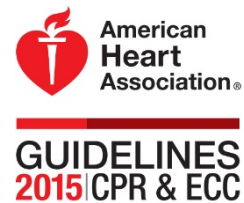


2015 Interim Training Materials

BLS Lesson Changes



Purpose

These instructions will help you as a BLS Instructor to update the current (2010 Guidelines) course materials with science from the *2015 American Heart Association Guidelines Update for Cardiopulmonary Resuscitation and Emergency Cardiovascular Care*. Instructors must incorporate the 2015 science updates into skills for all BLS courses (BLS for Healthcare Providers [BLS HCP], BLS for Prehospital Providers [BLS PHP], BLS HCP Online, and HeartCode® BLS).

The Interim Training Materials may be used until new products are released. You must complete the 2015 Science Update for BLS Instructors and begin including the 2015 Guidelines Update science in all courses by February 15, 2016.

Instructor Preparation

As a BLS Instructor, you should be prepared to answer students' questions about the 2015 Guidelines Update. Therefore, you should review the Interim Training Materials, the 2015 Guidelines Update, the *Highlights of the 2015 AHA Guidelines Update for CPR and ECC* ("Guidelines Highlights"), and the *2015 Handbook of Emergency Cardiovascular Care for Healthcare Providers* before the course. You must complete the 2015 Science Update for BLS Instructors before integrating the 2015 Guidelines Update science into your courses.

2 Weeks Before Class

Ensure that students have the following materials:

1. 2011 BLS HCP Student Manual (for BLS HCP Course)
 2. BLS HCP Student Manual Comparison Chart (for BLS HCP Course)
 3. Optional: 2015 Handbook of ECC
 4. Optional: 2015 Guidelines Highlights (available at Guidelineshighlights.heart.org)
 5. Optional: 2015 Guidelines Update (available at 2015ECCguidelines.heart.org)
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**Day of Class
Materials List
for Instructors**

Required materials:

1. 2011 BLS HCP Instructor Manual
2. 2014 BLS PHP Instructor Supplement (for BLS PHP Course)
3. Current course DVD
4. 2015 Guidelines Highlights (available at Guidelineshighlights.heart.org)
5. 2015 Guidelines Update
6. BLS Course—2015 Interim Tools: 1- and 2-Rescuer Adult BLS With AED Skills Testing Sheet and 1- and 2-Rescuer Infant BLS Skills Testing Sheet for each student (available on AHA Instructor Network)
7. BLS for Healthcare Providers Exam Changes (from Training Center Coordinator)

**Lesson Map
Changes**

To teach a BLS HCP or BLS PHP course, follow the Lesson Maps/Plans from the 2011 BLS HCP Instructor Manual or 2014 BLS PHP Instructor Supplement, with the following modifications:

2011 HCP Lesson Map, Initial/Renewal Course	Modification
HCP 2/HCP-R 2: Course Overview/2010 Science Update	Fast forward through the 2010 Science Update. At the end of this lesson, where the Critical Concepts screen appears, pause and discuss the components of high-quality CPR, using the chart at the end of this document as a guide.
HCP 5/HCP-R 5: Assessment and Scene Safety	Using the Interim Tool for the BLS HCP Student Manual and the revised skills testing sheets, discuss the simultaneous assessment of breathing and pulse.
HCP 6/HCP-R 6: Chest Compressions for Adult Victims	Pause when the Critical Concepts screen appears. Remind students of the changes in compression rate; emphasize compression depth and full recoil. Observe student practice for implementation of these parameters.

<p>HCP 8/HCP-R 9: Adult Compressions and Breaths Practice</p>	<p>Review changes when the Critical Concepts screen appears.</p> <p>Observe students for all components of high-quality CPR as defined in the 2015 Guidelines Update.</p>
<p>HCP 9: 1-Rescuer Adult BLS Practice Session</p>	<p>Observe students for all components of high-quality CPR as defined in the 2015 Guidelines Update.</p>
<p>HCP 15/HCP-R 13: 1- and 2-Rescuer Adult BLS With AED Practice Session</p>	<p>Review changes when the Critical Concepts screen appears.</p> <p>Observe students for all components of high-quality CPR as defined in the 2015 Guidelines Update.</p> <p>Minimize interruptions at all times.</p>
<p>HCP 17/HCP-R 15: Chest Compressions for Child Victims</p>	<p>When the Critical Concepts screen appears, review changes as defined in the 2015 Guidelines Update:</p> <ul style="list-style-type: none"> • Compression rate: 100 to 120/min • Compression depth: at least one third AP diameter of the chest, or about 2 inches (5 cm) • 2 hands or 1 hand on the lower half of the breastbone (sternum) • Allow full recoil after each compression; do not lean on the chest • Minimize interruptions in chest compressions to less than 10 seconds <p>Observe students for all components of high-quality CPR for children.</p>
<p>HCP 20: 2-Finger Chest Compressions for Infant Victims</p>	<p>When the Critical Concepts screen appears, review changes as defined in the 2015 Guidelines Update:</p> <ul style="list-style-type: none"> • Compression rate: 100 to 120/min • Compression depth: at least one third AP diameter of the chest, or about 1½ inches (4 cm) • 2 fingers in the center of the chest, just below the nipple line

	<ul style="list-style-type: none"> • Allow full recoil after each compression; do not lean on the chest <p>Observe students for all components of high-quality CPR for infants.</p>
<p>HCP 22: 2-Rescuer Infant CPR/2 Thumb–Encircling Hands Chest Compressions for Infant Victims</p>	<p>When the Critical Concepts screen appears, discuss changes as defined in the 2015 Guidelines Update:</p> <ul style="list-style-type: none"> • Compression rate: 100 to 120/min • Compression depth: at least one third AP diameter of the chest, or about 1½ inches (4 cm) • 2 or more rescuers: 2 thumb–encircling hands in the center of the chest, just below the nipple line • Allow full recoil after each compression; do not lean on the chest <p>Observe students for all components of high-quality CPR for infants.</p>
<p>HCP 23/HCP-R 18: 1- and 2-Rescuer Infant BLS/CPR Practice Session</p>	<p>When the Critical Concepts screen appears, discuss changes as defined in the 2015 Guidelines Update:</p> <ul style="list-style-type: none"> • Compression rate: 100 to 120/min • Compression depth: at least one third AP diameter of the chest, or about 1½ inches (4 cm) • 1 rescuer: 2 fingers in the center of the chest, just below the nipple line • 2 or more rescuers: 2 thumb–encircling hands in the center of the chest, just below the nipple line • Allow full recoil after each compression; do not lean on the chest • Minimize interruptions in chest compressions to less than 10 seconds <p>Observe students for all components of high-quality CPR for infants.</p>
<p>HCP 25/HCP-R 20: CPR With an Advanced Airway</p>	<p>Pause the video and emphasize the change in ventilation rate to 1 breath every 6 seconds for all ages.</p>

2014 PHP Lesson Plan	Modification
PHP Lesson 2: Practice Discrete Skills— Adult/Child	Observe students for all components of high-quality CPR as defined in the 2015 Guidelines Update. Discuss the simultaneous assessment of breathing and pulse. Discuss and observe the updated compression rate, depth, and full recoil.
PHP Lesson 3: 1- and 2-Rescuer Adult BLS With AED Skills Practice	Observe students for all components of high-quality CPR as defined in the 2015 Guidelines Update.
PHP Lesson 4: 1- and 2-Rescuer Adult BLS With AED Skills Test	Observe students for all components of high-quality CPR as defined in the 2015 Guidelines Update.
PHP Lesson 7: Practice Discrete Skills— Infant	Observe students for all components of high-quality CPR for infants as defined in the 2015 Guidelines Update.
PHP Lesson 8: 1- and 2-Rescuer Infant BLS Skills Practice	Observe students for all components of high-quality CPR for infants as defined in the 2015 Guidelines Update.

BLS Dos and Don'ts of Adult High-Quality CPR

Rescuers Should	Rescuers Should <i>Not</i>
Perform chest compressions at a rate of 100 to 120/min	Compress at a rate slower than 100/min or faster than 120/min
Compress to a depth of at least 2 inches (5 cm)	Compress to a depth of less than 2 inches (5 cm) or greater than 2.4 inches (6 cm)
Allow full recoil after each compression	Lean on the chest between compressions
Minimize pauses in compressions	Interrupt compressions for greater than 10 seconds
Ventilate adequately (2 breaths after 30 compressions, each breath delivered over 1 second, each causing chest rise)	Provide excessive ventilation (ie, too many breaths or breaths with excessive force)