



Minnesota
STATE COLLEGES
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Minnesota State Colleges and Universities Multi-Regional Training Center

Heartsaver Instructor Profile Form

Instructors:

Please note: the MnSCU MRTC Instructor Profile Form should be used for any Instructor Certification classes. Section A of this form should be re-submitted whenever any personal information in Section A changes or you may access your information and change online yourself.

The completion of this form confirms that you have successfully completed your Instructor Course (initial or renewal) per the AHA standards.

Members of the MnSCU MRTC, will receive an American Heart Association, Instructor card (and Training Center Faculty card if applicable) and a packet of materials from the Training Center explaining course information, resources, and use of the database.

If you are not currently a member but would like to join our Multi-Regional Training Center, please see the “Joining the MRTC” page in this form, or call 651-201-1795.

***Please note this form is also located on our website at:

<http://www.firecenter.mnscu.edu/mrtc/bls/documents/HSInstructorProfileForm2016.pdf>

(You do not need to submit this cover page to the MRTC)



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Heartsaver Instructor Profile Form

MnSCU - Multi-Regional Training Center

30 7th St. E, Suite 350, St. Paul, MN 55101-7804

Toll Free: 800-311-3143

Office: 651-201-1795

Fax: 651-649-5409

Section A: Instructor Profile Information-- This section is for information on instructors applying for membership or who are renewing their membership with the MnSCU MRTC. **Please complete and return Section A any time this information changes or update on your database information page.**

Applicants' Name: _____ MRTC Member # _____

Home Address: _____ AHA ID # _____

City: _____ State: _____ Zip Code: _____

County of Residence: _____ Preferred E-mail Address* _____

*Must have an email address

Telephone Numbers: *Home* _____ *Work:* _____

Employers' Name: _____

Address: _____ City: _____

State: _____ Zip Code: _____ Fax: _____

I currently teach: BLS Heartsaver ACLS PALS

Specialized Health Care Qualifications (R.N., L.P.N., EMT, etc.) _____

Last Date of last Renewal: _____ Instructor Name: _____

Heartsaver Instructor Documentation Record

Section B

INSTRUCTIONS: Submit this entire form as documentation that the applicant has successfully completed the Instructor course. Instructors must retain copies of all provider documents (i.e. roster forms, test scores, skill and evaluation forms checklists) for a minimum of three years.

Instructor who taught this course: _____ Date(s) of Course: _____

Location where course was held: _____

Requesting **AHA Card** for: HS Instructor (Initial)

HS Instructor (Renewal)

Skills Evaluation: Pass Fail (Skills Checklist & Monitoring Form attached)

Written HS Instructor Test Score: _____

Minimum Teaching Requirements:

Note: Instructors must teach a minimum of four provider classes in two years.

Instructors: Please list minimum requirement of 4 classes taught:

If already entered online here: or list date/course taught/# of students below:

Provider: 1) Date: _____	2) _____	3) _____	4) _____
Course: _____	_____	_____	_____
# of Students: _____	_____	_____	_____

To enter more classes online go to <http://www.firecenter.mnscu.edu/mrtc/index.html> then click "Instructor Database" link on the left navigation column or "Class Reporting" in the Quick Links box on the upper right, then click on "Enter Courses" on the left column once login.



Adult CPR and AED Skills Testing Checklist



Student Name _____ Date of Test _____

Scenario: "You arrive on the scene for a suspected cardiac arrest. 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/Sends someone to phone 9-1-1 and get an AED Checks breathing

Once student shouts for help, instructor says, "Here's the barrier device. I am going to phone 9-1-1 and get the AED."

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

Adult Compressions

- Performs high-quality compressions*:
- Hand placement on lower half of breastbone
 - 30 compressions in no less than 15 and no more than 18 seconds
 - Compresses at least 2 inches (5 cm)
 - Complete recoil after each compression

Adult Breaths

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

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

- Gives 30 high-quality compressions Gives 2 effective breaths

Instructor says, "Here is the AED."

AED (follows prompts of AED)

- Powers on AED Correctly attaches pads Clears for analysis Clears to safely deliver a shock
 Presses button to deliver shock Student immediately resumes compressions

AED trainer says, "The shock has been delivered."

Cycle 3 of CPR (repeats steps in Cycle 1) Only check box if step is successfully performed

- Gives 30 high-quality compressions Gives 2 effective breaths

STOP TEST

Instructor Notes

- Place a ✓ 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 _____

Child CPR Skills Testing Checklist



Student Name _____ Date of Test _____

Scenario: "You are home alone with a child, and the child suddenly collapses in front of you. The scene is safe and you have a cell phone with you, but no AED nearby. Demonstrate what you would do next."

Assessment and Activation

- Checks responsiveness
 Shouts for help/Phones 9-1-1 on cell phone
 Checks breathing

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

Child Compressions

- Performs high-quality compressions*:
- Hand placement on lower half of breastbone
 - 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
 - Gives 2 breaths in less than 10 seconds

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

- Gives 30 high-quality compressions
 Gives 2 effective breaths

Cycle 3 of CPR (repeats steps in Cycle 1) Only check box if step is successfully performed

- Gives 30 high-quality compressions
 Gives 2 effective breaths

Instructor says, "EMS has arrived and is taking over."

STOP TEST

Instructor Notes

- Place a ✓ 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 _____

Infant CPR Skills Testing Checklist



Student Name _____ Date of Test _____

Scenario: "While you are pushing a baby in a stroller at the park, you notice something is wrong with the baby. You do not have a phone nearby. You ensure that the scene is safe and take the baby out of the stroller. Demonstrate what you would do next."

Assessment and Activation

- Checks responsiveness Shouts for help Checks breathing

Once student shouts for help, instructor says, "No one is around to help."

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

Infant Compressions

- Performs high-quality compressions*:
- Placement of 2 fingers 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
 - Gives 2 breaths in less than 10 seconds

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

- Gives 30 high-quality compressions Gives 2 effective breaths

Cycle 3 of CPR (repeats steps in Cycle 1) Only check box if step is successfully performed

- Gives 30 high-quality compressions Gives 2 effective breaths

Instructor says, "You have just completed 5 sets of 30 compressions and 2 breaths."

Activates Emergency Response System (9-1-1)

- Verbalizes the need to leave to phone 9-1-1

STOP TEST

Instructor Notes

- Place a ✓ 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 _____

First Aid Skills Testing Checklist



Student Name _____ Date of Test _____

Scenario: "EMS has arrived and takes over. You may now remove your gloves. Demonstrate what you would do next."

Removing Gloves

Grips one glove on the outside, near the cuff, to peel it off Cups the inside-out glove with the gloved hand

Places 2 fingers of the bare hand inside the cuff to peel the second glove off, with the first glove inside it

Verbalizes the need to dispose of gloves properly

Scenario: "You find a coworker lying on the floor in the break room. There are a phone, first aid kit, and AED on the wall. Demonstrate how you would find the problem."

Finding the Problem

Verbalizes that the scene is safe Taps and shouts* Shouts for help/Phones 9-1-1/Gets first aid kit and AED

Checks breathing† Looks for injury and medical information jewelry‡

Verbalizes that he or she will stay with the person until EMS arrives

*After the student taps and shouts, the instructor says, "The person is unresponsive."

†After the student verbalizes that he or she has checked for breathing, the instructor says, "The person is breathing normally."

‡After the student checks for injury and medical information jewelry, the instructor says, "The person is not injured, and there is no medical information jewelry."

Scenario: "A coworker has a severe allergic reaction, has an epinephrine pen, and needs help using it. You have completed all previous steps and are now ready to use the epinephrine pen. Demonstrate what you would do next."

Using an Epinephrine Pen

Holds epinephrine pen in fist Takes off safety cap Presses epinephrine pen firmly against outer side of thigh for 10 seconds

Removes epinephrine pen Rubs injection site for 10 seconds

Scenario: "You will demonstrate stopping bleeding and then bandaging a small cut on the person's forearm. You have the first aid kit and are now ready to begin."

Stopping Bleeding and Bandaging

Tells person to place pressure over cut with clean dressing Verbalizes putting on gloves Applies pressure to bleeding area*

Adds more dressings and presses harder† Applies more bandages over the dressing

*Instructor says, "The bleeding is not stopping."

†Instructor says, "The bleeding has stopped."

STOP TEST

Instructor Notes		
<ul style="list-style-type: none"> Place a ✓ 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 _____

**American Heart Association Emergency Cardiovascular Care Programs
Instructor Monitoring Tool**

Name of Instructor or Instructor Candidate: _____

Instructor ID#: _____

 Type of Course Monitored: Heartsaver® BLS ACLS ACLS EP PALS PEARS®

Instructions: Training Center Faculty (TCF) will 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.

Key:

Successful = Observed successful demonstration of this behavior

Needs Remediation = Observed the instructor fail to effectively or consistently demonstrate behavior

Bold Items = Must be successfully demonstrated during monitoring

Nonbold Items = Marked if observed during monitoring

Shaded Items = Best assessed by TC Coordinator or others outside the course monitoring

AHA Instructor Competencies and Indicators		
1. ECC/AHA Cognitive and Psychomotor Skills Definition (Goal): Maintains proficiency in provider-level cognitive and psychomotor skills; fulfills requirements for initial or renewal instructor certification	Successful	Needs Remediation
a. Demonstrates proficiency in provider-level skills	<input type="checkbox"/>	<input type="checkbox"/>
b. Teaches at least the minimum number of classes per cycle	<input type="checkbox"/>	<input type="checkbox"/>
c. Is aligned on the Instructor Network	<input type="checkbox"/>	<input type="checkbox"/>
d. Completes the required provider and instructor updates	<input type="checkbox"/>	<input type="checkbox"/>
e. Achieves satisfactory rating during instructor monitoring	<i>Overall recommendation at end of form</i>	
2. Course Delivery Definition (Goal): Presents AHA course content as intended by using AHA course curricula and materials	Successful	Needs Remediation
a. Delivers content that is consistent with Lesson Maps and agenda	<input type="checkbox"/>	<input type="checkbox"/>
b. Uses videos, checklists, equipment, and other tools as directed in the Instructor Manual	<input type="checkbox"/>	<input type="checkbox"/>
c. Allows adequate time for content delivery, skills practice, and debriefing	<input type="checkbox"/>	<input type="checkbox"/>
d. Promotes retention by reinforcing key points	<input type="checkbox"/>	<input type="checkbox"/>
e. Delivers course in a safe and nonthreatening manner	<input type="checkbox"/>	<input type="checkbox"/>
f. Uses student and Faculty feedback to improve teaching performance	<input type="checkbox"/>	<input type="checkbox"/>
g. Provides precourse instructions and resources to students before the course	<input type="checkbox"/>	<input type="checkbox"/>
h. Ensures equipment is in working order and available in sufficient quantity as recommended	<input type="checkbox"/>	<input type="checkbox"/>
i. Relates course material to practical events	<input type="checkbox"/>	<input type="checkbox"/>
j. Effectively operates technology used in the course	<input type="checkbox"/>	<input type="checkbox"/>
k. Adapts terminology appropriate to location, audience, and culture	<input type="checkbox"/>	<input type="checkbox"/>
l. Accommodates students who have disabilities and other special needs	<input type="checkbox"/>	<input type="checkbox"/>
m. Provides timely and appropriate feedback to students	<input type="checkbox"/>	<input type="checkbox"/>
n. Uses principles of effective team dynamics during small group activities	<input type="checkbox"/>	<input type="checkbox"/>
o. Secures and protects testing materials	<input type="checkbox"/>	<input type="checkbox"/>
p. Decontaminates/cleans equipment according to the manufacturer's instructions	<input type="checkbox"/>	<input type="checkbox"/>

3. Testing and Remediation Definition (Goal): Measures students' skills and knowledge against performance guidelines and provides remediation when needed to consolidate learning	Successful	Needs Remediation
a. Tests students by using AHA course materials according to instructions in the Instructor Manual	<input type="checkbox"/>	<input type="checkbox"/>
b. Provides feedback to students in a private and confidential manner (observation and review of students' course evaluation forms)	<input type="checkbox"/>	<input type="checkbox"/>
c. Remediate by directing students to reference material and by providing additional practice opportunities	<input type="checkbox"/>	<input type="checkbox"/>
d. Retests students when indicated	<input type="checkbox"/>	<input type="checkbox"/>
e. Facilitates debriefings after scenarios to improve individual and team performance	<input type="checkbox"/>	<input type="checkbox"/>
4. Professionalism Definition (Goal): Maintains a high standard of ethics and professionalism when representing the AHA	Successful	Needs Remediation
a. Endorses the ECC Leadership Code of Conduct	<input type="checkbox"/>	<input type="checkbox"/>
b. Acknowledges the AHA Statement of Conflict of Interest	<input type="checkbox"/>	<input type="checkbox"/>
c. Demonstrates professional behavior in physical presentation and teaching, including enthusiasm, honesty, integrity, commitment, compassion, and respect	<input type="checkbox"/>	<input type="checkbox"/>
d. Follows HIPAA, FERPA, and/or local guidelines maintaining confidentiality	<input type="checkbox"/>	<input type="checkbox"/>
e. Recognizes and appropriately responds to ethical issues encountered in training	<input type="checkbox"/>	<input type="checkbox"/>
f. Appropriately manages conflicts of interest	<input type="checkbox"/>	<input type="checkbox"/>
g. Maintains student confidentiality when appropriate (observation and review of students' course evaluation forms)	<input type="checkbox"/>	<input type="checkbox"/>
5. Program Administration Definition (Goal): Successfully manages available resources, including time, materials, space, and budget, to deliver high quality training in accordance with AHA guidelines	Successful	Needs Remediation
a. Completes postcourse records, including an accurate roster, grade report, and summary evaluation	<input type="checkbox"/>	<input type="checkbox"/>
b. Complies with the current, appropriate version of the <i>Program Administration Manual</i> (PAM)	<input type="checkbox"/>	<input type="checkbox"/>
c. Ensures that AHA course completion cards are issued in a timely manner	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Recommend Instructor Status: Yes No

Date: _____

TCF Name: _____

TCF Signature: _____

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