



British Heart
Foundation

HEARTSTART INSTRUCTOR TRAINING COURSE

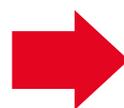
Training a nation of life savers

Here's all the information you'll need to train your scheme's Instructors to teach emergency life support skills to members of the public – and help save lives.

This document contains:

- an overview of the three-unit instructor training course
- detailed lesson plans
- details of the different delivery options which give you flexibility in teaching the course (taking into account the specific skills and experience levels of your Trainee Instructors).

There's also a separate Heartstart instructor assessment form for you to evaluate your trainee's emergency life support skills knowledge.



You'll find downloadable versions of all the Heartstart documents at bhf.org.uk/heartstart

HEARTSTART Overview

As a Training Supervisor, you need to teach and assess all your Trainee Instructors.

Only those who've successfully taken the instructor training course can teach the Heartstart course. The course has three units:

Unit

A

PRACTICAL SKILLS (the Heartstart course)

Where possible, your Instructors should attend a Heartstart course before they start the instructor training course.

This hands-on unit can then be used to reinforce practical skills and knowledge.

B

BACKGROUND KNOWLEDGE

This unit gives your Instructors theoretical information about coronary heart disease and emergency life support skills.

C

TEACHING EMERGENCY LIFE SUPPORT SKILLS

How your Instructors should teach emergency life support skills training, including using the four-stage approach.

Lesson plans

In the following pages you'll find the course lesson plans.

At the end of each unit, we've referred you to a number of resources to support your teaching.

We also suggest that, before the instructor training course, you encourage your prospective Instructors to:

- attend a Heartstart course
- read any relevant training material and visit the website of the Resuscitation Council (UK) at www.resus.org.uk
- explore Heartstart resources at bhf.org.uk/heartstart

By the end of each unit, the trainees must achieve:

- a learning outcome, e.g. how to demonstrate the recovery position
- the relevant performance criteria, e.g. they know how to explain when to use the recovery position.

Unit A PRACTICAL SKILLS



TEACHING TIPS

- consider pre-course reading and watch the Skills for life DVD (video also available at bhf.org.uk/skillsforlife)
- consider the Instructors' prior learning, e.g. recent Heartstart course or other emergency life support skills/basic life support or first aid training
- focus on practical skills
- use the four-stage approach to teaching CPR
- use sections of the Skills for life DVD as silent real-time demonstrations, and/or talk through demonstrations.



RESOURCES

- The Heartstart course
- Resuscitation training manikins (manikin: trainee ratio, 1:2 maximum)
- Skills for life DVD (video also available at bhf.org.uk/skillsforlife)
- Heartstart Instructor assessment form
- The Resuscitation Council's (UK) website at www.resus.org.uk
- The four-stage approach document



Training should be in small groups with a maximum of six trainees to each Training Supervisor.

Your Trainee Instructors need to be able to:

They achieve this by:

A1. Demonstrate safe approach and casualty assessment:

- making sure that there are no immediate dangers to themselves or the casualty
- knowing the appropriate action to deal with dangers
- assessing the level of responsiveness and shouting for help
- opening the airway
- checking for normal breathing
- initiating the correct action plan for resuscitation of adults, including calling 999 or 112.

A2. Demonstrate the recovery position:

- explaining when, why and how to use the recovery position
- placing the casualty in the recovery position correctly.

A3. Perform cardiopulmonary resuscitation (CPR) on a training manikin:

- performing effective chest compressions
- performing effective rescue breaths
- maintaining a pattern of 30 chest compressions followed by 2 rescue breaths, again and again.

A4. Demonstrate the management of choking for adults, children and infants:

- explaining how to recognise choking
- simulating the correct procedures for dealing with choking
- describing the management of a conscious adult, child and infant
- describing the management of an unconscious adult
- explaining the difference between techniques for infants and children.

A5. Demonstrate the management of a suspected heart attack:

- describing the signs and symptoms of a heart attack
- demonstrating the early management of a casualty who is having a suspected heart attack
- understanding that not all chest pain is a heart attack, but heart attack is the most common cause of cardiac arrest.

A6. Demonstrate the management of serious bleeding:

- explaining the potential complications of serious bleeding
- demonstrating immediate management (applying pressure).

Unit B BACKGROUND KNOWLEDGE



TEACHING TIPS

- consider the relevant existing knowledge and skills of the trainees, e.g. first aiders, healthcare professionals
- consider pre-course reading material or directed study
- provide copies of the Heartstart health and safety guidelines.

Much of this content could be covered using self-directed study methods and/or group learning techniques.

B3 could be covered at the end of training as a practical session.



RESOURCES

- The latest BHF heart and circulatory disease statistics or go to www.heartstats.org
- BHF materials – visit bhf.org.uk/publications for all our resources or call the BHF Orderline on 0300 200 2222
- Resuscitation training manikins
- Heartstart health and safety guidelines
- The Legal Status of Those Who Attempt Resuscitation available online at www.resus.org.uk
- Information on local services

Your Trainee Instructors need to be able to:

They achieve this by:

B1. Understand the key objectives of the British Heart Foundation (BHF) and Heartstart:

- stating the main aims of the BHF and Heartstart
- listing the seven main risk factors for coronary heart disease
- knowing the difference between heart attack and cardiac arrest
- explaining the rationale for training in emergency life support skills
- describing the Chain of Survival
- explaining the benefits of early CPR
- explaining the likelihood of success or failure of a resuscitation attempt.

B2. Understand the relevant basic anatomy and physiology of airway, breathing and circulation:

- describing the basic anatomy of the respiratory system
- describing the basic physiology of breathing
- describing the basic anatomy of the heart and blood vessels
- describing the basic physiology of the heart and circulation
- describing the basic theories of how CPR works.

B3. Know the procedures for the care and hygienic maintenance of resuscitation training manikins:

- assembling and disassembling resuscitation training manikins correctly
- cleaning and disinfecting resuscitation training manikins correctly
- explaining the importance of correct procedures
- describing the content of the Heartstart health and safety guidelines.

B4. Be aware of the possible concerns of individuals in performing emergency life support skills:

- discussing factors which may deter their trainees from using their emergency life support skills
- suggesting ways of instilling confidence in their trainees
- giving advice relating to the transmission of infection during resuscitation
- discussing the use of face shields
- discussing 'hands-only' CPR
- giving examples of realistic emergency situations
- giving realistic advice about 'successes'. (Success is an attempt, not necessarily a life saved.)

Unit C

TEACHING EMERGENCY LIFE SUPPORT SKILLS



TEACHING TIPS

- consider your specific group and relevant existing knowledge
- explain/demonstrate the four-stage approach
- use group learning techniques, e.g. simulations
- discuss the how the Instructor should give a real-time demonstration of emergency life support skills, and the use of the DVD as a silent real-time demonstration
- provide handouts or relevant resources
- consider visits to other Heartstart schemes.



RESOURCES

- Skills for life DVD
- Heartstart health and safety guidelines
- The Heartstart course
- Heartstart instructor assessment form
- Heartstart the four-stage approach document

Your Trainee Instructors need to be able to:

They achieve this by:

C1. Establish and promote a safe learning environment:

- using safe methods when moving and handling people and equipment
- making sure that their trainees do not risk injury to themselves or others
- checking that the environment is appropriate for training
- reporting and recording all accidents and incidents
- making sure that their records are accurate and confidentiality is maintained.

C2. Establish and promote a positive learning environment:

- explaining factors which influence learning
- describing appropriate learning and teaching methods.

C3. Communicate the theoretical elements of a training session effectively:

- speaking clearly, and at an appropriate level and pace
- recognising when communication is ineffective
- minimising barriers to communication
- establishing a good rapport with their trainees
- adapting teaching to the needs of the group.

C4. Demonstrate the practical elements of emergency life support skills clearly and correctly using the four-stage approach (other recognised approaches can also be used):

- performing real-time demonstration without commentary (or showing DVD)
- giving the demonstration with a commentary, explaining each section clearly (or showing DVD)
- asking their trainees to talk through the demonstration as they perform the skills
- asking their trainees to demonstrate the skills
- supervising and assisting their trainees' group practice.

C5. Use relevant learning resources:

- using audio-visual resources correctly and using DVD scenarios appropriately
- preparing appropriately for a training session
- demonstrating awareness of the timing and management of a training session
- making sure the course content is accurate.

Your Trainee Instructors need to be able to:

They achieve this by:

C6. Evaluate performance and correct trainees' technique:

- understanding the purpose of emergency life support skills training
- correcting errors and helping improve their trainees' technique
- giving positive and constructive feedback on their trainees' performance
- taking into account their trainees' different backgrounds and abilities
- helping individuals perform to the best of their ability.

C7. Recognise their own limitations regarding knowledge and skills in teaching emergency life support skills training:

- giving accurate information when they answer questions
- staying within the boundaries of the Heartstart course
- demonstrating an awareness of their own limitations in teaching emergency life support skills
- referring their trainees to appropriate sources of further information or training.

Delivery options

In the following pages you'll find the three delivery options. Choose the most suitable option for each prospective Instructor, based on their skills and experience.

Delivery option	Type of trainee	Delivery timings
1	Trainees with little or no previous knowledge or experience either in emergency life support skills or in teaching.	<p>Training Supervisors usually deliver this option as a one-day course (8¼ hours).</p> <ul style="list-style-type: none"> You can split it into two sessions of 4½ and 2½ hours respectively. Or it can be split into four sessions of 2½, 2, 1½ hour and 1 hour respectively.
2	Trainees with experience and knowledge in first aid and emergency life support skills but with little or no teaching experience.	Training Supervisors usually deliver this option as a 6-hour course with lunch break.
3	Trainees with experience and knowledge in first aid and emergency life support skills and previous teaching experience.	Training Supervisors usually deliver this option as a 4½-hour course with coffee break.

DELIVERY OPTION 1 ONE-DAY COURSE

 8¼ hours

For Instructors with little or no previous knowledge or experience either in emergency life support skills or in teaching.

08.45–09.00

Coffee and registration

09.00–09.15

Welcome and introduction:

- Aims and objectives of the course.
- Aims and objectives of Heartstart and the BHF.

09.15–11.15

(includes coffee break)

Unit A – Practical skills:

- The Heartstart course.

11.15–12.15

Unit B – Background knowledge:

- Coronary heart disease statistics and risk factors.
- The difference between heart attack and cardiac arrest.
- Chain of Survival.
- The benefits of emergency life support skills in the community.
- How CPR works.

12.15–1.00

Lunch

1.00–2.00

Unit B – Background knowledge continued:

- Manikin hygiene and care.
- Heartstart health and safety guidelines.
- Heartstart safeguarding guidelines.

2.00–3.30

Unit C – Teaching emergency life support skills:

- Environment and safety aspects.
- Training resources/use of visual aids.
- Training methods – the four-stage approach to teaching CPR.
- CPR teaching practice: Stage 1 – real-time demonstration.
- CPR teaching practice: Stage 2 – slower demonstration, with commentary.

3.30–3.45

Tea/coffee

3.45 – 4.45

Unit C – Teaching emergency life support skills continued:

- Critiquing and correcting technique.
- Recognising limitations.
- Common questions.
- Responsibilities of the instructor, and record-keeping.
- Emergency life support skills training practice and assessments.

4.45–5.00

Training Supervisor's final assessment

Summary and course closure

DELIVERY OPTION 1 TWO-SESSION DELIVERY

 7 hours

For Instructors with little or no previous knowledge or experience either in emergency life support skills or in teaching.

SESSION ONE: 4½ HOURS

15 MINUTES

Coffee and registration

15 MINUTES

Welcome and introduction:

- Aims and objectives of the course.
- Aims and objectives of Heartstart and the BHF.

2 HOURS

Unit A – Practical skills:

- The Heartstart course.

2 HOURS

Unit B – Background knowledge:

- Coronary heart disease statistics and risk factors.
- The difference between heart attack and cardiac arrest.
- Chain of Survival.
- The benefits of emergency life support skills in the community.
- How CPR works.
- Manikin hygiene and care.
- Heartstart health and safety guidelines.
- Heartstart safeguarding guidelines.

SESSION TWO: 2 1/2 HOURS

2 1/2 HOURS

Unit C – Teaching emergency life support skills

- Environment and safety aspects.
- Training resources/use of visual aids.
- Training methods – the four-stage approach to teaching CPR.
- CPR teaching practice: Stage 1 – real-time demonstration.
- CPR teaching practice: Stage 2 – slower demonstration, with commentary.

Unit C – Teaching emergency life support skills

- Critiquing and correcting technique.
- Recognising limitations.
- Common questions.
- Responsibilities of the Instructor and record-keeping.
- Emergency life support skills teaching practice and assessments.

Training Supervisor's final assessment

Summary and course closure

DELIVERY OPTION 1 FOUR-SESSION DELIVERY

 7 hours

For Instructors with little or no previous knowledge or experience in emergency life support skills or teaching.

SESSION ONE: 2½ HOURS

15 MINUTES

Coffee and registration

15 MINUTES

Welcome and introduction:

- Aims and objectives of the course.
- Aims and objectives of Heartstart and the BHF.

2 HOURS

Unit A – Practical skills:

- The Heartstart course.

SESSION TWO: 2 HOURS

2 HOURS

Unit B – Background knowledge:

- Coronary heart disease statistics and risk factors.
- The difference between heart attack and cardiac arrest.
- Chain of Survival.
- The benefits of emergency life support skills in the community.
- How CPR works.
- Manikin hygiene and care.
- Heartstart health and safety guidelines.
- Heartstart safeguarding guidelines.

SESSION THREE: 1 1/2 HOURS

1 1/2 HOURS

Unit C – Teaching ELS:

- Environment and safety aspects.
- Training resources/use of visual aids.
- Training methods – the four-stage approach to teaching CPR.
- CPR teaching practice: Stage 1 – real-time demonstration.
- CPR teaching practice: Stage 2 – slower demonstration, with commentary.

SESSION FOUR: 1 HOUR

1 HOUR

Unit C – Teaching emergency life support skills continued:

- Critiquing and correcting technique.
- Recognising limitations.
- Common questions.
- Responsibilities of the Instructor and record-keeping.
- Emergency life support skills teaching practice and assessments.

Training Supervisor's final assessment

Summary and course closure

DELIVERY OPTION 2 ONE-SESSION DELIVERY

 **6 hours**

For Instructors with experience and knowledge in first aid and emergency life support skills, but with little or no teaching experience.

08.45–09.00

Coffee and registration

09.00–09.15

Welcome and introduction:

- Aims and objectives of the course.
- Aims and objectives of Heartstart and the BHF.

09.15–11.15

Unit A – Practical skills:

- The Heartstart course.

**ANY
SUITABLE
TIME**

Coffee break

11.15–11.30

Unit B – Background information:

- Distribution of written background information including coronary heart disease statistics and risk factors.
- Chain of Survival.
- The benefits of emergency life support skills in the community.
- How CPR works.
- Manikin hygiene and care.
- Heartstart health and safety guidelines.
- Heartstart safeguarding guidelines.

11.30–1.00

Unit C – Teaching emergency life support skills:

- Environment and safety aspects.
- Training resources/use of visual aids.
- Training methods – the four-stage approach to teaching CPR.
- CPR teaching practice: Stage 1 – real-time demonstration.
- CPR teaching practice: Stage 2 – slower demonstration, with commentary.

1.00–1.30

Lunch

1.30 – 2.30

Unit C – Teaching emergency life support skills continued:

- Critiquing and correcting technique.
- Recognising limitations.
- Common questions.
- Responsibilities of the instructor and record-keeping.
- Emergency life support skills teaching practice and assessments.

2.30–2.45

Training Supervisor's final assessment

DELIVERY OPTION 3 ONE-SESSION DELIVERY

 **4½ hours**

This option is designed for Instructors with experience and knowledge in first aid and emergency life support skills and previous teaching experience.

08.45–09.00

Coffee and registration

09.00–09.15

Welcome and introduction:

- Aims and objectives of the course.
- Aims and objectives of Heartstart and the BHF.

**ANY
SUITABLE
TIME**

Coffee break

09.15–11.15

Unit A – Practical skills:

- The Heartstart course.

11.15–11.45

Unit B – Background information:

- Distribution of written background information including coronary heart disease statistics and risk factors.
- Chain of Survival.
- The benefits of emergency life support skills in the community.
- How CPR works.
- Manikin hygiene and care.
- Heartstart health and safety guidelines.
- Heartstart safeguarding guidelines.

11.45–1.00

Unit C – Teaching emergency life support skills:

- Training methods – the four-stage approach to teaching CPR.
- CPR teaching practice: Stage 1 – real-time demonstration.
- CPR teaching practice: Stage 2 – slow demonstration with talk through.
- Critiquing and correcting technique.
- Recognising limitations.
- Common questions.
- Responsibilities of the instructor, and record-keeping.

1.00–1.15

Training Supervisor's final assessment

Summary and course closure

HEARTSTART

Further support

If there is anything we can do to help you make your Heartstart instructor training sessions a success, contact heartstart@bhf.org.uk or phone 020 7554 0376.



**British Heart
Foundation**

Heartstart is part of the nation of life savers, the British Heart Foundation's vision to increase survival rates for out of hospital cardiac arrests and save the lives of thousands of people across the UK every year.

For over 50 years our research has saved lives. We've broken new ground, revolutionised treatments and transformed care.

But heart and circulatory disease still kills one in four people in the UK. That's why we need you. With your support, your time, your donations, our research will beat heart disease for good.

Text FIGHT to 70080 to donate £3*