



HeartCode® BLS - Frequently Asked Questions

Quick-Reference Guide for International Training Centers in Japan

FAQ: Printed Manuals and Offline Access

Can the Heart Association provide printed manuals or offline textbook access?

We understand that some learners and Instructors value printed or offline reference materials. HeartCode® BLS materials are designed for digital access, which supports consistency, easy updates, and flexible review. Feedback about printed or offline options is being captured and shared with the appropriate American Heart Association teams for evaluation. In the meantime, International Training Centers should help learners understand how to access their digital materials before the in-person, hands-on skills session.

FAQ: Need to Demonstrate Before Practice

Should Instructors demonstrate hands-on skills before learners practice?

Yes. Demonstration before hands-on practice is part of the recommended instructional flow. To support standardization, Instructors should use the provided video demonstration rather than relying only on an individual live demonstration. This helps learners know what to expect and supports consistency across course delivery.

FAQ: Small Class Sizes and Team Dynamics

How should Instructors manage team dynamics when participant numbers are small?

Instructors should follow the lesson plan in the BLS Instructor Manual, which provides guidance for activities across varying group sizes. Even with smaller groups, instructors can maintain engagement by rotating roles, encouraging discussion, maximizing hands-on practice, and ensuring participants experience the full range of team roles.

FAQ: Shorter Sessions and Satisfaction

What if customers feel the hands-on skills session is too short or less satisfying?

The program is intentionally designed around competency rather than seat time. If learners meet the required objectives efficiently, that is a positive outcome. If a session feels too short, instructors can reinforce what was achieved, highlight the value of completing cognitive learning in advance, add practice where needed, and clearly communicate the outcomes learners demonstrated during the hands-on skills session.

FAQ: Instructor Confidence and New Instructors

What if less-experienced Instructors appear unsure or find the course difficult to manage?

Less-experienced Instructors should prepare by reviewing the Instructor Manual and following the lesson plan during delivery. A best practice is to pair novice instructors with experienced instructors or International Training Center Faculty until they are comfortable operating independently. Standardized lesson plans and materials are intended to support consistent, confident delivery over time.

FAQ: Gap Between the eLearning Portion and the Hands-On Skills Portion

What if too much time passes between the online course and the hands-on skills session?

American Heart Association requirements allow learners to complete the hands-on skills portion within six (6) months of finishing the eLearning portion of the course. International Training Centers (ITCs) may choose to set more stringent, local expectations, such as a shorter completion window, while remaining compliant with Heart Association requirements. ITCs can also optimize scheduling and learner grouping to reduce the gap and support retention.

FAQ: Learners Want More Time or More Detailed Instruction

Can Instructors add time beyond the minimum skills session?

Yes. The American Heart Association sets **minimum** requirements for the components that must be tested during the hands-on skills session, but instructors and ITCs may dedicate additional time to practice, testing, team simulations, or remediation based on learner needs. This flexibility allows instructors to preserve course standards while supporting learners who need more practice.

FAQ: PWW Content Differs by Age Group

Why are adult/pediatric and infant PWW scenarios different?

The variation reflects important clinical differences rather than inconsistency. Adult, pediatric, and infant scenarios may begin differently because causes and presentations of arrest can differ by age group. The intent is to make the simulation more clinically relevant and to reinforce appropriate assessment and response behaviors for each population.

FAQ: Need HCBLIS-specific Instructor Course

Will the American Heart Association create an Instructor course specifically for HeartCode® BLS?

The BLS Faculty Guide includes guidance on teaching HeartCode® BLS, and American Heart Association Instructors are trained to deliver approved Heart Association course formats to a global standard, including instructor-led and Blended-Learning formats.

FAQ: Team Leader Role with Nursing Students

Who should act as team leader when all participants are nursing students?

Students should rotate through the team leader role as well as other roles such as compressor and ventilator. This gives each participant an opportunity to practice communication, role clarity, and leadership behaviors that may be needed in real clinical settings where team composition varies.

FAQ: Instructor Workload and Preparation

Does the Blended Learning format increase instructor preparation burden?

Coordination among Instructors is an important part of delivering a consistent learning experience in both instructor-led and Blended Learning formats. Aligning in advance on key teaching points helps ensure consistent messaging and a stronger learning experience. Over time, familiarity with standardized materials, lesson plans, and role expectations can reduce the perceived burden.

FAQ: More Remediation During Skills Testing

What if instructors feel more learners need remediation?

Remediation should be viewed as part of a competency-based learning process. The hands-on skills session is where instructors can observe performance, provide targeted coaching, and close gaps in real time. An increase in identified remediation may reflect closer alignment to competency standards and active instructor engagement rather than a decline in learner quality.

FAQ: Team Dynamics Explanation in the 2025 Update

What if customers say team dynamics was reduced in the 2025 Update?

The American Heart Association is working to develop better ways to teach and communicate team dynamics across Blended Learning courses (eLearning and hands-on skills sessions). Instructors should continue to use the lesson plan and team-based practice opportunities to reinforce role clarity, communication, and high-performance team behaviors.