

American Heart Association

BLS Instructor Essentials Exams A and B

March 2021

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Student Answer Sheet
BLS Instructor Essentials Exam

Name: _____ Date: _____ Version: _____

Question	Answer			
1.	A	B	C	D
2.	A	B	C	D
3.	A	B	C	D
4.	A	B	C	D
5.	A	B	C	D
6.	A	B	C	D
7.	A	B	C	D
8.	A	B	C	D
9.	A	B	C	D
10.	A	B	C	D
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	C	D
18.	A	B	C	D
19.	A	B	C	D
20.	A	B	C	D
21.	A	B	C	D
22.	A	B	C	D
23.	A	B	C	D
24.	A	B	C	D
25.	A	B	C	D

American Heart Association

BLS Instructor Essentials Exam A

March 2021

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BLS Instructor Essentials Exam A

(25 questions)

Please do not mark on this exam. Record the best answer on the separate answer sheet.

1. What is a prerequisite to becoming an AHA Instructor?
 - A. Work in a healthcare setting
 - B. Be a healthcare provider for at least 5 years
 - C. Be a current provider in all AHA disciplines
 - D. Be aligned with a Training Center
2. Which resource provides AHA Instructors with access to the *Program Administration Manual*?
 - A. The elearning.heart.org website
 - B. The BLS Instructor Package
 - C. The AHA Instructor Network
 - D. The *BLS Instructor Manual*
3. You are a BLS Instructor and want to add the AHA logo to a flyer advertising a BLS course that you will be offering. What instructor resource would you use to find out if this is allowed?
 - A. The *Program Administration Manual*
 - B. The *BLS Instructor Manual*
 - C. The AHA Instructor Community
 - D. The monthly *ECC Beat* newsletter
4. You're going to be teaching in an unfamiliar facility. As part of your preparation, you arrive an hour early to set up the room because the room was unavailable the day before. Which action would be considered inappropriate or unprofessional?
 - A. Arranging the manikins based on the number of students so that all students have enough space to practice CPR
 - B. Checking that all audiovisual equipment is in working order
 - C. Clearing out any clutter and making sure the video screen is visible to students
 - D. Waiting for students to arrive so that they can assist in setting up the classroom
5. As an AHA Instructor, when do you complete a course roster?
 - A. Before students arrive for the course
 - B. As students arrive for the course
 - C. One week after the course is completed
 - D. One week before the course
6. What are the AHA core competencies for instructor candidates?
 - A. Skills, course delivery, testing, professionalism, and program administration
 - B. Course delivery, professionalism, measurement evaluation, testing, and skills
 - C. Skills, program administration, curriculum design, professionalism, and marketing
 - D. Testing, course delivery, marketing, distribution, and program administration

7. You are going to teach a BLS Provider Course and need to check that all equipment is in good condition and is working. In what step of the AHA Instruction Cycle would you complete this action?
- A. Keep current
 - B. Prepare
 - C. Teach
 - D. Close
8. What are the 5 steps of the AHA Instruction Cycle?
- A. Prepare, test and remediate, close, resources, and lesson plans
 - B. Prepare, teach, test and remediate, resources, and lesson plans
 - C. Prepare, teach, report, resources, and keep current
 - D. Prepare, teach, test and remediate, close, and keep current
9. What is the AHA Instructor Network?
- A. An online resource for all instructors that includes information about AHA Emergency Cardiovascular Care programs and science
 - B. An annual networking meeting for all AHA Instructors
 - C. A monthly forum for instructors
 - D. A series of videos used to train new instructors
10. Why is it important to use the skills testing checklist during skills testing?
- A. To provide students with a resource to compare how they did after class
 - B. To have an objective method for evaluating skills performance
 - C. To provide documentation for student attendance
 - D. To have a subjective method for evaluating skills practice
11. Which is a primary purpose of lesson plans?
- A. To evaluate overall course effectiveness and student learning
 - B. To ensure that the course is taught the way it was designed
 - C. To identify the role of the Training Center Coordinator
 - D. To provide students with a description of the course content
12. You are teaching a BLS Provider Course with one other instructor and have 8 students in your class. What is the minimum number of manikins that you must have to teach the course?
- A. 3 manikins
 - B. 2 manikins
 - C. 7 manikins
 - D. 4 manikins

13. You are teaching the HeartCode BLS Course. Students have taken the online portion and are now coming into the classroom for the hands-on session. After collecting the students' online completion certificates, what should you do?
 - A. Evaluate the students' skills performance by having them practice, and then give the optional exam
 - B. Follow the directions in the blended-learning lesson plans for student skills practice and testing
 - C. Test students on their skills and do not allow remediation; if a student is unsuccessful on a skills test, have the student take the classroom-based course
 - D. Allow the students to practice with the video until they all feel comfortable with their skills; you do not have to test skills if you and the students feel comfortable with their skills performance
14. A student fails to get the correct depth and rate of compressions on the infant skills test. You show him the skills testing checklist and which steps he didn't pass, and then you coach him through practice. On a second attempt, the rate is better, but the depth and recoil are wrong. What should you do?
 - A. Don't issue the course completion card; inform the student that he didn't pass the skills test and will need additional practice and remediation
 - B. Don't issue the course completion card unless he passes the exam
 - C. Issue the course completion card, because depth and recoil are subjective and should not be evaluated by an instructor
 - D. Issue the course completion card, because compression rate is the most important part of successful CPR
15. You are teaching a Heartsaver course at a manufacturing warehouse that uses highly corrosive chemicals. Before class, the manager shows you the in-house policies about managing electricity, electrical burns, and chemical burns and asks you to use the in-house materials to teach during the burns section of the course. How can you incorporate the materials into the course?
 - A. Replace the short AHA burns section with the more detailed in-house materials
 - B. Merge the two and incorporate the in-house materials into the AHA burns lesson, without specifying that the material is not from the AHA
 - C. Present the in-house information at the end of the course, specifying that the material is not from the AHA
 - D. Tell the manager that you cannot include non-AHA materials in an AHA course
16. What is an example of the minimum number of courses you can teach within a 2-year period to maintain a BLS Instructor status?
 - A. 6 BLS Provider Courses
 - B. 2 BLS Provider Courses, 1 HeartCode BLS Course, and 1 Heartsaver Course
 - C. 4 BLS Provider Courses and 1 Heartsaver Course
 - D. 2 BLS Provider Courses, 2 HeartCode BLS Courses, and 2 Heartsaver Courses
17. In the BLS Provider Course, during which part do you demonstrate structured debriefing skills?
 - A. The high-performance teams activity
 - B. Practice-while-watching segments
 - C. Adult and infant BLS skills testing
 - D. The Conclusion lesson

18. What is a characteristic of an effective debriefing session?
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 - B. Incorrect behavior focus
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 - B. To take notes from the instructor's feedback
 - C. To critique only the performance of others
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20. If students in your class are struggling with team roles in the high-performance teams activity, what should you say to help the students improve their skills?
- A. "Please go back to your seats and read your manual again."
 - B. "Do you need more practice?"
 - C. "There seems to be confusion about the team roles. Would you like to review the team dynamics diagram in your provider manual and try again?"
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 - B. Explain how 2 rescuers should switch every 2 minutes to give the best-quality compressions
 - C. Explain the correct depth of compressions and provide positive and corrective feedback
 - D. Explain how fragile an infant's chest is and the importance of not breaking any bones
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 - C. At least two thirds the depth of the chest, approximately 4 inches (10 cm)
 - D. At least three fourths the depth of the chest, approximately 4½ inches (12 cm)
24. When you evaluate a student performing 2-rescuer adult CPR, what ratio of compressions to breaths should you look for?
- A. 10:2
 - B. 15:2
 - C. 30:2
 - D. 50:2

25. What is a primary focus of a CPR Coach?

- A. To help ensure high-quality BLS and minimize pauses in compressions
- B. To evaluate the team leader
- C. To identify and correct mistakes made by members of the resuscitation team
- D. To offer assistance in case of fatigue from compressions

Answer Key BLS Instructor Essentials Exam A

Question	Answer			
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4.	A	B	C	•
5.	A	•	C	D
6.	•	B	C	D
7.	A	•	C	D
8.	A	B	C	•
9.	•	B	C	D
10.	A	•	C	D
11.	A	•	C	D
12.	•	B	C	D
13.	A	•	C	D
14.	•	B	C	D
15.	A	B	•	D
16.	A	•	C	D
17.	•	B	C	D
18.	A	B	C	•
19.	•	B	C	D
20.	A	B	•	D
21.	A	B	•	D
22.	A	•	C	D
23.	A	•	C	D
24.	A	B	•	D
25.	•	B	C	D

Annotated Answer Key BLS Instructor Essentials Exam A

Instructor manual page numbers below refer to the printed book and the eBook as viewed through the offline desktop/laptop reader, not the eBook as viewed through the mobile apps or ebooks.heart.org.

1. What is a prerequisite to becoming an AHA Instructor?

- A. Work in a healthcare setting
- B. Be a healthcare provider for at least 5 years
- C. Be a current provider in all AHA disciplines
- D. Be aligned with a Training Center

The correct answer is D. All AHA Instructors are required to register with the AHA to be aligned with a Training Center. Alignment must be approved by that Training Center before access to Instructor Network content is available. [*BLS Instructor Manual* > Part 1: General Concepts > Critical Role of the Instructor > Instructor Needs and Resources > Instructor Network; page 2]

2. Which resource provides AHA Instructors with access to the *Program Administration Manual*?

- A. The elearning.heart.org website
- B. The BLS Instructor Package
- C. The AHA Instructor Network
- D. The *BLS Instructor Manual*

The correct answer is C. AHA Instructors should use the AHA Instructor Network for the most current version of the *Program Administration Manual*. [*Program Administration Manual* > preface]

3. You are a BLS Instructor and want to add the AHA logo to a flyer advertising a BLS course that you will be offering. What instructor resource would you use to find out if this is allowed?

- A. The *Program Administration Manual*
- B. The *BLS Instructor Manual*
- C. The AHA Instructor Community
- D. The monthly *ECC Beat* newsletter

The correct answer is A. Information regarding the AHA's stylized name and heart-and-torch logo is found in the Trademarks section of the *Program Administration Manual*. [*Program Administration Manual* > Legal Aspects > Trademarks]

4. You're going to be teaching in an unfamiliar facility. As part of your preparation, you arrive an hour early to set up the room because the room was unavailable the day before. Which action would be considered inappropriate or unprofessional?
- A. Arranging the manikins based on the number of students so that all students have enough space to practice CPR
 - B. Checking that all audiovisual equipment is in working order
 - C. Clearing out any clutter and making sure the video screen is visible to students
 - D. Waiting for students to arrive so that they can assist in setting up the classroom

The correct answer is D. If the room is unavailable the day before, instructors should set up the room and make sure that all technology and equipment are working properly the day of the course, in plenty of time before students arrive. [*BLS Instructor Manual* > Part 5: BLS Lesson Plans > Precourse Preparation > Day Before Class, and Day of Class; page BLS 2]

5. As an AHA Instructor, when do you complete a course roster?
- A. Before students arrive for the course
 - B. As students arrive for the course
 - C. One week after the course is completed
 - D. One week before the course

The correct answer is B. The course roster is to be completed by students as they arrive for class. [*BLS Instructor Manual* > Part 5: BLS Lesson Plans > Precourse Preparation > Day of Class; page BLS 2]

6. What are the AHA core competencies for instructor candidates?
- A. Skills, course delivery, testing, professionalism, and program administration
 - B. Course delivery, professionalism, measurement evaluation, testing, and skills
 - C. Skills, program administration, curriculum design, professionalism, and marketing
 - D. Testing, course delivery, marketing, distribution, and program administration

The correct answer is A. The AHA has defined these 5 core competencies for all instructor candidates: skills, course delivery, testing, professionalism, and program administration. [*Program Administration Manual* > Course Information > Provider Instructor Essentials Courses > Instructor Candidates]

7. You are going to teach a BLS Provider Course and need to check that all equipment is in good condition and is working. In what step of the AHA Instruction Cycle would you complete this action?
- A. Keep current
 - B. Prepare
 - C. Teach
 - D. Close

The correct answer is B. As part of the precourse preparation, setting up the room and making sure that all technology and equipment are working properly should be completed the day before the course, or the day of the course if the room is unavailable the day before. [*BLS Instructor Manual* > Part 5: BLS Lesson Plans > Precourse Preparation > Day Before Class; page BLS 2]

8. What are the 5 steps of the AHA Instruction Cycle?

- A. Prepare, test and remediate, close, resources, and lesson plans
- B. Prepare, teach, test and remediate, resources, and lesson plans
- C. Prepare, teach, report, resources, and keep current
- D. Prepare, teach, test and remediate, close, and keep current

The correct answer is D. The 5 steps of the AHA Instruction Cycle are prepare, teach, test and remediate, close, and keep current. [*Instructor Essentials Instructor Candidate Workbook* > FAQ; page 12]

9. What is the AHA Instructor Network?

- A. An online resource for all instructors that includes information about AHA Emergency Cardiovascular Care programs and science
- B. An annual networking meeting for all AHA Instructors
- C. A monthly forum for instructors
- D. A series of videos used to train new instructors

The correct answer is A. The AHA provides the Instructor Network as a resource to instructors. Here, instructors can access up-to-date resources and reference information about the AHA ECC programs and science. [*BLS Instructor Manual* > Part 1: General Concepts > Critical Role of the Instructor > Instructor Needs and Resources > Instructor Network; page 2]

10. Why is it important to use the skills testing checklist during skills testing?

- A. To provide students with a resource to compare how they did after class
- B. To have an objective method for evaluating skills performance
- C. To provide documentation for student attendance
- D. To have a subjective method for evaluating skills practice

The correct answer is B. As part of the emphasis on better teaching and learning, the AHA developed CPR skills tests to ensure that there is a uniform and objective approach for testing CPR skills. The skills testing checklists help instructors evaluate each student's CPR skills. [*BLS Instructor Manual* > Part 4: Testing > Testing for Course Completion > Skills Testing; page 49]

11. Which is a primary purpose of lesson plans?

- A. To evaluate overall course effectiveness and student learning
- B. To ensure that the course is taught the way it was designed
- C. To identify the role of the Training Center Coordinator
- D. To provide students with a description of the course content

The correct answer is B. All AHA ECC instructor manuals include lesson plans. The purposes of lesson plans are to help instructors facilitate ECC courses, ensure consistency from course to course, keep instructors focused on the main objectives for each lesson, and explain the instructor's responsibilities during the course. [*BLS Instructor Manual* > Part 3: Teaching the Course > Instructor Teaching Materials > Understanding Lesson Plans; page 34]

12. You are teaching a BLS Provider Course with one other instructor and have 8 students in your class. What is the minimum number of manikins that you must have to teach the course?

- A. 3 manikins
- B. 2 manikins
- C. 7 manikins
- D. 4 manikins

The correct answer is A. The course size for the BLS Provider Course is flexible. The course is designed for a ratio of 3 students to 1 manikin, with no more than 2 manikins to 1 instructor. [*BLS Instructor Manual* > Part 2: Preparing for the Course > Course Audience > Instructor-to-Student Ratio; page 27]

13. You are teaching the HeartCode BLS Course. Students have taken the online portion and are now coming into the classroom for the hands-on session. After collecting the students' online completion certificates, what should you do?

- A. Evaluate the students' skills performance by having them practice, and then give the optional exam
- B. Follow the directions in the blended-learning lesson plans for student skills practice and testing
- C. Test students on their skills and do not allow remediation; if a student is unsuccessful on a skills test, have the student take the classroom-based course
- D. Allow the students to practice with the video until they all feel comfortable with their skills; you do not have to test skills if you and the students feel comfortable with their skills performance

The correct answer is B. After collecting students' online completion certificates, instructors should proceed to the next HeartCode BLS lesson plan. The hands-on session includes skills practice, which is the practical, hands-on portion of the blended-learning course. The hands-on session also includes skills testing—the same skills tests conducted in the full BLS Course and the BLS Renewal Course. [*BLS Instructor Manual* > Part 6: HeartCode BLS Lesson Plans > Precourse Preparation > Day of Class; page HeartCode BLS 2]

14. A student fails to get the correct depth and rate of compressions on the infant skills test. You show him the skills testing checklist and which steps he didn't pass, and then you coach him through practice. On a second attempt, the rate is better, but the depth and recoil are wrong. What should you do?

- A. Don't issue the course completion card; inform the student that he didn't pass the skills test and will need additional practice and remediation
- B. Don't issue the course completion card unless he passes the exam
- C. Issue the course completion card, because depth and recoil are subjective and should not be evaluated by an instructor
- D. Issue the course completion card, because compression rate is the most important part of successful CPR

The correct answer is A. Some students may need additional practice or may need to repeat the course to demonstrate skills competency and receive a course completion card. [*BLS Instructor Manual* > Part 5: BLS Lesson Plans > Lesson 13: Remediation; page BLS 32]

15. You are teaching a Heartsaver course at a manufacturing warehouse that uses highly corrosive chemicals. Before class, the manager shows you the in-house policies about managing electricity, electrical burns, and chemical burns and asks you to use the in-house materials to teach during the burns section of the course. How can you incorporate the materials into the course?
- A. Replace the short AHA burns section with the more detailed in-house materials
 - B. Merge the two and incorporate the in-house materials into the AHA burns lesson, without specifying that the material is not from the AHA
 - C. Present the in-house information at the end of the course, specifying that the material is not from the AHA
 - D. Tell the manager that you cannot include non-AHA materials in an AHA course

The correct answer is C. As an instructor, you can best serve your students when you can adapt to meet the needs of a specific audience. Some course flexibility is allowed. Any non-AHA content must be identified as *not approved or reviewed by the AHA*, and the source of the information must be provided to the students. [*BLS Instructor Manual* > Part 1: General Concepts > Course Planning and Support Materials > Tailoring to the Audience > Non-AHA Content; page 8]

16. What is an example of the minimum number of courses you can teach within a 2-year period to maintain a BLS Instructor status?
- A. 6 BLS Provider Courses
 - B. 2 BLS Provider Courses, 1 HeartCode BLS Course, and 1 Heartsaver Course
 - C. 4 BLS Provider Courses and 1 Heartsaver Course
 - D. 2 BLS Provider Courses, 2 HeartCode BLS Courses, and 2 Heartsaver Courses

The correct answer is B. Instructors must earn 4 credits every 2 years to maintain their instructor status. [*BLS Instructor Manual* > Part 1: General Concepts > Instructor Training > Instructor Renewal Criteria: BLS; page 24]

17. In the BLS Provider Course, during which part do you demonstrate structured debriefing skills?
- A. The high-performance teams activity
 - B. Practice-while-watching segments
 - C. Adult and infant BLS skills testing
 - D. The Conclusion lesson

The correct answer is A. During the high-performance teams activity, debrief by allowing the team to say what they thought went well and what could have been better. [*BLS Instructor Manual* > Part 5: BLS Lesson Plans > Lesson 6: High-Performance Teams > Discussion: High-Performance Teams Activity Debriefing; page BLS 18]

18. What is a characteristic of an effective debriefing session?
- A. Instructor-focused feedback
 - B. Incorrect behavior focus
 - C. One-on-one feedback
 - D. Student discussion

The correct answer is D. The characteristics of an effective debriefing session include active participation, student discussion, self-analysis, application, and thorough processing of information. [*BLS Instructor Manual* > Part 1: General Concepts > Implementing Resuscitation Education Science in Training > Debriefing > Effective Debriefing Characteristics; page 15]

19. In an effective debriefing session, what is an ideal student outcome?

- A. To analyze and evaluate what happened
- B. To take notes from the instructor's feedback
- C. To critique only the performance of others
- D. To recite the correct BLS algorithm for the scenario

The correct answer is A. With effective debriefing, students should analyze and evaluate what happened, recognize how tools can help them manage situations, and develop the habit of self-critique. [*BLS Instructor Manual* > Part 1: General Concepts > Implementing Resuscitation Education Science in Training > Debriefing > Effective Debriefing Characteristics; page 15]

20. If students in your class are struggling with team roles in the high-performance teams activity, what should you say to help the students improve their skills?

- A. "Please go back to your seats and read your manual again."
- B. "Do you need more practice?"
- C. "There seems to be confusion about the team roles. Would you like to review the team dynamics diagram in your provider manual and try again?"
- D. "Would you like me to show you all the steps?"

The correct answer is C. Coach students in teamwork throughout the activity. Provide focused practice as needed. [*BLS Instructor Manual* > Part 5: BLS Lesson Plans > Lesson 6: High-Performance Teams > Students Practice; page BLS 18]

21. You see a student giving shallow compressions to an infant manikin during BLS skills practice. What should you do?

- A. Explain the importance of the compression-to-ventilation ratio
- B. Explain how 2 rescuers should switch every 2 minutes to give the best-quality compressions
- C. Explain the correct depth of compressions and provide positive and corrective feedback
- D. Explain how fragile an infant's chest is and the importance of not breaking any bones

The correct answer is C. The instructor is critical to successful student outcomes in this course and can facilitate this by observing students' actions and coaching them as necessary and by providing positive or corrective feedback. [*BLS Instructor Manual* > Part 1: General Concepts > Critical Role of the Instructor; page 2]

22. When you evaluate a student performing infant CPR, what rate of compressions should you look for?

- A. 80 to 90/min
- B. 100 to 120/min
- C. 90 to 95/min
- D. 125 to 130/min

The correct answer is B. When you evaluate a student performing infant CPR, the student should perform high-quality chest compressions during 1-rescuer CPR by compressing at a rate of 100 to 120/min. [*BLS Instructor Manual* > Part 4: Testing > Testing for Course Completion > Infant CPR Skills Testing Critical Skills Descriptors; page 59]

23. When you evaluate a student performing child CPR, what depth of compressions should you look for?

- A. At least one fourth the depth of the chest, approximately 1½ inches (4 cm)
- B. At least one third the depth of the chest, approximately 2 inches (5 cm)
- C. At least two thirds the depth of the chest, approximately 4 inches (10 cm)
- D. At least three fourths the depth of the chest, approximately 4½ inches (12 cm)

The correct answer is B. When you evaluate a student performing chest compressions on a child, the student should compress at least one third the depth of the chest, approximately 2 inches (5 cm). [*BLS Instructor Manual* > Part 5: BLS Lesson Plans > Lesson 7: Child BLS > Practice While Watching: 2-Rescuer Child CPR > Rescuer 1; page BLS 22]

24. When you evaluate a student performing 2-rescuer adult CPR, what ratio of compressions to breaths should you look for?

- A. 10:2
- B. 15:2
- C. 30:2
- D. 50:2

The correct answer is C. When you evaluate a student performing 2-rescuer adult CPR, the student should use a compression-to-ventilation ratio of 30:2. [*BLS Instructor Manual* > Part 5: BLS Lesson Plans > Lesson 4: 2-Rescuer Adult BLS > Practice While Watching: 2-Rescuer Adult BLS > Rescuer 1; page BLS 11]

25. What is a primary focus of a CPR Coach?

- A. To help ensure high-quality BLS and minimize pauses in compressions
- B. To evaluate the team leader
- C. To identify and correct mistakes made by members of the resuscitation team
- D. To offer assistance in case of fatigue from compressions

The correct answer is A. A primary focus of a CPR Coach is to coach team members in performing high-quality BLS skills and help them minimize pauses in chest compressions. [*BLS Instructor Manual* > Part 1: General Concepts > Implementing Resuscitation Education Science in Training > The Role of a CPR Coach in a Resuscitation Team; page 12]

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BLS Instructor Essentials Exam B

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BLS Instructor Essentials Exam B

(25 questions)

Please do not mark on this exam. Record the best answer on the separate answer sheet.

1. What are the AHA core competencies for instructor candidates?
 - A. Skills, course delivery, testing, professionalism, and program administration
 - B. Course delivery, professionalism, measurement evaluation, testing, and skills
 - C. Skills, program administration, curriculum design, professionalism, and marketing
 - D. Testing, course delivery, marketing, distribution, and program administration
2. A student fails to get the correct depth and rate of compressions on the infant skills test. You show him the skills testing checklist and which steps he didn't pass, and then you coach him through practice. On a second attempt, the rate is better, but the depth and recoil are wrong. What should you do?
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 - D. Close
8. What is a characteristic of an effective debriefing session?
 - A. Instructor-focused feedback
 - B. Incorrect behavior focus
 - C. One-on-one feedback
 - D. Student discussion
9. You are a BLS Instructor and want to add the AHA logo to a flyer advertising a BLS course that you will be offering. What instructor resource would you use to find out if this is allowed?
 - A. The *Program Administration Manual*
 - B. The *BLS Instructor Manual*
 - C. The AHA Instructor Community
 - D. The monthly *ECC Beat* newsletter
10. In the BLS Provider Course, during which part do you demonstrate structured debriefing skills?
 - A. The high-performance teams activity
 - B. Practice-while-watching segments
 - C. Adult and infant BLS skills testing
 - D. The Conclusion lesson
11. You're going to be teaching in an unfamiliar facility. As part of your preparation, you arrive an hour early to set up the room because the room was unavailable the day before. Which action would be considered inappropriate or unprofessional?
 - A. Arranging the manikins based on the number of students so that all students have enough space to practice CPR
 - B. Checking that all audiovisual equipment is in working order
 - C. Clearing out any clutter and making sure the video screen is visible to students
 - D. Waiting for students to arrive so that they can assist in setting up the classroom
12. Which is a primary purpose of lesson plans?
 - A. To evaluate overall course effectiveness and student learning
 - B. To ensure that the course is taught the way it was designed
 - C. To identify the role of the Training Center Coordinator
 - D. To provide students with a description of the course content

13. What is a prerequisite to becoming an AHA Instructor?
- A. Work in a healthcare setting
 - B. Be a healthcare provider for at least 5 years
 - C. Be a current provider in all AHA disciplines
 - D. Be aligned with a Training Center
14. You are teaching the HeartCode BLS Course. Students have taken the online portion and are now coming into the classroom for the hands-on session. After collecting the students' online completion certificates, what should you do?
- A. Evaluate the students' skills performance by having them practice, and then give the optional exam
 - B. Follow the directions in the blended-learning lesson plans for student skills practice and testing
 - C. Test students on their skills and do not allow remediation; if a student is unsuccessful on a skills test, have the student take the classroom-based course
 - D. Allow the students to practice with the video until they all feel comfortable with their skills; you do not have to test skills if you and the students feel comfortable with their skills performance
15. What is a primary focus of a CPR Coach?
- A. To help ensure high-quality BLS and minimize pauses in compressions
 - B. To evaluate the team leader
 - C. To identify and correct mistakes made by members of the resuscitation team
 - D. To offer assistance in case of fatigue from compressions
16. You are teaching a Heartsaver course at a manufacturing warehouse that uses highly corrosive chemicals. Before class, the manager shows you the in-house policies about managing electricity, electrical burns, and chemical burns and asks you to use the in-house materials to teach during the burns section of the course. How can you incorporate the materials into the course?
- A. Replace the short AHA burns section with the more detailed in-house materials
 - B. Merge the two and incorporate the in-house materials into the AHA burns lesson, without specifying that the material is not from the AHA
 - C. Present the in-house information at the end of the course, specifying that the material is not from the AHA
 - D. Tell the manager that you cannot include non-AHA materials in an AHA course
17. What is an example of the minimum number of courses you can teach within a 2-year period to maintain a BLS Instructor status?
- A. 6 BLS Provider Courses
 - B. 2 BLS Provider Courses, 1 HeartCode BLS Course, and 1 Heartsaver Course
 - C. 4 BLS Provider Courses and 1 Heartsaver Course
 - D. 2 BLS Provider Courses, 2 HeartCode BLS Courses, and 2 Heartsaver Courses
18. You are teaching a BLS Provider Course with one other instructor and have 8 students in your class. What is the minimum number of manikins that you must have to teach the course?
- A. 3 manikins
 - B. 2 manikins
 - C. 7 manikins
 - D. 4 manikins

19. As an AHA Instructor, when do you complete a course roster?
- A. Before students arrive for the course
 - B. As students arrive for the course
 - C. One week after the course is completed
 - D. One week before the course
20. Which resource provides AHA Instructors with access to the *Program Administration Manual*?
- A. The [elearning.heart.org](https://www.heart.org/ehc/learn/aha_courses/aha_courses_elearning) website
 - B. The BLS Instructor Package
 - C. The AHA Instructor Network
 - D. The *BLS Instructor Manual*
21. When you evaluate a student performing 2-rescuer adult CPR, what ratio of compressions to breaths should you look for?
- A. 10:2
 - B. 15:2
 - C. 30:2
 - D. 50:2
22. When you evaluate a student performing child CPR, what depth of compressions should you look for?
- A. At least one fourth the depth of the chest, approximately 1½ inches (4 cm)
 - B. At least one third the depth of the chest, approximately 2 inches (5 cm)
 - C. At least two thirds the depth of the chest, approximately 4 inches (10 cm)
 - D. At least three fourths the depth of the chest, approximately 4½ inches (12 cm)
23. What are the 5 steps of the AHA Instruction Cycle?
- A. Prepare, test and remediate, close, resources, and lesson plans
 - B. Prepare, teach, test and remediate, resources, and lesson plans
 - C. Prepare, teach, report, resources, and keep current
 - D. Prepare, teach, test and remediate, close, and keep current
24. When you evaluate a student performing infant CPR, what rate of compressions should you look for?
- A. 80 to 90/min
 - B. 100 to 120/min
 - C. 90 to 95/min
 - D. 125 to 130/min
25. You see a student giving shallow compressions to an infant manikin during BLS skills practice. What should you do?
- A. Explain the importance of the compression-to-ventilation ratio
 - B. Explain how 2 rescuers should switch every 2 minutes to give the best-quality compressions
 - C. Explain the correct depth of compressions and provide positive and corrective feedback
 - D. Explain how fragile an infant's chest is and the importance of not breaking any bones

Answer Key BLS Instructor Essentials Exam B

Question	Answer			
1.	•	B	C	D
2.	•	B	C	D
3.	A	•	C	D
4.	A	B	•	D
5.	•	B	C	D
6.	•	B	C	D
7.	A	•	C	D
8.	A	B	C	•
9.	•	B	C	D
10.	•	B	C	D
11.	A	B	C	•
12.	A	•	C	D
13.	A	B	C	•
14.	A	•	C	D
15.	•	B	C	D
16.	A	B	•	D
17.	A	•	C	D
18.	•	B	C	D
19.	A	•	C	D
20.	A	B	•	D
21.	A	B	•	D
22.	A	•	C	D
23.	A	B	C	•
24.	A	•	C	D
25.	A	B	•	D

Annotated Answer Key BLS Instructor Essentials Exam B

Instructor manual page numbers below refer to the printed book and the eBook as viewed through the offline desktop/laptop reader, not the eBook as viewed through the mobile apps or ebooks.heart.org.

1. What are the AHA core competencies for instructor candidates?

- A. Skills, course delivery, testing, professionalism, and program administration
- B. Course delivery, professionalism, measurement evaluation, testing, and skills
- C. Skills, program administration, curriculum design, professionalism, and marketing
- D. Testing, course delivery, marketing, distribution, and program administration

The correct answer is A. The AHA has defined these 5 core competencies for all instructor candidates: skills, course delivery, testing, professionalism, and program administration. [*Program Administration Manual* > Course Information > Provider Instructor Essentials Courses > Instructor Candidates]

2. A student fails to get the correct depth and rate of compressions on the infant skills test. You show him the skills testing checklist and which steps he didn't pass, and then you coach him through practice. On a second attempt, the rate is better, but the depth and recoil are wrong. What should you do?

- A. Don't issue the course completion card; inform the student that he didn't pass the skills test and will need additional practice and remediation
- B. Don't issue the course completion card unless he passes the exam
- C. Issue the course completion card, because depth and recoil are subjective and should not be evaluated by an instructor
- D. Issue the course completion card, because compression rate is the most important part of successful CPR

The correct answer is A. Some students may need additional practice or may need to repeat the course to demonstrate skills competency and receive a course completion card. [*BLS Instructor Manual* > Part 5: BLS Lesson Plans > Lesson 13: Remediation; page BLS 32]

3. Why is it important to use the skills testing checklist during skills testing?

- A. To provide students with a resource to compare how they did after class
- B. To have an objective method for evaluating skills performance
- C. To provide documentation for student attendance
- D. To have a subjective method for evaluating skills practice

The correct answer is B. As part of the emphasis on better teaching and learning, the AHA developed CPR skills tests to ensure that there is a uniform and objective approach for testing CPR skills. The skills testing checklists help instructors evaluate each student's CPR skills. [*BLS Instructor Manual* > Part 4: Testing > Testing for Course Completion > Skills Testing; page 49]

4. If students in your class are struggling with team roles in the high-performance teams activity, what should you say to help the students improve their skills?
- A. "Please go back to your seats and read your manual again."
 - B. "Do you need more practice?"
 - C. "There seems to be confusion about the team roles. Would you like to review the team dynamics diagram in your provider manual and try again?"
 - D. "Would you like me to show you all the steps?"

The correct answer is C. Coach students in teamwork throughout the activity. Provide focused practice as needed. [*BLS Instructor Manual* > Part 5: BLS Lesson Plans > Lesson 6: High-Performance Teams > Students Practice; page BLS 18]

5. What is the AHA Instructor Network?
- A. An online resource for all instructors that includes information about AHA Emergency Cardiovascular Care programs and science
 - B. An annual networking meeting for all AHA Instructors
 - C. A monthly forum for instructors
 - D. A series of videos used to train new instructors

The correct answer is A. The AHA provides the Instructor Network as a resource to instructors. Here, instructors can access up-to-date resources and reference information about the AHA ECC programs and science. [*BLS Instructor Manual* > Part 1: General Concepts > Critical Role of the Instructor > Instructor Needs and Resources > Instructor Network; page 2]

6. In an effective debriefing session, what is an ideal student outcome?
- A. To analyze and evaluate what happened
 - B. To take notes from the instructor's feedback
 - C. To critique only the performance of others
 - D. To recite the correct BLS algorithm for the scenario

The correct answer is A. With effective debriefing, students should analyze and evaluate what happened, recognize how tools can help them manage situations, and develop the habit of self-critique. [*BLS Instructor Manual* > Part 1: General Concepts > Implementing Resuscitation Education Science in Training > Debriefing > Effective Debriefing Characteristics; page 15]

7. You are going to teach a BLS Provider Course and need to check that all equipment is in good condition and is working. In what step of the AHA Instruction Cycle would you complete this action?
- A. Keep current
 - B. Prepare
 - C. Teach
 - D. Close

The correct answer is B. As part of the precourse preparation, setting up the room and making sure that all technology and equipment are working properly should be completed the day before the course, or the day of the course if the room is unavailable the day before. [*BLS Instructor Manual* > Part 5: BLS Lesson Plans > Precourse Preparation > Day Before Class; page BLS 2]

8. What is a characteristic of an effective debriefing session?

- A. Instructor-focused feedback
- B. Incorrect behavior focus
- C. One-on-one feedback
- D. Student discussion

The correct answer is D. The characteristics of an effective debriefing session include active participation, student discussion, self-analysis, application, and thorough processing of information. [*BLS Instructor Manual* > Part 1: General Concepts > Implementing Resuscitation Education Science in Training > Debriefing > Effective Debriefing Characteristics; page 15]

9. You are a BLS Instructor and want to add the AHA logo to a flyer advertising a BLS course that you will be offering. What instructor resource would you use to find out if this is allowed?

- A. The *Program Administration Manual*
- B. The *BLS Instructor Manual*
- C. The AHA Instructor Community
- D. The monthly *ECC Beat* newsletter

The correct answer is A. Information regarding the AHA's stylized name and heart-and-torch logo is found in the Trademarks section of the *Program Administration Manual*. [*Program Administration Manual* > Legal Aspects > Trademarks]

10. In the BLS Provider Course, during which part do you demonstrate structured debriefing skills?

- A. The high-performance teams activity
- B. Practice-while-watching segments
- C. Adult and infant BLS skills testing
- D. The Conclusion lesson

The correct answer is A. During the high-performance teams activity, debrief by allowing the team to say what they thought went well and what could have been better. [*BLS Instructor Manual* > Part 5: BLS Lesson Plans > Lesson 6: High-Performance Teams > Discussion: High-Performance Teams Activity Debriefing; page BLS 18]

11. You're going to be teaching in an unfamiliar facility. As part of your preparation, you arrive an hour early to set up the room because the room was unavailable the day before. Which action would be considered inappropriate or unprofessional?

- A. Arranging the manikins based on the number of students so that all students have enough space to practice CPR
- B. Checking that all audiovisual equipment is in working order
- C. Clearing out any clutter and making sure the video screen is visible to students
- D. Waiting for students to arrive so that they can assist in setting up the classroom

The correct answer is D. If the room is unavailable the day before, instructors should set up the room and make sure that all technology and equipment are working properly the day of the course, in plenty of time before students arrive. [*BLS Instructor Manual* > Part 5: BLS Lesson Plans > Precourse Preparation > Day Before Class, and Day of Class; page BLS 2]

12. Which is a primary purpose of lesson plans?

- A. To evaluate overall course effectiveness and student learning
- B. To ensure that the course is taught the way it was designed
- C. To identify the role of the Training Center Coordinator
- D. To provide students with a description of the course content

The correct answer is B. All AHA ECC instructor manuals include lesson plans. The purposes of lesson plans are to help instructors facilitate ECC courses, ensure consistency from course to course, keep instructors focused on the main objectives for each lesson, and explain the instructor's responsibilities during the course. [*BLS Instructor Manual* > Part 3: Teaching the Course > Instructor Teaching Materials > Understanding Lesson Plans; page 34]

13. What is a prerequisite to becoming an AHA Instructor?

- A. Work in a healthcare setting
- B. Be a healthcare provider for at least 5 years
- C. Be a current provider in all AHA disciplines
- D. Be aligned with a Training Center

The correct answer is D. All AHA Instructors are required to register with the AHA to be aligned with a Training Center. Alignment must be approved by that Training Center before access to Instructor Network content is available. [*BLS Instructor Manual* > Part 1: General Concepts > Critical Role of the Instructor > Instructor Needs and Resources > Instructor Network; page 2]

14. You are teaching the HeartCode BLS Course. Students have taken the online portion and are now coming into the classroom for the hands-on session. After collecting the students' online completion certificates, what should you do?

- A. Evaluate the students' skills performance by having them practice, and then give the optional exam
- B. Follow the directions in the blended-learning lesson plans for student skills practice and testing
- C. Test students on their skills and do not allow remediation; if a student is unsuccessful on a skills test, have the student take the classroom-based course
- D. Allow the students to practice with the video until they all feel comfortable with their skills; you do not have to test skills if you and the students feel comfortable with their skills performance

The correct answer is B. After collecting students' online completion certificates, instructors should proceed to the next HeartCode BLS lesson plan. The hands-on session includes skills practice, which is the practical, hands-on portion of the blended-learning course. The hands-on session also includes skills testing—the same skills tests conducted in the full BLS Course and the BLS Renewal Course. [*BLS Instructor Manual* > Part 6: HeartCode BLS Lesson Plans > Precourse Preparation > Day of Class; page HeartCode BLS 2]

15. What is a primary focus of a CPR Coach?

- A. To help ensure high-quality BLS and minimize pauses in compressions
- B. To evaluate the team leader
- C. To identify and correct mistakes made by members of the resuscitation team
- D. To offer assistance in case of fatigue from compressions

The correct answer is A. A primary focus of a CPR Coach is to coach team members in performing high-quality BLS skills and help them minimize pauses in chest compressions. [*BLS Instructor Manual* > Part 1: General Concepts > Implementing Resuscitation Education Science in Training > The Role of a CPR Coach in a Resuscitation Team; page 12]

16. You are teaching a Heartsaver course at a manufacturing warehouse that uses highly corrosive chemicals. Before class, the manager shows you the in-house policies about managing electricity, electrical burns, and chemical burns and asks you to use the in-house materials to teach during the burns section of the course. How can you incorporate the materials into the course?

- A. Replace the short AHA burns section with the more detailed in-house materials
- B. Merge the two and incorporate the in-house materials into the AHA burns lesson, without specifying that the material is not from the AHA
- C. Present the in-house information at the end of the course, specifying that the material is not from the AHA
- D. Tell the manager that you cannot include non-AHA materials in an AHA course

The correct answer is C. As an instructor, you can best serve your students when you can adapt to meet the needs of a specific audience. Some course flexibility is allowed. Any non-AHA content must be identified as *not approved or reviewed by the AHA*, and the source of the information must be provided to the students. [*BLS Instructor Manual* > Part 1: General Concepts > Course Planning and Support Materials > Tailoring to the Audience > Non-AHA Content; page 8]

17. What is an example of the minimum number of courses you can teach within a 2-year period to maintain a BLS Instructor status?

- A. 6 BLS Provider Courses
- B. 2 BLS Provider Courses, 1 HeartCode BLS Course, and 1 Heartsaver Course
- C. 4 BLS Provider Courses and 1 Heartsaver Course
- D. 2 BLS Provider Courses, 2 HeartCode BLS Courses, and 2 Heartsaver Courses

The correct answer is B. Instructors must earn 4 credits every 2 years to maintain their instructor status. [*BLS Instructor Manual* > Part 1: General Concepts > Instructor Training > Instructor Renewal Criteria: BLS; page 24]

18. You are teaching a BLS Provider Course with one other instructor and have 8 students in your class. What is the minimum number of manikins that you must have to teach the course?

- A. 3 manikins
- B. 2 manikins
- C. 7 manikins
- D. 4 manikins

The correct answer is A. The course size for the BLS Provider Course is flexible. The course is designed for a ratio of 3 students to 1 manikin, with no more than 2 manikins to 1 instructor. [*BLS Instructor Manual* > Part 2: Preparing for the Course > Course Audience > Instructor-to-Student Ratio; page 27]

19. As an AHA Instructor, when do you complete a course roster?

- A. Before students arrive for the course
- B. As students arrive for the course
- C. One week after the course is completed
- D. One week before the course

The correct answer is B. The course roster is to be completed by students as they arrive for class. [*BLS Instructor Manual* > Part 5: BLS Lesson Plans > Precourse Preparation > Day of Class; page BLS 2]

20. Which resource provides AHA Instructors with access to the *Program Administration Manual*?

- A. The elearning.heart.org website
- B. The BLS Instructor Package
- C. The AHA Instructor Network
- D. The *BLS Instructor Manual*

The correct answer is C. AHA Instructors should use the AHA Instructor Network for the most current version of the *Program Administration Manual*. [*Program Administration Manual* > preface]

21. When you evaluate a student performing 2-rescuer adult CPR, what ratio of compressions to breaths should you look for?

- A. 10:2
- B. 15:2
- C. 30:2
- D. 50:2

The correct answer is C. When you evaluate a student performing 2-rescuer adult CPR, the student should use a compression-to-ventilation ratio of 30:2. [*BLS Instructor Manual* > Part 5: BLS Lesson Plans > Lesson 4: 2-Rescuer Adult BLS > Practice While Watching: 2-Rescuer Adult BLS > Rescuer 1; page BLS 11]

22. When you evaluate a student performing child CPR, what depth of compressions should you look for?

- A. At least one fourth the depth of the chest, approximately 1½ inches (4 cm)
- B. At least one third the depth of the chest, approximately 2 inches (5 cm)
- C. At least two thirds the depth of the chest, approximately 4 inches (10 cm)
- D. At least three fourths the depth of the chest, approximately 4½ inches (12 cm)

The correct answer is B. When you evaluate a student performing chest compressions on a child, the student should compress at least one third the depth of the chest, approximately 2 inches (5 cm). [*BLS Instructor Manual* > Part 5: BLS Lesson Plans > Lesson 7: Child BLS > Practice While Watching: 2-Rescuer Child CPR > Rescuer 1; page BLS 22]

23. What are the 5 steps of the AHA Instruction Cycle?

- A. Prepare, test and remediate, close, resources, and lesson plans
- B. Prepare, teach, test and remediate, resources, and lesson plans
- C. Prepare, teach, report, resources, and keep current
- D. Prepare, teach, test and remediate, close, and keep current

The correct answer is D. The 5 steps of the AHA Instruction Cycle are prepare, teach, test and remediate, close, and keep current. [*Instructor Essentials Instructor Candidate Workbook* > FAQ; page 12]

24. When you evaluate a student performing infant CPR, what rate of compressions should you look for?

- A. 80 to 90/min
- B. 100 to 120/min
- C. 90 to 95/min
- D. 125 to 130/min

The correct answer is B. When you evaluate a student performing infant CPR, the student should perform high-quality chest compressions during 1-rescuer CPR by compressing at a rate of 100 to 120/min. [*BLS Instructor Manual* > Part 4: Testing > Testing for Course Completion > Infant CPR Skills Testing Critical Skills Descriptors; page 59]

25. You see a student giving shallow compressions to an infant manikin during BLS skills practice. What should you do?

- A. Explain the importance of the compression-to-ventilation ratio
- B. Explain how 2 rescuers should switch every 2 minutes to give the best-quality compressions
- C. Explain the correct depth of compressions and provide positive and corrective feedback
- D. Explain how fragile an infant's chest is and the importance of not breaking any bones

The correct answer is C. The instructor is critical to successful student outcomes in this course and can facilitate this by observing students' actions and coaching them as necessary and by providing positive or corrective feedback. [*BLS Instructor Manual* > Part 1: General Concepts > Critical Role of the Instructor; page 2]