
Association.

American Academy  
of Pediatrics

DEDICATED TO THE HEALTH OF ALL CHILDREN™



Student Name \_\_\_\_\_ Date of Test \_\_\_\_\_

Critical Performance Steps	Check if done correctly
<b>Team Leader</b>	
Assigns team member roles	
Uses effective communication throughout	
<b>Patient Management</b>	
Identifies cardiac arrest	
Directs immediate initiation of high-quality CPR, and ensures performance of high-quality CPR at all times	
Directs placement of pads/leads and activation of monitor/defibrillator	
Identifies asystole or PEA	
Directs establishment of IO or IV access	
Directs preparation and administration of appropriate dose of epinephrine at appropriate intervals	
Directs checking rhythm approximately every 2 minutes while minimizing interruptions in chest compressions	
<b>Case Conclusion/Debriefing</b>	
Verbalizes at least 3 reversible causes of PEA or asystole	
<i>If the student does not verbalize the above, prompt the student with the following statement: "Tell me at least 3 reversible causes of PEA or asystole."</i>	

## STOP TEST

<b>Instructor Notes</b> <ul style="list-style-type: none"> <li>Place a check in the box next to each step the student completes successfully.</li> <li>If the student does not complete all steps successfully (as indicated by at least 1 blank check box), the student must receive remediation. Make a note here of which skills require remediation (refer to instructor manual for information about remediation).</li> </ul>		
<b>Test Results</b> Check <b>PASS</b> or <b>NR</b> to indicate pass or needs remediation:	<input type="checkbox"/> <b>PASS</b>	<input type="checkbox"/> <b>NR</b>
Instructor Initials _____ Instructor Number _____ Date _____		

## American Heart Association Emergency Cardiovascular Care Program

### Instructor Monitor Tool

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**Instructions:** Training Faculty (TF) should use this form to assess the competencies of instructor candidates and renewing instructors. For each competency, there are several indicators or behaviors that the instructor may exhibit to demonstrate competency.

**To be used in conjunction with the Instructor/TF Renewal Checklist.**

#### Role of the TF Observer:

The role of the TF observer for this monitoring is to observe only. Debriefing or correcting the instructor during the course should be avoided. If critical components are not being completed, contact the TC Coordinator or Course Director outside the classroom setting immediately.

#### Evaluating the Critical Actions:

The following questions are critical actions required for a successful course. Each item is written to maximize the objectivity and minimize the subjectivity of the evaluator. For each item, mark one of the following:

- Yes** for items present or completed if there are no required changes for improvement. There may be recommendations for improvement and comments but no required changes.
- Yes with req.** (Yes with requirements) for items that were completed but changes are required for full compliance. Fill in the comment box with the required change and rationale.
- No** if the required action was not done or was done incorrectly.
- Not Observed** for items the observer did not witness during monitoring.

<b>SECTION 1: General information for the individual and course being observed.</b>
---

Instructor or instructor candidate name: \_\_\_\_\_

Instructor ID #: \_\_\_\_\_ Instructor card expiration date: \_\_\_\_\_

Course reviewed: ☐ Heartsaver® ☐ BLS ☐ ACLS ☐ ACLS EP ☐ PALS ☐ PEARS®

☐ ASLS

Purpose of review: ☐ Initial application ☐ Instructor renewal ☐ Remediation

## Instructor Monitor Tool

### SECTION 2: Instructor competencies and indicators. Observed by TF in a class setting.

**Course Delivery:** Presents AHA course content as intended by using AHA course curricula and materials

- 2.1 Delivers all core content consistent with AHA published guidelines, Instructor Manual, Lesson Plans, and agenda

Yes

☐

Yes with req

☐

No

☐

Not observed

☐

Reviewer's comments:

- 2.2 Uses videos, checklists, equipment, and other tools as directed in the Instructor Manual

Yes

☐

Yes with req

☐

No

☐

Not observed

☐

Reviewer's comments:

- 2.3 Allows adequate time for content delivery, skills practice, and debriefing

Yes

☐

Yes with req

☐

No

☐

Not observed

☐

Reviewer's comments:



## Instructor Monitor Tool

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2.4 Promotes retention by reinforcing key points

Yes

☐

Yes with req

☐

No

☐

Not observed

☐

Reviewer's comments:

2.5 Delivers course in a safe and nonthreatening manner

Yes

☐

Yes with req

☐

No

☐

Not observed

☐

Reviewer's comments:

2.6 Relates course material to audience (prehospital or in-facility)

Yes

☐

Yes with req

☐

No

☐

Not observed

☐

Reviewer's comments:

## American Heart Association Emergency Cardiovascular Care Program

### Instructor Monitor Tool

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2.7 Effectively operates technology used in the course

Yes

☐

Yes with req

☐

No

☐

Not observed

☐

Reviewer's comments:

2.8 Adapts terminology appropriate to location, audience, and culture

Yes

☐

Yes with req

☐

No

☐

Not observed

☐

Reviewer's comments:

2.9 Accommodates students who have disabilities and other special needs

Yes

☐

Yes with req

☐

No

☐

Not observed

☐

Reviewer's comments:

## Instructor Monitor Tool

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2.10 Provides timely and appropriate feedback to students

Yes

☐

Yes with req

☐

No

☐

Not observed

☐

Reviewer's comments:

2.11 Uses principles of effective team dynamics during small group activities

Yes

☐

Yes with req

☐

No

☐

Not observed

☐

Reviewer's comments:

2.12 Facilitates debriefings after scenarios to improve individual and team performance

Yes

☐

Yes with req

☐

No

☐

Not observed

☐

Reviewer's comments:

## Instructor Monitor Tool

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**Testing and Remediation:** Measures students' skills and knowledge against performance guidelines and provides remediation when needed to consolidate learning

2.13 Tests students by using AHA course materials according to instructions in the Instructor Manual

Yes

☐

Yes with req

☐

No

☐

Not observed

☐

Reviewer's comments:

2.14 Provides feedback to students in a private and confidential manner

Yes

☐

Yes with req

☐

No

☐

Not observed

☐

Reviewer's comments:

2.15 Provides remediation by directing students to reference material and by providing additional practice opportunities

Yes

☐

Yes with req

☐

No

☐

Not observed

☐

Reviewer's comments:

## Instructor Monitor Tool

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2.16 Retests students when indicated

Yes

☐

Yes with req

☐

No

☐

Not observed

☐

Reviewer's comments:

**Professionalism:** Maintains a high standard of ethics and professionalism when representing the AHA

2.17 Demonstrates professional behavior in physical presentation and teaching, including enthusiasm, honesty, integrity, commitment, compassion, and respect

Yes

☐

Yes with req

☐

No

☐

Not observed

☐

Reviewer's comments:

2.18 Follows HIPAA, FERPA, and/or local guidelines maintaining confidentiality

Yes

☐

Yes with req

☐

No

☐

Not observed

☐

Reviewer's comments:

American Heart Association Emergency Cardiovascular Care Program

## Instructor Monitor Tool

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2.19 Recognizes and appropriately responds to ethical issues encountered in training

Yes

☐

Yes with req

☐

No

☐

Not observed

☐

Reviewer's comments:

2.20 Maintains student confidentiality when appropriate

Yes

☐

Yes with req

☐

No

☐

Not observed

☐

Reviewer's comments:

Overall comments from TF observer:

Review completed:

☐ Successful

Comment:

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## Instructor Monitor Tool

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☐ Remediation needed

Comment:

☐ Unsuccessful

Comment:

TF name: \_\_\_\_\_

TF signature: \_\_\_\_\_ Date: \_\_\_\_\_

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## Instructor Monitor Tool

### SECTION 3: Review of candidate or instructor. To be completed by TC Coordinator.

I have reviewed the Instructor Monitor Tool with my TC Coordinator, and my instructor status has been reviewed with me. Overall comments from monitored candidate or instructor:

Candidate or instructor name: \_\_\_\_\_

Candidate or instructor signature: \_\_\_\_\_ Date: \_\_\_\_\_

TC Coordinator name: \_\_\_\_\_

TC Coordinator signature: \_\_\_\_\_ Date: \_\_\_\_\_