

Heartsaver® Course Roster

Emergency Cardiovascular Care Programs

Course Information

- ☐ Heartsaver CPR AED
☐ Child CPR AED ☐ Infant CPR ☐ Exam
- ☐ Heartsaver First Aid CPR AED ☐ Child CPR AED ☐ Infant CPR
☐ Exam ☐ Heartsaver Total ☐ Office ☐ Educator
- ☐ Heartsaver First Aid
☐ Exam
- ☐ Heartsaver Pediatric First Aid CPR AED ☐ Adult CPR ☐ Exam
☐ Heartsaver Pediatric Total ☐ Babysitter ☐ Water Safety
- ☐ Heartsaver for K-12 Schools
☐ Child CPR AED ☐ Infant CPR ☐ First Aid ☐ Exam
- ☐ Heartsaver Instructor

Additional Course/Path Information

Lead Instructor _____

Lead Instructor ID# _____

Card Expiration Date _____

Training Center Always CPR

Training Center ID# TX20806

Training Site Name (if applicable) CPR & More

Address 8429 White Oak Ave. #102

City, State ZIP Rancho Cucamonga, CA 91730

Course Location CPR & More - Rancho

Course Start Date/Time _____ Course End Date/Time _____ Total Hours of Instruction _____

No. of Cards Issued _____ Student-Manikin Ratio _____ Issue Date of Cards _____

Assisting Instructor (Attach copy of instructor aligned with a TC other than the primary TC)

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

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

Signature of Lead Instructor _____

Date _____



Course Participants

Date _____ Course _____ Lead Instructor _____ Lead Instr. ID# _____

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

Heartsaver Pathways Optional Topics Checklist

Instructors: Please complete the checklist below for participants who take the optional topics for the following course paths:

- | Adult | Pediatric |
|--------------|------------------------|
| • Heartsaver | • Heartsaver Pediatric |
| • Office | • Babysitter |
| • Educator | • Water Safety |

Check Table 4 in your instructor manual to determine whether the topics below are optional for each participant's course path. After completing this checklist, you will also need to select these topics for each participant's certificate. You may want to prepare and print your certificates before class.

CPR AED

- ☐ How to Help an Adult With a Drug Overdose Emergency (Adult)
- ☐ Drug Overdose (Pediatric)
- ☐ Water Safety/Drowning

First Aid Medical Emergencies

- ☐ Breathing Problems (Asthma) (Adult)
- ☐ Choking in an Adult, a Child, or an Infant (Adult)
- ☐ Fainting
- ☐ Diabetes and Low Blood Sugar
- ☐ Seizure

First Aid Injury Emergencies

- ☐ Shock
- ☐ Bleeding From the Nose
- ☐ Bleeding From the Mouth
- ☐ Tooth Injuries
- ☐ Eye Injuries
- ☐ Penetrating and Puncturing Injuries

First Aid Injury Emergencies (continued)

- ☐ Amputation
- ☐ Internal Bleeding
- ☐ Concussions
- ☐ Head, Neck, and Spine Injuries
- ☐ Broken Bones and Sprains
- ☐ Splinting
- ☐ Burns and Electrical Injuries
- ☐ Bites and Stings
- ☐ Heat-Related Emergencies
- ☐ Cold-Related Emergencies
- ☐ Poison Emergencies

First Aid Prevention

- ☐ Risks of Smoking and Vaping
- ☐ Benefits of a Healthy Lifestyle
- ☐ Preventing Illness and Injury

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Adult CPR and AED Skills Testing Checklist



Student Name _____ Date of Test _____

Scenario: "You arrive at 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)

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

***CPR feedback devices preferred for accuracy.**

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

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

☐ **PASS**

☐ **NR**

Instructor Initials _____ Instructor Number _____ Date _____

Adult CPR and AED Skills Testing Critical Skills Descriptors

- 1. Assesses the person and activates emergency response system (this must precede starting compressions) within a maximum of 30 seconds. After determining that the scene is safe:**
 - Checks for responsiveness by tapping and shouting
 - Shouts for help/directs someone to use a cell phone to phone 9-1-1 or leave to find a phone and get AED
 - Checks for no breathing or no normal breathing (only gasping)
 - Scans from the head to the chest for a minimum of 5 seconds and no more than 10 seconds
- 2. Cycle 1: Performs high-quality chest compressions (initiates compressions immediately after recognition of cardiac arrest)**
 - Correct hand placement
 - Lower half of the breastbone
 - 2-handed (second hand on top of the first)
 - Compression rate of 100 to 120/min
 - Delivers 30 compressions in 15 to 18 seconds
 - Compression depth and recoil—at least 2 inches (5 cm)
 - Use of a commercial feedback device/manikin is highly recommended
 - Complete chest recoil after each compression
- 3. Cycle 1: Provides 2 breaths by using a barrier device**
 - Opens airway adequately
 - Uses a head tilt–chin lift maneuver
 - Delivers each breath over 1 second
 - Delivers breaths that produce visible chest rise
 - Avoids excessive ventilation
 - Resumes chest compressions in less than 10 seconds
- 4. Cycle 2: Performs same steps for compressions and breaths as in Cycle 1**
- 5. AED use**
 - Powers on AED
 - Turns AED on by pushing button or lifting lid as soon as it arrives
 - Correctly attaches pads
 - Places proper-sized pads for person's age in correct location
 - Clears for analysis
 - Clears rescuers from person for AED to analyze rhythm (pushes analyze button if required by device)
 - Verbalizes and visually demonstrates to stay clear of the person
 - Clears to safely deliver shock
 - Verbalizes and visually demonstrates to stay clear of the person
 - Presses button to deliver a shock
 - Resumes chest compressions immediately after shock delivery
 - Does not turn off AED during CPR
- 6. Cycle 3: Performs same steps for compressions and breaths as in Cycle 1**

Heartsaver® 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."

Assesses and Shouts for Help

- ☐ 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)

Infant Compressions

- ☐ Performs high-quality compressions*:
- Uses 2 fingers of 1 hand, 2 thumbs, or the heel of 1 hand to give compressions 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

**CPR feedback devices preferred for accuracy.*

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

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

☐ **PASS** ☐ **NR**

Instructor Initials _____ Instructor Number _____ Date _____

Infant CPR Skills Testing Critical Skills Descriptors

- 1. Assesses infant and shouts for help (this must precede starting compressions) within a maximum of 30 seconds. After determining that the scene is safe:**
 - Checks for responsiveness by tapping and shouting
 - Shouts for help
 - Checks for no breathing or no normal breathing (only gasping)
 - Scans from the head to the chest for a minimum of 5 seconds and no more than 10 seconds
- 2. Cycle 1: Performs high-quality chest compressions (initiates compressions immediately after recognition of cardiac arrest)**
 - Correct placement of fingers in center of chest
 - 2 fingers of one hand, 2 thumbs, or the heel of 1 hand placed just below the nipple line to give compressions.
 - Compression rate of 100 to 120/min
 - Delivers 30 compressions in 15 to 18 seconds
 - Compression depth and recoil—compress at least one third the depth of the chest, about 1½ inches (4 cm)
 - Complete chest recoil after each compression
 - Use of a commercial feedback device/manikin is highly recommended
- 3. Cycle 1: Provides 2 breaths by using a barrier device**
 - Opens airway adequately
 - Uses a head tilt–chin lift maneuver
 - Delivers each breath over 1 second
 - Delivers breaths that produce visible chest rise
 - Avoids excessive ventilation
 - Resumes chest compressions in less than 10 seconds
- 4. Cycle 2: Performs same steps for compressions and breaths as in Cycle 1**
- 5. Cycle 3: Performs same steps for compressions and breaths as in Cycle 1**
- 6. Activates emergency response (9-1-1)**

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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 the gloves properly

Scenario: "You find a coworker lying on the floor in the break room. A phone, a first aid kit, and an AED are on the wall. Demonstrate on 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 the 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 they have 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. You have read the manufacturer's instructions, which state to inject for 3 seconds. Demonstrate what you would do next."

Using an Epinephrine Pen

- ☐ Holds epinephrine pen in fist
- ☐ Takes off safety cap
- ☐ Holds leg in place; presses epinephrine pen firmly against outer side of thigh for 3 seconds
- ☐ Removes epinephrine pen
- ☐ Rubs injection site for 10 seconds

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

Controlling Bleeding and Bandaging

- ☐ Verbalizes putting on gloves, and places pressure over cut with a clean dressing*
- ☐ Presses harder to ensure that bleeding is stopped†
- ☐ Applies bandages over the dressings

*After about 15 seconds, the instructor says, "The bleeding is not stopping."

†After another 5 seconds, the instructor says, "The bleeding has stopped."

STOP TEST

Instructor Notes

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

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

☐ **PASS**

☐ **NR**

Instructor Initials _____ Instructor Number _____ Date _____

Heartsaver® Classroom Course Evaluation



Date _____ Instructor(s) _____

Training Center _____ Location _____

Please answer the following questions about your **Instructor**.

My Instructor:

1. Provided instruction and help during my skills practice session
☐ Yes
☐ No
2. Answered all of my questions before my skills test
☐ Yes
☐ No
3. Was professional and courteous to the students
☐ Yes
☐ No

Please answer the following questions about the **course content**.

1. The course learning objectives were clear.
☐ Yes
☐ No
2. The overall level of difficulty of the course was
☐ Too hard
☐ Too easy
☐ Appropriate
3. The content was presented clearly.
☐ Yes
☐ No
4. The quality of videos and written materials was
☐ Excellent
☐ Good
☐ Fair
☐ Poor
5. The equipment was clean and in good working condition.
☐ Yes
☐ No

Please answer the following questions about your **skill mastery**.

1. The course prepared me to successfully pass the skills session.
☐ Yes
☐ No
2. I am confident I can use the skills the course taught me.
☐ Yes
☐ No
☐ Not sure

3. I will respond in an emergency because of the skills I learned in this course.

☐ Yes
☐ No
☐ Not sure

4. I took this course to obtain professional education credit or continuing education credit.

☐ Yes
☐ No

Optional questions:

Have you previously taken this course via another method, such as in a classroom or online?

Which learning method do you prefer and why?

Were there any strengths or weaknesses of the course that you would like to comment on?

What would you like to see in future courses developed by the AHA?

After Completing This Evaluation

Please return this evaluation to your Instructor before you leave the class.

Alternatively, you can send the evaluation to your Instructor's Training Center. Ask your Instructor for the contact information.

If you have significant problems or concerns with your course, please contact the AHA at 877-AHA-4CPR.