American Heart Association®

Emergency Cardiovascular Care

Program Administration Manual

Guidelines for Program Administration and Training

United States Version

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Preface

Welcome to the fifth edition of the *Program Administration Manual* (PAM). This latest edition of the PAM—United States version, reflects the recent changes of the Emergency Cardiovascular Care (ECC) Programs and rules regarding the ECC Training Network for the US Training Centers.

The AHA National Subcommittee on ECC Program Administration (PROAD) thanks the ECC Training Network, ECC staff, and volunteers who participated in the development and refinement of this manual. Appreciation is also expressed to the members of PROAD who reviewed this manual and revised it to ensure its compatibility with the ECC strategic plan of the AHA.

This manual includes sections that will assist the AHA in the management of the ECC Programs. It has been organized to give the user concise access to rules affecting the ECC Training Network, Training Centers (TC), volunteer organization and management, and ethics and dispute resolution procedures. The overall structure will give the reader an understanding of how the ECC Programs is organized within the AHA.

This manual includes information for ECC operations and TC administration. Information for ECC courses and chapters on organizational ethics and legal considerations are included.

The PAM is intended to augment other ECC information and training materials, not replace them. Because of the rapid pace at which course improvements and changes may occur, this manual will never be able to answer all questions that may arise about ECC Program Administration. New policies and changes in the current PAM policies are announced in Training Bulletins. Training Bulletins issued after the effective date of this manual supersede the related information in this manual and become the new policy. Training Memos clarify current policies and introduce new educational materials and programs and changes to existing programs. For the most current information on ECC Program Administration, please visit the AHA Instructor Network website at www.ahainstructornetwork.org. The PAM is updated as needed. Refer to the AHA Instructor Network for the most current version of the PAM.

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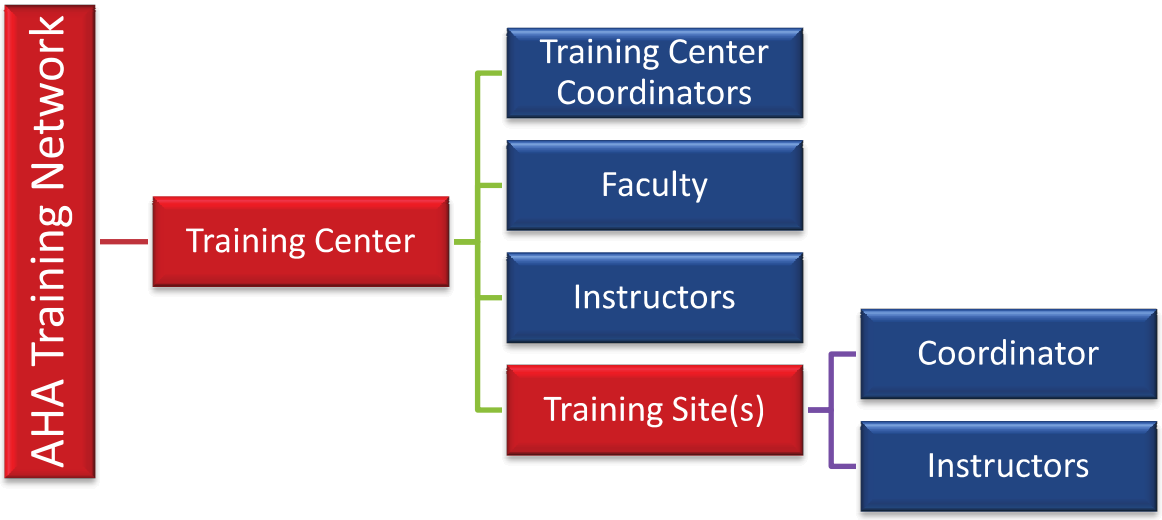
Structure of the AHA Training Network

The AHA Training Network includes Training Centers, Training Sites, Training Center Coordinators, and instructors. The following image represents the structure of the AHA Training Network.



Authority of ECC Committees

Each AHA ECC Committee has jurisdiction over all AHA ECC volunteer positions that either report directly to it, report to committees, or subcommittees that report to it.

Acronyms

ACLS	Advanced Cardiovascular Life Support
ACLS EP	ACLS for the Experienced Providers
AED	Automated external defibrillator
AHA	American Heart Association
BLS	Basic Life Support
CE	Continuing education
CEU	Continuing education units
CME	Continuing medical education
CPR	Cardiopulmonary resuscitation
ECC	Emergency Cardiovascular Care
EMS	Emergency medical services
HCP	Healthcare provider
HSFC	Heart and Stroke Foundation of Canada
IN	Instructor Network
ITC	International Training Center
MTN	Military Training Network
PALS	Pediatric Advanced Life Support
PAM	*Program Administration Manual*
PEARS	Pediatric Emergency Assessment, Recognition, and Stabilization
PROAD	Program Administration
RF	Regional Faculty
TC	Training Center
TCC	Training Center Coordinator
TCF	Training Center Faculty
TS	Training Site

1 – Training Center Organization

Overview

This section covers these main Training Center (TC) topics:

- The Role of the TC
- TC Criteria
- Faculty

The Role of the TC

The American Heart Association (AHA) has established a network of TCs to help deliver its ECC educational courses and strengthen the Chain of Survival.

TCs are responsible for

- The proper administration and quality of the ECC courses that they, their aligned instructors, and Training Sites (TSs) provide
- The day-to-day management of the TC, TSs, and instructors
- Providing aligned instructors and TSs with consistent and timely communication of any new or updated information about National, Regional, or TC policies, procedures, course content, or course administration that could potentially affect an instructor while carrying out his or her responsibilities
- Serving as the principal resource for information, support, and quality control for all AHA ECC Instructors aligned with the TC

TC Criteria

Establishment and renewal of TC contracts are at the sole discretion of the AHA. The AHA reserves the right to accept or reject any TC applicant. Among other things, the AHA makes these decisions based on its ability to support all TCs effectively and efficiently.

The AHA considers each of these factors when approving or renewing a TC contract:

- The training needs of a given area are based on geography, population, corporate/community needs, and the healthcare environment.
- The establishment of a TC supports the AHA mission.
- The TC applicant's business plan, financials, and staff resources are adequate to establish and maintain an ECC Training Network.
- The relationship of the TC with the AHA does not place the AHA in a conflict of interest. Any conflicts will be resolved before the AHA will consider accepting the TC.
- The TC's aligned instructors meet the established criteria and are eligible to fulfill the role.
- The TC must meet the general liability insurance requirements outlined in the Liability Insurance for TCs section of this manual.

Faculty

Regional Faculty

AHA Regional Faculty (RF) are appointed volunteers who serve as science and curriculum experts to TCs and instructors. Members are assigned to TCs by Regional ECC Committees to conduct quality assurance, course monitoring, and mentoring activities. The AHA reviews RF assignments to avoid conflict of interest. AHA has final authority in the decision of the assignment.

AHA RF conduct

- Course monitoring on a routine basis and as needed
- Science and training updates and rollouts within their region as needed
- Instructor courses and monitor, update, coach, and mentor instructors

An RF member *cannot*

- Conduct a course monitoring for any TC they are aligned with as an instructor or for a TC that may be perceived as a competitor because of conflict of interest
- Receive payment for monitoring or mentoring activities while acting in the role of RF
- Hold a paid position within the AHA

See the Volunteer Resource Guide for the RF job description. The Volunteer Resource Guide is available to TCCs on the Instructor Network (IN).

TC Faculty

AHA TC Faculty (TCF)

- Serve as quality assurance and educational leadership for the TC
- Conduct instructor courses and monitor, update, and coach instructors
- Ensure that the TC is capable of conducting quality instructor courses, course monitoring, and instructor updates within the TC

Each TC must appoint at least 1 TCF in each discipline it teaches. The suggested ratio is at least 1 TCF for 8 to 12 instructors (in the same discipline), or at least 1 TCF per TS if the number of instructors is fewer than 12.

Note: TCF status is a TC appointment and is an internal position to that TC only. TCF status does not transfer. When a TCF member transfers to another TC, it is as an instructor, not as a TCF member.

TC Coordinator

The TC Coordinator (TCC)

- Represents the TC and is selected by the TC
- Serves as the primary contact between the TC and AHA ECC Programs
- Does not need to be an AHA ECC Instructor
- Has an understanding of AHA ECC Programs
- Handles the management and storage of TC records
- Is responsible for the security and distribution of course completion cards
- Is responsible for the security and distribution of exams to instructors and TSs
- Manages instructors and TSs for the TC
- Manages instructor alignment on the IN
- Appoints and manages all TCF for the TC
- Ensures instructors are current with information from AHA, including Science Updates, Training Memos, Bulletins, and the *ECC Beat*
- TCCs should participate in a TCC orientation offered by the ECC Training Network Support Center within 30 days of their new appointment. Contact the ECC Training Network Support Center at tccsupport@heart.org or 888-277-5463.

Instructors

Refer to Chapter 4 for detailed information about instructors.

2 – Keeping the Training Network Connected

Overview

The AHA is committed to quality communication with the ECC Training Network. This chapter covers the many resources available to the Training Network to accomplish this goal:

- Electronic Resources
- Listing on My Courses
- US AHA Phone Numbers
- *ECC Beat*

Electronic Resources

The following electronic resources are available to the ECC Training Network:

Resource	Description
American Heart Association Instructor Network (IN): www.ahainstructornetwork.org: All instructors are **required** to be aligned on the IN, and a user agreement is required during registration. AHA reserves the right to delete or deny alignments on the IN.	• Is available to all TCs • Is available to all registered instructors after confirmation of alignment by the TC • Provides up-to-date resources and reference information about AHA ECC Programs and science • Requires password for access • Periodically offers surveys and electronic submission of reports • Provides a section for TCCs to manage instructors and resources • Provides the Instructor ID number required on course completion cards

Resource	Description
My Courses (for TCCs and instructors): www.ahainstructornetwork.org	• Instructors can list classes and skills sessions for practice and testing. • For US instructors and classes only • TCCs can list TC profile and classes offered to the public. • All information entered in My Courses is searchable at www.heart.org in the Find a Course section.
Find a Course (for students): www.heart.org/CPR	• Offers students the ability to search for AHA ECC TCs and classes in a specific ZIP code • US only
AHA eLearning website: www.OnlineAHA.org	• Provides access to AHA ECC online courses
AHA student website: www.heart.org/eccstudent	• Website for students to complete the precourse self-assessment before attending an ACLS or PALS classroom course • Access code is located in the appropriate Provider Manual for each course.
International Training: eccinternational@heart.org	• Primary public email for the Training Network outside the US
AHA website: www.heart.org	• Provides general information about AHA programs and services

Listing on My Courses

Each TC in the US has the opportunity to list upcoming classes and skills sessions in the My Courses search engine. TCs can also grant permission to instructors to post class activity.

To be included on the My Courses search engine, TCs will

- Provide current TC data (name, address, phone, etc)
- Complete an online authorization form
- Post current course information and modify as needed

Each TC is responsible for ensuring the TC data provided to the AHA is current and accurate. The AHA is not responsible for accuracy of information provided to it. If the AHA believes the information is inaccurate

or the AHA cannot obtain updated information, the AHA reserves the right to remove the listing without further notice to the TC or the TS.

US AHA Phone Numbers

The following table lists AHA phone numbers and the resources available in the US:

AHA Toll-Free Phone Number	Available Resources
888-277-5463	For TC-related inquiries only
877-242-4277, Option 4	Technical support for access to IN
888-242-8883	Help for online courses; can also access via help@OnlineAHA.org
877-242-4277	Answers to requests for locations of CPR courses and general AHA questions
888-MY-HEART or 888-694-3278	Information about the Women's Campaign, eg, Choose to Move, Take Wellness to Heart, Walking for Wellness
888-4-STROKE or 888-478-7653	Answers to stroke inquiries and general educational materials for stroke survivors and caregivers
800-AHA-USA1 or 800-242-8721	Answers to general inquiries, requests to send educational materials, registration for Heart Walks, etc

ECC Beat

The *ECC Beat* is a monthly e-newsletter published by the AHA for the AHA Training Network and volunteers. The *ECC Beat* provides information on the latest ECC science, training, program administration, campaigns, events, and news.

The AHA strongly encourages TCs and instructors to read the *ECC Beat* to stay updated on useful information from ECC volunteers, committees, and other ECC professionals. To access the *ECC Beat* newsletter, visit the IN.

It is the responsibility of the TCC to ensure that all instructors aligned with the TC are aware of the *ECC Beat*.

3 – TC Policies and Procedures

Overview

The TC supports the AHA's mission by offering AHA ECC training programs. This section covers these main TC topics:

- Becoming a TC
- Renewing a TC Agreement
- Changing TC Status
- Following AHA Policies and Procedures
- Liability Insurance Requirements for TCs
- Managing Records
- Interfacing With Instructors
- Course Completion Card Management
- Providing General Administrative Support

Becoming a TC

Whom to Contact

Applicants interested in becoming a TC within the US should contact the ECC Training Network Support via 888-424-2429 or tccsupport@heart.org.

Renewing a TC Agreement

US TC Agreement Renewal Process

All TCs are assigned an AHA Account Manager. The TCC will work with the assigned AHA Account Manager for the TC Agreement Renewal Process. For questions regarding your AHA Account Manager, contact the ECC Training Network Support (above).

TC Quality Assurance Review and Course Monitoring

All AHA TCs must have a TC Quality Assurance Review. The purpose of the review is to ensure that the TC complies with the guidelines of the AHA ECC Programs.

ECC Account Managers will schedule the TC Quality Assurance Review with the TCC. TC Quality Assurance Reviews will be coordinated with the TCC in advance. However, the AHA reserves the right to schedule a TC Quality Assurance Review for a TC or TS at any time.

Course monitoring is a required part of the TC Quality Assurance Review process and may be announced or unannounced. A TC must have a course monitoring for each discipline that the TC is approved for. **A TC's refusal to cooperate with or allow a course monitoring or TC Quality Assurance Review is grounds for termination of the Training Center Agreement.**

The TCC must be available during a scheduled TC course monitoring to answer any questions from reviewers and to ensure that the requirements are understood. Participation by TCF is encouraged.

An unscheduled course monitoring may be conducted at the discretion of the TC's Account Manager, Regional ECC Committee Chair, or the AHA Administration.

If problems are identified, the TC will have 10 business days to submit a written plan of corrective action. ECC staff will schedule a follow-up review with the TCC.

For a complete description of the course-monitoring review process, discuss with the ECC Account Manager.

Changing TC Status

What Is TC Status?

Each TC has a specific status that designates which courses they are allowed to offer.

Adding a Discipline

TCs within the US that wish to add or reinstate a discipline (ACLS, BLS, or PALS) need to submit an application with appropriate attachments to the Account Manager.

Deleting a Discipline

The procedure for deleting a discipline is the same as that for terminating a TC agreement (below).

Terminating a TC Agreement

TCs may be closed in 1 of 4 ways:

- Either party may, at its discretion, terminate the TC Agreement at any time by providing the other party with a 60-day notice (calendar days) without further explanation or justification.
- Either party is free to choose not to renew the TC Agreement without giving advance notice to the other party and without further explanation or justification.
- Either party may terminate the TC Agreement if the other party breaches the TC Agreement and does not cure the breach within 10 business days after receiving written notice of the breach.
- The AHA may terminate the agreement and close a TC without any prior written notice if it determines, in its sole discretion, that the TC performs any activities that pose a legal or business risk to the AHA.

A TC needs to perform the following steps at least **30 calendar days** before the expiration or termination of the TC Agreement unless indicated otherwise:

Step	Action
1	The TC notifies all instructors in writing of the TC closing: • At least 30 calendar days before the scheduled closing date *or* • Immediately if the TC is closing with cause or the Agreement expires and either party chooses not to renew it
2	The TC cancels all courses listed in My Courses or notifies the instructors to do this.
3	Instructors access My Courses to receive a current list of other TCs in the area.
4	The TC ensures that its records are updated and complete and that all pending cards have been issued.
5	The TC returns all blank AHA course completion cards to the ECC Training Network Support Center. The ECC Training Network Support Center will arrange for reimbursement for current, blank course completion cards. Only course completion cards purchased from an authorized AHA distributor will be considered for reimbursement.

Step	Action
6	The TC offers to either • Hold instructor records (including course rosters and monitor forms) until new TCs have been designated *or* • Inform instructors that their records are being sent to the ECC Training Network Support Center. Records must be sent to the new TC or to the ECC Training Network Support Center within 30 calendar days of the TC Agreement termination date. **Original copies of the instructor records may not be sent to individual instructors.**

Transitioning a TC to a TS

To transition from a TC to a TS, the TC needs to complete the following steps at least 30 calendar days before the transition.

Step	Action
1	The TCC identifies a TC that will accept the transitioning TC and its instructors as a TS. Instructors may select their own TC.
2	The TC notifies all instructors affiliated with the TC that is closing or transitioning at least 30 calendar days before the scheduled date. If an Instructor wishes to align with another TC, the transitioning TC will transfer the Instructor's records to the requested TC on receipt of a completed Instructor Records Transfer Request. This form is located on the Instructor Network for TCC access. The TCC is responsible for giving this form to the Instructor.
3	The transitioning TC ensures that all course and Instructor records are updated and complete and that pending cards have been issued.
4	The TC returns all blank AHA course completion cards to the ECC Training Network Support Center. The ECC Training Network Support Center will arrange for reimbursement for current, blank course completion cards. Only course completion cards purchased from an authorized AHA distributor will be considered for reimbursement.

Following AHA Policies and Procedures

Overview

The TC should perform its duties in a manner consistent with the AHA mission and guidelines. This includes the following:

- A training organization cannot operate as a TC until it has submitted the appropriate information and documentation to the AHA and has been officially approved as a TC.
- The TC must use the current AHA ECC training materials in its courses and ensure that course participants have the most current course materials for use. For more information please refer to Use of AHA Materials.
- The TC and/or its TSs should offer classes that are open to the community unless prohibited by law or institutional policy.
- In support of the AHA ECC mission, the TC provides instructors with resources for obtaining equipment, marketing, or organizational support for community courses.
- The TC conducts instructor courses and provides updates to its instructors and TSs with the latest information on AHA courses, science guidelines, policies and procedures, the *ECC Beat*, and Training Bulletins and Memos. All updates must meet the timing requirements defined with each product or materials release.
- TC policies and procedures for instructors and administration of TSs cannot contradict AHA guidelines and policies as listed in the PAM.
- When a TC changes the person filling the TCC role, the TC should provide written notification of the change to the ECC Training Network Support Center and its TC instructors within 10 business days.

Smoking Policy

The TC must prohibit smoking in classrooms and training facilities during all AHA ECC training programs.

Internet and Email Requirements

The AHA requires all TCs to maintain Internet access and an email address for the TCC.

- TCs should immediately communicate any change in the email address to the ECC Training Network Support Center by email to tccsupport@heart.org.

Failure to maintain Internet access and an active email address could be grounds for termination.

Liability Insurance for TCs

Insurance and Financial Responsibility

Contact the ECC Training Network Support Center for information on general liability insurance requirements of the TC Agreement.

Managing Records – Types of Records

Overview

TCs may maintain records as hard copy or electronically as long as all required records are available and can be provided to the AHA on request and during a TC Quality Assistance Review. If the TC uses electronic records, it is recommended to back up the data with a data recovery system in the case of a catastrophic loss of the hard drive. TCs must be able to print all electronic files.

Managing Records – Document Retention

Overview

- TCs must keep all required documents for at least 3 years from the date of action; for example, maintain records for 3 years past the last day of the course.
- A TC may store records at a TS as long as the records are available to the TC and accessible during a TC Quality Assurance Review or as requested by the AHA.

TC Documents

The TC must maintain the following required documents according to the retention policy stated above or its own retention schedule if longer:

- An original or a copy of the current, signed TC Agreement
- Documentation that the TC has the appropriate minimum general liability insurance coverage or waiver as stated in the TC Agreement
- Documentation of any issues identified during a TC Quality Assurance Review and steps taken to resolve the issues(s)
- Agenda for each course provided by the TC if the standard course agenda is not used

- The following written policies and procedures:
  - Equipment/manikin maintenance and decontamination
  - Quality Assurance Plan (updated annually)
  - Internal TC dispute resolution policy
  - TS management/relations
  - Card maintenance and issuance
- Course files (see Course Files section below)

Course Files

TCs should maintain the following course records:

Provider Courses	• Completed course rosters • Documentation related to dispute resolution (attach to course roster as indicated) • Originals or a summary of course evaluations (used by students to rate the course and instructor) • Original evaluations if there were problems with the course • Student written examination answer sheets and skills performance sheets for students who did not, or have not yet, met course completion requirements • Evidence of the use of the AHA course fee disclaimer for courses in which fees are charged • Skills session paperwork for eLearning courses, including roster, Certificate of Completion for Online (Part 1), and original or summary of course evaluation for Parts 2 and 3 of the skills session
Instructor Courses	• Instructor Candidate Applications for all candidates in the course documenting that the candidates will align with a TC • Completed course rosters • Documentation related to dispute resolution (attach to course roster as indicated) • Originals or summary of course evaluations (used by candidates to rate the course and TCF) • Original evaluations if there were problems with the course • Evidence of the use of the AHA course fee disclaimer for courses in which fees are charged • All monitoring forms from the first class the candidate taught, which documents that the candidate completed all the requirements for becoming an instructor

Instructor and TCF Records (All Disciplines)

The TC maintains files and documentation for all course activity for aligned instructors. The forms listed below can be found on the IN for TCC access. The TCC is responsible for giving these forms to the instructor when appropriate.

- Instructor/TCF Candidate Applications for all instructors aligned with that TC
- Instructor/TCF Monitor Forms
- Instructor/TCF Renewal Checklists
- Instructor Records Transfer Requests
- Instructor Course Completion Notice to Primary TC
- Documentation of administrative or disciplinary actions taken

Instructor Records Transfer

Instructor status may be freely transferred from one TC to another upon the instructor's request.

Records must be transferred as requested, and the original TC must also retain copies for the required 3-year period to document training activities through the TC.

The original TC is required to notify the instructor of the process as listed below and to send whatever is on file in the instructor records.

Instructor records may not be sent to individual instructors.

The steps to transfer instructor records from one TC to another are as follows:

Step	Action
1	The instructor completes an Instructor Records Transfer Request, which is located on the IN.
2	The TCC of the new TC signs the request and sends it to the instructor's original TC. Alternatively, the instructor may send the request to the original TC.
3	The original TC sends complete instructor files that are up to date to the other TC within 30 calendar days of receiving the Instructor Records Transfer Request. Instructor records to include are initial application forms, course monitoring and renewal forms, and a list of all courses taught by the instructor. (Copies or originals are acceptable.)
4	The original TC deactivates the instructor on the IN and tells the instructor how to realign with new TC.

Reporting

Periodically, TCs submit TC Activity Reports of all course activity as requested by the AHA. Failure to submit the required TC Activity Report by the deadline may cause the AHA to terminate the TC Agreement.

Interfacing With Instructors

Responsibilities of TCs to Instructors

The AHA recommends that TCs have written Alignment Agreements that ensure instructors meet all requirements. This might include, but is not limited to, having instructors sign a contract. At a minimum, each TC is responsible for

- Ensuring all instructors are aligned with the TC on the IN
- Providing guidance and assistance to instructors as needed
- Maintaining a list of Instructor ID numbers from the IN
- Providing instructors with notification of all ECC Training Bulletins, Training Memos, and issues of *ECC Beat* placed on the IN
- Conducting instructor update courses as needed
- Maintaining complete and accurate instructor records
- Transferring instructor records to a new TC within 30 days of receiving a Records Transfer Request
- Ensuring that instructors use current course materials and have current Instructor and Provider Manuals for the courses they teach

TCCs should inform their instructors of the requirement to comply with all AHA policies and Ethics/Code of Conduct. TCCs should also provide first-line support to their instructors.

For more information on instructors, refer to Chapter 4.

Course Completion Card Management

Ordering Course Completion Cards

Only a TCC (or another authorized TC representative designated by the TCC) can use the confidential security code to order course completion cards for approved disciplines. The TCC should keep this code confidential. TCCs cannot order course completion cards without this code.

The TCC has final responsibility to AHA for the security code. The TCC must notify the AHA Account Manager or the ECC Training Network

Support Center **immediately** if the security code is suspected as lost, stolen, disclosed, or used without authorization.

The AHA may change the code if deemed necessary to maintain the confidentiality of the code.

Misuse of the confidential security code could result in termination of the TC Agreement.

Issuing Course Completion Cards and Security

- AHA course completion cards may be ordered from authorized AHA distributors by using the security code. The cards contain security features and have the AHA logo. For more information, please refer to the Course Card Reference Guide located on the IN.
- For administrative reasons, the TCC may allow a TS to issue course completion cards. However, the TCC has final responsibility to the AHA for all course completion cards, including those issued to a TS. Before distributing course completion cards to a TS or instructor, the name of the TC should always be printed on the course completion card. TCs may not release blank cards that do not contain the TC name to a TS or to instructors.
- The TCC should notify the AHA Account Manager or the ECC Training Network Support Center **immediately** if the security of the course completion cards is suspected as breached.
- Each student who successfully completes an AHA ECC course must be issued the appropriate course completion card unless prohibited by local or state statutes or regulations.
- The TC of the instructor who conducts the provider course is responsible for card issuance and security by its instructors and TSs. If an instructor is invited to teach at a second TC or with an instructor from another TC, the course completion cards are issued by the sponsoring TC.
- Each TC should be able to document how it maintains card security and accountability. Only the TCC and the person(s) he or she designates may have access to AHA course completion cards.
- All course completion cards should be in students' hands as quickly as possible. TCs must issue course completion cards within 20 business days of the course completion.
- TCs should never allow a course roster to be given to a student in the place of a course completion card. Course rosters contain students' personal data and should be protected.
- The Instructor's ID number (assigned by the IN) must be included on all course completion cards issued by the TC.
- TCs cannot sell or give course completion cards to other TCs or non-AHA organizations.

- TCs can only issue course completion cards to students who have successfully completed an AHA course through that TC.
- If a student receives remediation, the course completion card will have the remediation date for the issue date.

For more information on course completion cards, refer to the Course Card Reference Guide on the IN.

Filling Out Course Completion Cards

The AHA requires the appropriate course completion cards be stamped, typed, or computer printed to reduce the risk of course completion cards being altered. The information printed on the course completion cards needs to be complete and legible.

If requested, a TC will replace any course completion card that it or its TS produced that is inaccurate or illegible. The content of AHA course completion cards cannot be altered in any way.

The IN provides the Instructor ID number that is required to go on course completions cards.

Refer to the Course Card Reference Guide on the IN for details on how to complete AHA course completion cards.

Course Completion Card Validity Period

All AHA course completion cards are valid for 2 years through the end of the month in which the course completion card was issued. For more information, please refer to the Course Card Reference Guide located on the IN.

The only exception is the Heartsaver Bloodborne Pathogens course participation card. Per OSHA, this course participation card is only valid for 1 year.

For US TCs conducting courses outside the US: If a government statute or requirement mandates a period other than 2 years, contact ECC Global Training for assistance and guidance.

Duplication/Replacement of Lost Course Completion Cards

- A replacement course completion card received from a TC is as valid as the original course completion card.
- Use the same dates as the original course completion card.

- It is the TC's responsibility to issue a replacement course completion card if a card is lost or mutilated or becomes otherwise unusable. In such cases, the instructor will advise students to contact the TC that issued the original course completion card.
- The TC may set a fee for reissuing a course completion card.
- The TC will verify course completion before issuing a duplicate course completion card.
- **Do not refer students or instructors to the AHA for replacement of course completion cards**.

Damaged Course Completion Cards

- If course completion cards are damaged in shipment, the TCC should contact the distributor that shipped them.
- Keep all shipping documents and packaging, and contact the distributor for details on the return.
- Reimbursement and exchange will not be made if the course completion cards are damaged by the TC/TS during printing, printing errors, or other damage not related to shipping.

Written and Skills Tests

Overview

Only current written exams and skills tests are used to determine successful course completion. Use of any other written exam to determine a student's completion of an AHA ECC course will jeopardize the TC Agreement, the instructor's status, or both.

Note: Not all AHA courses require a written exam. It is the instructor's responsibility to determine this by consulting the Instructor Manual, the TCC, or TCF.

Exam Security

To prevent possible compromise of exam contents, the AHA issues exams **only** to the TCC listed on AHA records.

- US-based TCCs receive exams from the ECC Training Network Support Center.
- TCCs are ultimately responsible for the security of the exams.

The TC, through the TCC, is responsible for

- Ensuring that instructors use current versions of each exam as appropriate

- Maintaining exam security within the TC records and through all instructors who issue exams

Each exam should be accounted for and returned to the instructor at the end of the exam. Exams should be stored in a securely locked location and should not be distributed without a clear set of guidelines for their use.

If a TCC sends exams electronically to an instructor, the TCC must protect the security of the exams by sending to an email address that is accessible only by that instructor.

The AHA produces written exams in the languages in which materials are produced, as well as some other languages. Any TC can use AHA-translated exams in disciplines that they are approved to teach. TCs that need translated exams should contact tccsupport@heart.org.

The TC is responsible for ensuring that the exams are not edited and only AHA-translated exams are used.

AHA ECC course exams may not be posted to any Internet or intranet site except through a learning management system (LMS) for the purpose of testing students in an ECC course ***after permission has been granted by ECC***.

All requests to make exams available through an LMS or to use them in a similar manner should be requested through the appropriate AHA Account Manager or by contacting tccsupport@heart.org or 888-277-5463.

Failure to get permission could result in termination of the TC Agreement.

Skills Tests for AHA eLearning or Classroom Course Completion

Skills tests are a key way to measure the student's mastery of material. The instructor will

- Ensure that the student has completed the eLearning AHA Part 1 portion of the course for which the student will be tested
- Ensure that a skills practice session has been conducted and that both the student and instructor feel confident that the student is ready for testing before skills testing begins
- Administer skills tests as designed and outlined in the applicable curriculum without prompting the student. Prompting and coaching students during testing weakens the purpose of the test and the student's confidence in his or her ability to perform the required skill.
- Use the skills testing sheets, critical skills description sheets, and Lesson Maps as described in the curriculum. Completed skills testing

sheets for students who have not yet succeeded in performing the skill will be kept in the course file.

Course Fees, Materials, and Equipment

Course Fees

The AHA does not set or receive fees for courses offered by TCs or instructors. It is the responsibility of the TC and/or instructor to determine what fees, if any, to charge for courses and to ensure that billing practices comply with applicable laws.

The following disclaimer ***must*** be printed on all TC promotional brochures, announcements, agendas, or other materials distributed to students in courses for which fees are charged:

> *The American Heart Association strongly promotes knowledge and proficiency in all AHA courses and has developed instructional materials for this purpose. Use of these materials in an educational course does not represent course sponsorship by the AHA. Any fees charged for such a course, except for a portion of fees needed for AHA course materials, do not represent income to the AHA.*

Use of AHA Materials

Textbook or Student Manual

Each student must have the current appropriate course textbook readily available for use before, during, and after the course.

Textbooks are designed for individual use and are an integral part of the student's education. Students may reuse their textbooks during renewals or updates until new science guidelines are published.

TC Employee Libraries

*The **only exception** to all students having their own course textbook is as follows*:

- TCs that are *hospitals, EMS agencies,* or *fire departments* and that train *their own employees* may establish a library of healthcare-level provider textbooks ("TC Employee Library") for the use of their employees in training and during working hours.
- The TC Employee Library must contain at least as many copies of the applicable textbook as the average number of employees trained in the given discipline during a 3-month period.

- Each copy of the textbook must be the current edition, in good condition, and include all original parts.
- The TC Employee Library must be open and textbooks available to the trained employees at their worksite during their working hours. This means that a TC that wishes to use the library exception with trained employees at several different facilities will need to establish a TC Employee Library at each facility. A trained employee is one who has completed an AHA course within the past 2 years.
- All other requirements for delivery of training must be met as defined in the appropriate Instructor Manual and training materials.

TCs that fail to meet the AHA materials requirements above are not in compliance with the requirements for issuing course completion cards and may not issue course cards for courses where this requirement is not met.

The TC that uses the TC Employee Library exception must have a written policy that provides direction on how the library will be implemented and monitored and that is available to the AHA during site review.

At a minimum, the written policy will state how the TC determines the average number of books held in its library and how trained employees can access the library at any time before, during, and after an AHA course.

ACLS and PALS Precourse Self-Assessments

To achieve the greatest benefit, participants in ACLS and PALS courses should complete an online precourse self-assessment. The self-assessment can be accessed through www.heart.org/eccstudent. The access code is located inside the front cover of the appropriate Provider Manual for that course.

If Internet access is an ongoing problem for students in an area, the TC may contact the ECC Training Network Support Center for a paper version of the self-assessment.

Core Curriculum

Each AHA course must follow the guidelines and core curriculum in the most current editions of the course textbook and Instructor Manual. Current editions of AHA course materials must serve as the primary training resource during the course.

Instructor Material Requirements

All AHA instructors are required to have their own current copy of Instructor Manuals and Provider Manuals/Workbooks for each discipline they teach.

Non-AHA Content

Adding non-AHA content to the course is not advisable.

Although it is not considered a best practice to add to the course, instructors may add related topics as long as

- *None* of the required AHA lessons or course content is eliminated, altered, or shortened
- Additional topics and information are added only at the *beginning or end* of the course so that the additional information does not disrupt the flow of the required lessons
- The course length increases in proportion to the amount of non-AHA material added

The course director or lead instructor must approve any supplementary materials before the course.

Once approved, the instructor must inform students of any additional information that is from non-AHA sources, and such material must be clearly labeled as "Not AHA approved."

A student is not held responsible for, or tested on, non-AHA content and cannot be failed over non-AHA content.

Any location-specific protocols or procedures that do not comply with AHA process (substituting new medications, specialized techniques, etc) should be identified as *location-specific* and separated from the core content of the course.

Managing Equipment

It is the responsibility of the TC to ensure that

- Instructors follow the appropriate decontamination of equipment according to the manufacturer's instructions.
- Instructors verify that the course equipment is clean and in working condition before the course. If needed, refer to the Equipment Decontamination Guidelines for CPR Training located on the IN to use as a guide in writing decontamination policy.
- Appropriate equipment is available in sufficient quantities (as outlined in the Instructor Manual) and in good working order at each course conducted by the TC and/or its TSs or instructors.

Copyright of AHA Materials

Copyright/Copying of AHA Material

The American Heart Association owns the copyrights to AHA textbooks, manuals, and other ECC training materials. These materials may not be copied, in whole or in part, without the prior written consent of the AHA.

To request permission to reprint, copy, or use portions of ECC textbooks or materials, submit a written request to the AHA at the link below.

For more information, see the Copyright information at the following link copyright.heart.org.

Quality Assurance Plan

Quality Assurance

Quality assurance is the key to an effective ECC training program. The TC is solely responsible for

- The quality of the courses it provides and its compliance with AHA policies and guidelines
- A written Quality Assurance Plan that can be produced upon request and that complies with AHA policies and procedures

Quality Assurance Plan

A TC Quality Assurance Plan should include the following points:

- Current AHA exams are used in all courses that require testing for issuance of a course completion card.
- The TC ensures that each student has the current appropriate textbook readily available for use before, during, and after the course. For more information, refer to Use of AHA Materials.
- The TC has a written policy for developing, monitoring, and updating instructors and renewing instructor status.
- Every AHA course conducted by the TC uses the AHA core content and AHA developed materials.
- Course completion cards and written exams are stored securely in a locked location.
- The TC has adequate resources to complete the contracted program requirements, including staff, equipment, etc.
- The appropriate course completion card is issued to every student.

- The TC has written internal dispute resolution policies and procedures that each instructor receives.
- The TC monitors equipment used in all AHA courses to ensure that it is clean and works properly.
- TC records are complete and filed properly.
- The TC has a written policy detailing how TCF and instructors receive training for their roles and are actively involved in the Quality Assurance/Continuous Quality Improvement process to ensure providers are able to perform quality CPR.
- The TC has a written policy detailing how courses will be monitored that are taught by its instructors and TSs and all skills sessions conducted by instructors.
- The TC has a written policy detailing how to evaluate its courses, instructors, and program administration.

It is highly recommended that the TC have a program that monitors growth and improvement in its performance. To do this, the following indicators could be monitored:

- Increased training numbers
- Participation in Chain of Survival activities in the community
- Improved course evaluations as a result of documented corrections
- Expansion of the TC Training Network (new Instructors, new TSs, etc)

4 – Instructor Alignment

Overview

An instructor candidate must complete all requirements and align with an approved primary AHA TC that is authorized by AHA to teach in that territory before teaching a course other than the initial monitored course. Only instructors who are aligned with a TC are authorized to teach courses and issue course completion cards.

This section covers these main alignment topics:

- Requirements for Instructor Alignment
- Instructor Status Revocation
- Reasons for Instructor Revocation

Requirements for Instructor Alignment

The following are requirements for instructor alignment:

- No fees are paid to the AHA for this alignment. Any fees charged for instructor alignment are solely at the discretion of the TC.
- The TCC may require a meeting with or monitoring of the instructor applicant before acceptance. The course monitoring will be done by designated TCF. The TCC decides whether or not to accept the instructor for alignment. This decision is final.
- TCs may revoke the alignment privilege of any instructor who fails to act in accordance with AHA course policy or TC policy.
- Instructors should align with a TC that has a physical location within the state or country where they reside or work.
- TCs are not obligated to accept all instructors who apply for alignment. The TC has the sole right to determine which instructors to keep on its roster based on its criteria.
- An instructor may teach with more than 1 AHA TC.
- An instructor may align with a second TC if employed by a TC (or if the employer specifies a TC for alignment) that will not support the instructor's non–employment-related courses. The instructor may have to meet additional teaching and monitoring requirements as determined by the second TC.

Instructor Status Revocation

Revocation of AHA Instructor status means the privilege of claiming instructor status, aligning with a TC, and issuing AHA course completion cards is no longer allowed.

The following are key points on instructor status revocation in the US:

- If an instructor is no longer aligned with a TC, either by choice of the instructor or the TC, the instructor card is surrendered to the primary TC if requested.
- The TC shall then report its decision to the Regional ECC Committee by submitting the information via the AHA Account Manager.
- The Regional ECC Committee must then determine whether the instructor is eligible for active status or should have his or her instructor status revoked. Instructor records cannot be transferred until the Regional ECC Committee decision is finalized.
- Once the Regional ECC Committee finalizes its decision to revoke an instructor's status, the instructor card must be returned to the issuing TC or AHA.
- Once instructor status and alignment are revoked, the TC will deactivate the TC alignment on the IN.
- Instructor status revocation does not revoke provider card status.

Reasons for Instructor Revocation

The following are reasons for revocation, but this list is not all-inclusive of reasons that can result in revocation:

- Falsification of class records
- Non-adherence to AHA guidelines and curricula
- Producing or issuing non-AHA course completion cards
- Continued instruction that is inconsistent with AHA standards for the course/program after remediation by the TCC, TCF, ECC staff, or RF
- Using non-AHA examinations or breaching security of AHA exams
- Inappropriate activities, language, harassment, or conduct during courses or directed toward other instructors, students, ECC staff, or volunteers

5 – Training Sites

Overview

TSs are generally training locations that operate under a TC and are located in a separate location.

This section covers these main TS topics:

- General Information
- TS Management

General Information

A TS must

- Conduct AHA courses following the guidelines outlined in the PAM and in the Instructor Manual for each discipline that the TS is approved to teach
- Meet the same standards as TCs with regards to equipment, course completion card management, and instructors in each discipline that the TS will teach
- Maintain course and instructor records meeting the same requirement and standards of the TC and submit reports as requested to the TC
- Appoint a coordinator who meets the defined position requirements and who is approved by the TCC. The TCC must designate TCF for each discipline taught at the TS so that quality monitoring, mentoring, and evaluation of instructors will be met.
- Conduct annual self-reviews by using the TC Administrative Self-Review as a guide and submit the review to the TC. The TS must be able to submit these upon request from the TC or AHA. The TC Administrative Self-Review form is located on the IN for access by the TCC.
- Provide courses only in the same defined Territory as the TC as detailed in the TC Agreement. Any course completion card issued outside of the Territory area is not considered valid and could result in termination of the TC Agreement.

The TC must have a signed letter of agreement/understanding on file with each TS that can be made available to AHA upon request.

TS Management

It is the responsibility of the TC to ensure that its TSs comply with all policies and procedures outlined in this manual, as well as with the TC's own policies and procedures and the TC Agreement.

- The TCC or approved designee visits and monitors each TS at least once every 2 years to ensure that the site complies with AHA and TC policies.
- The TC maintains documentation of these visits for at least 3 years.
- The TC uses the TC Quality Assurance Review Process to document a review of a TS.
- The TCC ensures appropriate equipment is available in sufficient quantity (as outlined in the Instructor Manual) and in good working order at each course conducted by the TC and/or its TSs or instructors. This can be accomplished by visits to each TS and by regular course/skills session monitoring.
- For information regarding the TC Quality Assurance Review, the TCC should contact his or her AHA Account Manager.

The TC will disclose **all** TS locations and numbers of instructors to the AHA Account Manager or AHA Account Specialist every year or as requested.

6 –Boundaries and Recognition of Status

Overview

The AHA has specific rules about training boundaries and recognition of status of its providers, instructors, and faculty.

This section covers these topics:

- Training Boundaries
- Recognition of Status

Training Boundaries

Within the US

The TC (including all affiliated instructors and TSs) may only offer its AHA courses in the geographic region defined in Section 1.4 of their TC Agreement.

During the year of its TC Agreement Renewal, the TC can request to expand its business or coverage area to those regions that are adjacent to its existing coverage area. To do this, the TC will resubmit an application by using the TC Application Process, and approval is subject to the AHA's review and discretion.

The following are the steps to take if a TC has instructors who want to conduct training outside the TC's geographic region:

- The TC should contact its AHA Account Manager to request permission for instructors to teach outside of its allowed region. If approved in writing, the TC may train no more than 100 students outside of its geographic region per fiscal period (July 1 through June 30).
- AHA Instructors should obtain permission from their TCC. When a TCC grants this permission, the TCC accepts responsibility for
  - Course quality
  - Adherence to the curricula

The TC will create a clear, written process for monitoring courses taught outside the TC's geographic territory. The TC will produce this documentation when requested by the AHA.

International Training by US Instructors

The AHA acknowledges that many instructors and TCs have opportunities to form relationships in the international medical community.

- US-based instructors and TCs may only conduct occasional training outside the geographic territory listed on their contracts with **preapproval in writing from ECC Global Training.** Contact ECC Global Training at least 6 weeks before the intended training. Approval is not automatic and, in some regions, training must be coordinated through local ITCs.
- US TCs and instructors cannot teach in Canada unless they are aligned with a Heart and Stroke Foundation of Canada training program. Contact the HSFC at www.heartandstroke.ca for assistance. Refer to Heart and Stroke Foundation of Canada for more information.

Information about all proposed and ongoing international training by AHA TCs and instructors **must** go through ECC Global Training. There is a more stringent process for TCs and instructors who are providing continual training outside the US.

Failure by either a TC or an instructor to follow these policies may be cause for termination of the TC Agreement or revocation of instructor status.

For more information about international considerations, email eccinternational@heart.org.

Prohibited Countries List

As a US corporation, the AHA abides by the US government's rules and regulations that prohibit or restrict conducting business transactions with certain countries, individuals, and entities.

All TCs and their sites must abide by the US government's directives regarding such transactions. TCs should check the following websites for additional information.

Terrorist Designations and State Sponsors of Terrorism: www.state.gov/j/ct/list/index.htm

Foreign Corrupt Practices Act: www.justice.gov/criminal/fraud/fcpa/

Denied Persons List/Unverified List/Entity List/Specially Designated Nationals List/Debarred List/Nonproliferation Sanctions:
www.bis.doc.gov/complianceandenforcement/liststocheck.htm

Sanctions Programs and Country Information:
www.treasury.gov/resource-center/sanctions/Programs/Pages/Programs.aspx

Recognition of Status

Overview

The AHA ECC Programs recognizes the mobility of its providers and instructors and encourages them to remain active in the ECC Training Network wherever they move.

The table in the following section details recognition of status in the ECC Training Network in the US and internationally.

Within the AHA

This table details recognition of status in the ECC Training Network:

Status	Description
Provider	• Recognized nationally and internationally
Instructor	• Recognized nationally and internationally • An instructor card supersedes a provider card. Provider status (for the same discipline) is deemed current as long as the instructor card remains valid. See Instructor Courses for instructor criteria. • The AHA does not require an instructor to have a valid provider card. However, policy from different agencies or regulatory bodies may make it a requirement. See Issuing Course Completion Cards and Security for information on issuing cards.
TCF	• A TCF appointment is not transferable between TCs. • A TCF member who transfers to another TC will need to work with the new TC to establish TCF status.

Status	Description
RF	• An RF appointment is not transferable outside of the region or state where it was issued. • An RF member who moves to another region should contact the ECC Training Network Support Center or Volunteer Support Specialist for specific information about applying for an RF appointment in the new region.

Military Training Network (US Only)

Since 1984, the AHA has recognized the Military Training Network (MTN) for Resuscitative Medicine Programs as equivalent to an AHA ECC Region and national TC.

The MTN coordinates resuscitative medicine programs for the uniformed services. The Department of Defense (DoD) Health Council at the Uniformed Services University of the Health Sciences (USUHS) established these programs for the uniformed services.

The following table describes recognition of status with the MTN:

Status	Description
MTN Provider Certificates/Cards	MTN Provider cards for AHA courses are the equivalent of the corresponding AHA Provider card (MTN uses the AHA curricula). These are also • Recognized within the DoD • May not bear the AHA logo • Should be recognized by AHA TCs and TSs when renewing *DoD personnel.* • The MTN may issue AHA Provider cards. • Someone with a current MTN Provider card may attend a discipline-specific AHA renewal or update course. For more information go to www.usuhs.mil/mtn/

Status	Description
MTN Instructor Cards	• The MTN issues AHA Instructor cards. • MTN Instructors who wish to teach outside the MTN must align with a civilian TC and meet its affiliation requirements. These instructors will have dual instructor status and alignment and will issue cards appropriate to their audiences. • MTN Instructors must meet all TC and MTN training requirements to maintain their status. All courses may count toward teaching requirements in both systems. It is the instructor's responsibility to ensure that the MTN site and the TC are provided with course rosters.
MTN TS Faculty Cards	• The MTN appoints TS Faculty rather than TCF or RF. • MTN TS Faculty appointments are not recognized outside the MTN and are not transferable to a civilian TC. An MTN TS Faculty member who aligns with a civilian TC will need to work with the new TC to establish TCF status.

Heart and Stroke Foundation of Canada

The Heart and Stroke Foundation of Canada (HSFC) works closely with AHA ECC. **US TCs and instructors are not permitted to teach in Canada unless they are aligned with an HSFC training program.** The following table details recognition with the HSFC in the US.

Status	Description
HSFC Provider Card	• Recognized by the AHA • Can be used for admission to an AHA Provider renewal and update or AHA Instructor course in the same discipline
HSFC Instructor Card	• Recognized by an AHA TC in the same way as an instructor card issued by any AHA TC

Recognition of Other Organizations Not Listed

For questions about AHA recognition of other organizations not listed above, contact the ECC Training Network Support Center or your Account Manager.

For questions about international organizations not listed, contact ECC Global Training.

7 – Course Information

Overview

This section covers these topics:

- General Information
- Provider Courses
- Provider Course Student Assessment
- Instructor Courses
- ACLS EP Courses
- Course Director Orientation

General Information

AHA ECC Classroom-Based Course Criteria

An AHA ECC classroom-based course must meet the following criteria before a course completion card may be issued and the course is referred to as an AHA course. The intent of this policy is to ensure consistent quality in AHA courses wherever they are taught.

- The course instructor(s) must be a current AHA-recognized Instructor. Specialty faculty with expertise in a particular content area may assist AHA Instructors in advanced life support courses. Specialty faculty do not count in the required student-to-instructor ratio as outlined in the appropriate Instructor Manual.
- The course must be taught according to the guidelines and core curriculum set forth in the current editions of the AHA course textbook(s) and/or Instructor Manual(s). An instructor can add topics before or after the AHA core curriculum so long as it does not interrupt the flow of the course or impact the instructional design of the course. See Non-AHA Content for more information.
- Each student must have the current appropriate course textbook readily available for use before, during, and after the course. Textbooks are designed for individual use and are an integral part of the student's education before, during, and after the course. Students may reuse their textbooks during renewals until new science guidelines are published. See Use of AHA Materials for more information.
- The current edition of AHA course materials, DVDs, and exams must be used. Using the course DVDs is mandatory in classroom courses.

- A course evaluation form must be used in each ECC course to obtain feedback from students on course content and instructors. AHA strongly encourages the use of the AHA Course Evaluation form found on the IN. If a TC elects to use its own evaluation form, the form must contain all the information on the IN form.
- After successful course completion, the appropriate AHA course completion card must be issued. The course completion card must meet all AHA card issuance requirements.

AHA ECC eLearning Course Criteria

After a student completes the online portion of an AHA eLearning course, an instructor can conduct the skills practice and testing.

To validate students' Part 1 completion certificates

1. Go to OnlineAHA.org.
2. On the home page, scroll down to choose "Skills Sessions."
3. Scroll to the bottom of the Skills Session page and click the "Check Certificate" link.
4. Look for an anatomical heart watermark as the background on the current version of certificates.

If the certificate does not start with SCI, go to www.laerdal.com/certificate/ to validate the certificate.

If the certificate number starts with SCI, go to www.OnlineAHA.org/index.cfm?fuseaction=main.checkCertificate to validate the certificate.

Continuing Medical Education/Continuing Education Units

Some AHA classroom courses provide continuing education (CE) credit. TCs are encouraged to offer CE credit whenever possible for ECC courses.

In addition, some advanced level online AHA courses do qualify for CE, continuing education units (CEU), or continuing medical education (CME) credit for doctors, nurses, and EMS professionals. Go to www.OnlineAHA.org for continuing education opportunities and learn.heart.org for additional professional education opportunities.

The AHA is contracted to offer EMS students Continuing Education Hours (CEHs) through the Continuing Education Coordinating Board for Emergency Medical Services (CECBEMS) for several classroom-based provider courses. *Note: CECBEMS accreditation does not represent that the content conforms to any national, state, or local standard or best practice of any nature.*

Due to contractual obligations in making CECBEMS credit available to all EMS professionals, the TC is **required** to collect and submit information requested on the AHA IN for each and every EMS professional who completes the activity. The AHA does not require the student to accept the CE offering. AHA recognizes that not all students will need the credit, nor will all of the licensing agencies accept the credit.

When a provider completes one of these courses, the TC will make these credits available to that provider.

Visit the IN or contact the ECC Training Network Support Center for more information.

Course Equipment

All AHA ECC courses require that manikins and equipment allow for demonstration of the core skills of the course (eg, airway management, correct hand placement, compression depth and recoil, etc).

Equipment required for each course is listed in the course-specific Instructor Manual. All equipment used must be in proper working order and good repair.

The AHA neither endorses nor recommends a particular brand of manikin or other equipment. The decision on which brand or model of equipment to use is the responsibility of the TC.

With the increase in popularity and functionality of electronic tablets in the past few years, there has been a surge in development and use of tablet-based monitor/defibrillator applications.

Some of these tablet applications have the functionality of a monitor where students can demonstrate that they know how to defibrillate, pace, or cardiovert by pushing the correct buttons.

For the tablet-based monitor simulator to be used as a monitor/defibrillator in advanced AHA courses, the student must be able to do the following with the tablet-based monitor:

- See the rhythm running on the monitor on the tablet screen
- Connect the tablet to the simulated patient with electrodes and defibrillator/pacing pads
- Physically push a button to charge and shock and sync if applicable
- Physically push buttons to set the rate and output while pacing

For the tablet-based monitor to be used as an AED trainer in AHA courses, it must meet the following requirements:

- The student must be able to connect the tablet to the simulated patient with defibrillator pads.
- The student must be able to physically push a button to charge and shock.
- The device must give the student step-by-step instructions that are consistent with standard AEDs and AED trainers.

Americans With Disabilities Act

Each TC is responsible for complying with all applicable laws, rules, and regulations including, but not limited to, the Americans with Disabilities Act (ADA). For more information on the AHA and ADA, refer to Chapter 9 – Legal Aspects.

Provider Courses

Provider Course Descriptions

For descriptions of specific AHA Provider courses, visit the IN or check the Instructor Manual for that course.

Provider Course Prerequisites

Several of the provider courses have prerequisites. For more information, instructors should refer to the discipline-specific Instructor Manual.

Self-Directed Learning

The AHA self-directed learning programs offer instructors maximum flexibility in educating and training healthcare professionals and lay responders. The AHA offers a variety of Web-based and personal kit programs.

- Instructors will perform skills practice and testing to complete the course as indicated.
- Instructors may offer remediation.
- These products may also provide CE opportunities for physicians, pharmacists, nurses, and EMS personnel.

To document the issuance of a course completion card, copies of the completion certificate for the online course, the eLearning Skills Session Course Evaluation, skills testing sheets, and Course Roster must be completed and filed with the TC. Use the same procedures to file online course paperwork as for classroom-based courses.

For more information about AHA eLearning programs, visit www.OnlineAHA.org.

Provider Course Director

The following guidelines apply to course directors for provider courses:

- Each advanced life support provider course (ACLS, ACLS for Experienced Providers, PALS, and PEARS) must have a course director physically on-site throughout the course.
- A course director for advanced courses must be appointed by the TCC.
- The course director can also fill the role of instructor in the course.
- The course director is responsible for course logistics and quality assurance.

Provider Course Instructors and Specialty Faculty

The following guidelines apply to provider course instructors:

- AHA courses must be taught by AHA Instructors with current instructor status in their specific discipline.
- A lead instructor for non-advanced courses must be assigned by the TCC.
- The course director is responsible for monitoring specialty faculty (eg, an anesthesiologist who teaches airway management) in every course in which they teach to ensure that they follow AHA guidelines.
- Specialty faculty may assist in teaching advanced-level courses at the discretion of the TC and with the prior approval of the course director. Special faculty must adhere to the core content.
- The total number of specialty faculty instructors may not exceed 50% of the total instructor staff. Specialty faculty do not count in the required student-to-instructor ratio as outlined in the appropriate Instructor Manual.
- An AHA Instructor of the appropriate discipline must do the formal assessment or testing of students.

Physician Instructor

- A physician instructor must be available for consultation during the ACLS for Experienced Providers (ACLS EP) Course but does not have to be present at the course.

Provider Course Lead Instructor

The following guidelines apply to lead instructors for provider courses:

- Each basic life support provider course must have a lead instructor physically on-site throughout the course.
- The lead instructor can also fill the role of instructor in the course.
- The lead instructor is responsible for course logistics and quality assurance.
- The lead instructor is assigned by the TCC.

Provider Course Structure

The following guidelines apply to provider course length, Lesson Maps, agenda, and student-to-instructor ratios:

- The course educational objectives must be met according to the current guidelines in the course Instructor Manual or the AHA website. All core course content must be included.
- The focus is on interactive learning and evaluation. Course materials allow maximum time for hands-on manikin skills practice and skills evaluation.
- All students will have an opportunity to practice their skills under the supervision of an instructor who will provide ongoing feedback on their competency.
- The course must adhere to the student-to-instructor and student-to-manikin ratios outlined in the specific Instructor Manual.
- Participants must attend all course sessions as established by the agenda for successful completion of the course.
- Failure by either a TC or an instructor to follow these policies may be cause for termination of the TC Agreement or revocation of instructor status.

Provider Course Completion

To receive a course completion card, the student must complete the following as indicated in the course-specific Instructor Manual:

- Attend and participate in the entire course
- Pass required skills tests
- Pass required written exams

The course director or lead instructor is responsible for verifying that the student has met all requirements for course completion.

Provider Course Student Assessment

Provider Course Written Exam

The following rules apply to the written exam:

- The current version of the written exam for an AHA course must be used.
- **Written exams are copyrighted and may not be altered in any way or posted to any Internet or intranet sites.** This includes precourse exams.
- Use of an altered written exam or another written exam in a course in which AHA course completion cards are issued is not permitted and will jeopardize the AHA TC Agreement and the status of all involved faculty and instructors.
- Requests to administer the written exam via a Learning Management System or online education platform should be sent to the ECC Training Network Support Center.
- When an instructor administers the written exam, the exam is administered in a proctored setting with the student being monitored at all times while taking the exam.
- In some self-directed eLearning courses, the written exam is included in the software program, according to the policy for that individual course.
- Instructors may read the exam to a student who has a learning disability or language barrier. This must be done in a manner that will not indicate the correct answers to the student.
- Students may not use any written materials when taking the written exam.
- Students may not take the exam as a team. All exams are taken individually.
- ***Students must score 84% or higher on the provider course written exam for course completion.***

Many ECC exams are available in other languages. TCs should contact their Account Manager or the ECC Training Network Support Center about these exams.

Provider Course Skills Testing

Instructors of the appropriate discipline will evaluate each student for his or her didactic knowledge and proficiency in all core psychomotor skills of the course.

Students may use the *Handbook of Emergency Cardiovascular Care*

for Healthcare Providers and ECC algorithms for the Megacode Skills Test in the ACLS courses and the core case scenarios in PALS courses at the discretion of the course director.

No AHA course completion card is issued without hands-on manikin skills testing by either an AHA Instructor for that discipline or an AHA-approved computerized manikin in an AHA eLearning course.

Students in advanced life support courses are not required by the AHA to have a current BLS Healthcare Provider (HCP) card, but they are expected to be proficient in BLS HCP skills. TCs have the option to require a current HCP card.

A "challenge" occurs when a student requests to complete course testing requirements without participating in an AHA classroom or online course. Instructors must follow all course testing requirements as defined in the appropriate Instructor Manual for the course testing requirements being challenged.

- Students cannot challenge a course until 1 year after the release date of the corresponding product materials. The only exception is for an instructor updating his or her provider card if the instructor has completed the required 2010 Science Updates.
- Students must show their current AHA course completion card before testing. An expired AHA course completion card is not acceptable.
- Students must show the instructor that they have the appropriate and current course Student Manual.
- All testing must be performed by an instructor who is current in the discipline of the AHA course being tested.
- There is no option for practice or coaching.
- The challenge testing must be done as a separate session and cannot be associated with a skills session from a classroom-based provider course or Part 3 of a blended-learning course.
- The challenge testing must be performed with a 1:1 student-to-instructor ratio.
- The testing session will be stopped at the first point the student fails.
- No remediation is allowed within the challenge option. A student may not reattempt the challenge testing.
- If the student fails the challenge testing, no card will be issued by the TC, and the student should be referred to a provider course.
- A course roster must be completed for the challenge, regardless of whether the student passes or fails.

A BLS Instructor may conduct the BLS testing in an ACLS, PALS, or PEARS classroom-based course. However, the ACLS or PALS student-to-instructor ratio must be met for the course.

Provider Course Student Remediation

The goal of an AHA course is to prepare students to deliver effective resuscitation. Some students may not meet the course objectives and will need remediation in deficient areas.

Instructors may provide remediation to students by monitoring and mentoring them to identify and resolve weaknesses, requesting additional skills practice, assigning additional reading, referring students to other courses, or having students retake the examination or assessment stations to the satisfaction of the course director or lead instructor.

If remediation is unsuccessful, the course director or lead instructor may require students to repeat the entire course. (For more information on specific remediation requirements for any course, see the Instructor Manual for that course.)

If a student scores lower than 84% on the first written exam, he or she will be remediated to the satisfaction of the course director or lead instructor or will need to take a different version of the written exam for successful course completion.

At the time of the course, some students might not be successfully remediated through particular sections of the course (or exam or test). When this happens, the student may arrange for a separate remediation session. A student must meet all course objectives to the satisfaction of the course director or lead instructor before receiving a course completion card.

Students must complete all remediation sessions, including exams, tests and skill stations, within 30 days of the last day of the original course. The remediation date will be listed as the issue date on the course completion card.

If a student does not achieve remediation within 30 days, the course is considered incomplete and a course completion card will not be issued.

Provider Update or Renewal Procedure

The recommended update or renewal interval for all AHA courses is 2 years. Providers who intend to take an update course must show a valid provider card to enroll in an update or renewal course.

At the discretion of the TCC, course director, or lead instructor, exceptions may be allowed. The TCC has the final authority and responsibility for allowing a student to take an update course if he or she does not have a current AHA Provider card.

Students who present an expired provider card or do not possess a provider card may be allowed to take an update course but will not be given the option of remediation. These students will need to complete the entire provider course if they cannot successfully meet the course completion requirements when tested.

For more information on challenges, see Provider Course Skills Testing.

Instructor Courses

Instructor Candidate Selection

An AHA Instructor course teaches the methods needed to effectively instruct others in resuscitation courses.

The AHA requires that instructors be at least 16 years of age for Heartsaver Instructor and BLS Instructor courses. ACLS and PALS Instructors must be at least 18 years of age and licensed or certified in a healthcare occupation where the skills are within the provider's scope of practice.

Instructor Core Competencies

The AHA has defined these 5 core competencies for all instructor candidates:

- *Skills:* Instructors need to demonstrate mastery in all skills for the courses they teach. This includes both the cognitive skills as well as the psychomotor skills.
- *Course delivery:* Instructors need to teach AHA materials correctly and as outlined in the appropriate Instructor Manual and Lesson Maps.
- *Testing:* Instructors must be able to test students effectively.
- *Professionalism:* Instructors need to maintain a high standard of ethics and professionalism when teaching AHA courses.
- *Program administration:* Instructors need to be able to manage time, space, materials, and paperwork in compliance with AHA guidelines.

Instructor Course Prerequisites

Before attending the discipline-specific classroom portion of an instructor course, all instructor candidates must

- Be accepted by an AHA TC before taking the course
- Have current provider status in the discipline they wish to teach
- Have completed an Instructor Candidate Application
- Complete the Core Instructor Course

- Be proficient in all the skills of the disciplines they will teach

In addition, instructor candidates should
- Be able to manage time, space, materials, and paperwork, in compliance with AHA guidelines
- Maintain high standards of ethics and professionalism when teaching AHA courses

Note: If an instructor candidate has already taken the Core Instructor Course for another discipline, the candidate does not have to retake.

Instructor Course Faculty

AHA Instructor courses are taught by TCF or RF in that discipline.

TCF members and/or discipline-specific RF members acting as course directors must be present throughout the entire instructor course. Additional instructor course faculty must be, at a minimum, current AHA Instructors in the discipline being taught.

Instructor Course Content/Materials

All instructor candidates must have the current edition of the required AHA student textbooks and Instructor Manuals for the courses they will teach.

Candidates are required to have their copy of the Instructor Manual during the instructor course.

The TCF member who conducts the course follows the discipline-specific Faculty Guide and all supportive materials for conducting the instructor course. The Faculty Guide is available on the IN for access by TCCs. Contact your TCC for the Faculty Guide.

Instructor Course Completion

Instructor candidates must demonstrate
- Satisfactory performance of the skills listed in the Faculty Guide for the course
- A thorough knowledge of course organization, course content (including appropriate BLS skills), instructor responsibilities, and the AHA guidelines for the specific discipline
- Mastery of the AHA Instructor core competencies

Instructor Card Issuance Requirements

Instructor status is granted after an instructor candidate successfully completes the instructor course and meets the following requirements:

- Within 6 months of successfully completing the instructor course, the instructor candidate must successfully demonstrate his or her teaching skills while being monitored during a provider course, provider update, or provider renewal course.
- A current AHA BLS TCF or RF member must monitor new BLS and Heartsaver Instructor candidates.
- ACLS or PALS Instructor candidates will be monitored by a TCF or RF in the appropriate discipline.
- The person who monitored the candidate must complete the Instructor Monitor Form and submit it to the TC that the instructor aligns with.
- The Instructor Monitor Form must be submitted within 10 business days of the monitored course.
- If a deficiency is noted during monitoring, the reviewer may conduct remediation by using any one or a combination of the following:
  - For a deficiency in skills performance, the candidate may be remediated privately and then allowed to demonstrate and teach the skill successfully during the same course or a future course.
  - For a deficiency in content knowledge, the instructor candidate may be remediated privately or asked to review the current Provider Manual, and then allowed to teach the content successfully during the same course or a future course.
  - For a deficiency in teaching ability or quality, the instructor candidate may be mentored while teaching with the course director or instructor/TCF member and then monitored again in a future course. The instructor candidate may also be required to repeat the instructor course before being monitored again.
  - For a deficiency in content knowledge or skills performance, the course director, TCF member, or RF member may require the candidate to take an entire provider update or provider renewal course before being monitored again.
- Within 10 business days of receiving the completed Instructor Monitor Form, the TC for the instructor candidate must issue an instructor card. The issue date of the card is the month and 4-digit year in which the course monitoring was successfully completed.
- The card will expire 2 years from the issue date.
- The instructor must align on the IN to receive the Instructor ID number that must be placed on the back of the instructor card.
- If the instructor candidate transfers to another TC before the initial monitoring takes place, the new TC may issue the instructor card after monitoring is completed, but the TC must have documentation of the instructor course completion and other prerequisites.

Instructor Renewal Criteria

TCF or RF must renew an instructor's status. Instructors may renew their status by meeting all of the following criteria or by successfully completing all requirements for a new instructor.

- Maintain current provider status as evidenced by a current provider card *or* demonstration of acceptable provider skills and successful completion of the provider written examination.
- If the instructor chooses the demonstration route, successful completion must be documented on the Instructor/TCF Renewal Checklist. A new provider card may be issued at the discretion of the TC or on request of the renewing instructor but is not required by the AHA.
- **Earn 4 credits by doing any combination of the following:**
  - **Teach** a minimum of **4 classroom provider courses or provider updates or renewals** in 2 years for the discipline in which the instructor is renewing
  - Conduct skills practice and testing sessions for eLearning courses. Each day of skills practice and testing sessions counts as 1 of the required 4 courses; all 4 credits can be earned this way.
- **Attend updates** as required within the previous 2 years. Updates may address new course content or methodology and review TC, regional, and national ECC information.
- **Be monitored** while teaching before instructor status expiration. *The first monitoring after the initial instructor course does not satisfy this requirement.*

Special Exceptions to Teaching Requirements

The requirement for instructors to teach a minimum of 4 courses in 2 years to renew instructor status may be waived or extended under special circumstances. These circumstances include, but are not limited to, the following:

- Call to active military duty (for an instructor who is in the military reserve or National Guard). Monitoring during duty may be waived if MTN Faculty members are not available.
- Illness or injury that has caused the instructor to take a leave from employment or teaching duties.
- A limited number of courses offered in an area because of lack of audience or delay of course materials.

The TCC, in consultation with the assigned RF and TCF, may decide to waive the teaching requirements for the discipline in question. Consideration should be given to the amount of time an instructor is away from normal employment, the length of delay in release of materials, and

the number of courses taught in relation to the number of teaching opportunities.

Documentation supporting the decision must be maintained in the instructor's file.

All other requirements for renewal must be met as stated above.

ACLS EP Courses

ACLS EP Instructor Requirements

To become an instructor for the ACLS EP Course, a candidate must be a current, active ACLS Instructor.

Requirement	Details
Initial training	• Attend and successfully complete an AHA ACLS EP Course. Demonstrate effective performance in all 4 learning stations and the BLS AED skills station. • Attend and successfully complete an AHA ACLS EP Instructor Course. • As an instructor candidate, select a teaching station and co-teach with an experienced ACLS EP Instructor. • Teach the station alone while being monitored by the course director or the course director's designee. If the candidate is successful, the candidate's TC will issue an ACLS EP Instructor card. • At the discretion of the course director, the instructor candidate can accomplish co-teaching and monitoring during the same course. • All ACLS EP Instructors should become proficient in 2 or more teaching stations.
Instructor renewal	• Maintain ACLS Instructor status as described in the PAM, with 1 required course taught per year being an ACLS EP Course.

ACLS EP Course Director Requirements

To become an ACLS EP course director, a candidate must

- Be a current, active ACLS EP Instructor and an ACLS RF or TCF member
- Have experience teaching 2 of the 4 teaching stations
- Co-direct an entire ACLS EP Course with an experienced ACLS EP course director
- Assume the role of the course director and be monitored by an experienced ACLS EP course director

If successful, the candidate will receive the designation of ACLS EP course director.

A physician instructor must be available for consultation during the entire ACLS EP Course but does not have to be physically present at the course.

Course Director Orientation

Purpose

The purpose of the course director orientation is to prepare instructors selected by the TC to plan, organize, and successfully conduct a provider or provider update course.

In addition to helping the instructor conduct a successful course, the goal of orientation is to ensure that the course director can accurately instruct, evaluate, monitor, and mentor instructors/instructor candidates in their teaching and in their proficiency in a particular discipline.

Method

The TC determines the format of the course director orientation. Either the TCC or a TCF can conduct the orientation. The orientation can be

- A formal presentation
- Self-paced instruction
- Audio or video presentation
- Interactive software
- One-on-one mentoring
- Other alternative formats

Content

The following topics are suggested as content for orientation:

- Review of educational principles outlined in the Instructor Manual
- Review of course requirements in accordance with the current AHA guidelines
- Discussion of course format for specific audiences and locations
- Outline of materials and equipment needed to conduct a course
- Discussion of administrative, logistical, and educational problems that can arise during a course and how to manage them effectively
- Discussion of the course director's quality-assurance responsibilities
- Review of methods and skills for monitoring and mentoring instructors
- Development of remediation skills for instructors/providers
- Development of debriefing skills
- Review of the TC policies and procedures manual, including dispute resolution procedures and responsibilities
- Review of this manual
- Course director competencies

8 – Conflict of Interest and Ethics Policies

Overview

While serving in a leadership role, ECC leaders will adhere to the responsibilities, policies, and procedures that govern all AHA Instructors. In addition to these requirements, ECC leaders will also follow the procedures outlined in this chapter.

This section covers these main topics:

- Conflict of Interest
- Ethics/Code of Conduct

Conflict of Interest

Conflict of Interest Policy

The AHA has established a Conflict of Interest Policy that applies to all AHA leaders. Throughout the course of performing duties associated with the ECC leadership role, all ECC leaders must comply with these policies.

The AHA, its affiliates and components, and all officers, directors, delegates, council and committee members scrupulously shall avoid any conflict between their own respective personal, professional, or business interests and the interests of the Association in any and all actions taken by them on behalf of the Association in their respective capacities.

In the event that any officer, director, delegate, council, or committee member of the Association shall have any direct or indirect interest in, or relationship with, any individual or organization which proposes to enter into any transaction with the Association, including but not limited to transactions involving:

a. The sale, purchase, lease, or rental of any property or other asset
b. Employment, or rendition of services, personal or otherwise
c. The award of any grant, contract, or subcontract
d. The investment or deposit of any funds of the Association

Such person shall give notice of such interest or relationship and shall thereafter refrain from discussing or voting on the particular transaction in

which he or she has an interest, or otherwise attempting to exert any influence on the Association or its components to affect a decision to participate or not participate in such a transaction.

AHA Conflict of Interest Standards

The Conflict of Interest Standards are updated annually by the Board of Directors. An update of the Conflict of Interest Standards will be provided to ECC Regional Committee members during a regular meeting. The ECC Regional Committee is responsible for sharing these changes with their regional TCs and instructors.

Regional Application of the Statement of Conflict of Interest

Additionally, there are concerns for the regional ECC leadership that must be addressed to avoid conflict of interest at the regional level. With RF, National Faculty, Regional ECC Committees and Subcommittees experiencing an expanded role and scope of performance, there are potential opportunities for conflicts of interest to occur during the execution of leadership roles and responsibilities.

The basic tenet of what is expected of all ECC leadership (TCC, TCF, RF, National Faculty, Regional ECC Committee members, and members of PROAD) is that the best interests of the AHA must be promoted over the interests of any other entity, including those of the leadership member.

To ensure that conflicts are avoided, all leadership members must be aware of the potential inference of a conflict of interest, even if no specific conflict is generated. Acknowledgment of these potential or actual conflicts must be made to the appropriate ECC entity to whom the leadership member reports.

Examples of conflicts of interest include but are not limited to

a. An RF member being assigned to a site visit or course monitoring of a competing TC
b. An RF member being assigned to a site visit or course monitoring of a TC where the RF member is employed
c. An RF member using his or her position to harass a competing TC
d. A Regional ECC Committee member making the motion and voting to terminate a TC Agreement of a competing TC
e. A Regional ECC Committee member making the motion or voting to take action against a competing TC or institution

When a potential conflict of interest exists, other personnel must be assigned to the tasks. At no point should ECC leaders use their position to affect gain or advantage for either themselves or their affiliated TC or employer.

The expectation is that ECC leaders will conduct themselves with impartiality while performing AHA ECC tasks. When this is not possible, a statement of conflict of interest must be made and recorded into appropriate venue minutes, and there may be a need for the leader to excuse himself or herself from the decision-making process.

Ethics/Code of Conduct

Overview

The AHA has established an Ethics Policy that applies to all AHA leaders, TCs, and instructors. These positions bear a responsibility to exhibit a high standard of conduct.

The descriptions for many ECC leadership positions include a statement about serving as a role model for other instructors or ECC participants. Because of this requirement, a stringent code of conduct is expected of ECC leaders.

ECC Leadership Code of Conduct

All persons in AHA ECC leadership are expected to conduct themselves with honesty, integrity, and a commitment to the goals of the AHA and the ECC Programs. This code is intended to provide standards of professional conduct.

The scope of the standards implied in this code includes activities directly related to the discharge of ECC leadership functions, such as committee activities and assignments, as well as actions performed with other AHA programs or activities, such as ECC classes and activities related to AHA affiliate programs.

Conduct	Description
Competence	ECC leaders must demonstrate a competent knowledge relative to their assigned specific area of responsibility. Leaders must maintain all prerequisites for the position and participate in required educational or informational sessions.

Conduct	Description
Respect for others	ECC leaders must respect and treat others fairly, regardless of race, ancestry, place of origin, color, ethnic origin, citizenship, religion, gender, sexual orientation, socioeconomic status, age, disability, or any other basis protected by law. Additionally, there is no tolerance for sexual harassment, including sexual solicitation, physical advances, or verbal or nonverbal conduct that is sexual in nature and that is unwelcome, offensive, or creates a hostile work or classroom environment.
Integrity	ECC leaders must conduct themselves with honesty, fairness, and trustworthiness and must not make statements that are false, misleading, or deceptive. ECC leaders must adhere to all applicable AHA rules and regulations governing the ECC Programs, course, and TC operations as well as all federal, state, and local laws and regulations in the discharge of their AHA duties.
Neutrality	AHA volunteers should maintain neutrality in terms of specific proprietary products or brand names (eg, drugs, devices, and publications) and in terms of descriptions of other professional individuals and organizations. Specifically, whenever possible, generic names for drugs and devices should be used. While in their volunteer roles, instructors and Faculty should not be advocates for specific brand names or proprietary products outside of AHA recommendations. Furthermore, instructors and Faculty, while in their volunteer roles, should use caution when referring to others, particularly when referring to differences or negative descriptions of other professional individuals or organizations.

9 – Legal Aspects

Overview

It is important for AHA staff, volunteers, TC staff, and instructors to understand laws and policies that apply to the ECC training programs. This section covers these main topics:

- Americans With Disabilities Act
- Trademarks
- Dispute Resolution/Disciplinary Action

Americans With Disabilities Act

Each TC is responsible for complying with all applicable laws, rules, and regulations including, but not limited to, the Americans with Disabilities Act of 1990 (ADA), as amended. The AHA cannot provide guidance to a TC or instructor on the specific requirements for providing accommodation for the disabled. The AHA will not authorize any core curriculum changes in a course identified as an AHA ECC course.

The AHA recommends that TCs consult an attorney and/or risk manager for additional information.

The ADA requires that “any private entity that offers examinations or courses related to applications, licensing, certification, or credentialing for secondary or postsecondary education, professional, or trade purposes shall offer such examinations or courses in a place and manner accessible to persons with disabilities or offer alternative accessible arrangements for such individuals.” (*ADA Amendments Act of 2008 [P.L. 110-325])*

Whether a person has a disability and the specific steps that must be taken to comply with the law will depend on the facts and circumstances of each case. Therefore, each TC should consult its own attorney, architects, or other professionals for assistance in complying with the law.

Any changes or deletions to items set out in the core curriculum of each AHA course Instructor Manual should be considered fundamental changes to the course and may not be made in a course for which an AHA course completion card is issued.

ECC leadership, through activities such as course monitoring, may be asked to evaluate programs in which ADA accommodations have been made. The core curriculum must be examined to ensure that there are no fundamental changes to core content or educational design that would negate the ability of the TC to issue a course completion card.

Note: This law is only applicable to the US; however, similar laws may apply in other countries.

For specific direction on provider course completion, refer to Provider Course Completion. The AHA will not authorize any core curriculum changes in a course identified as an AHA ECC course. A student must be able to successfully perform all course requirements (skills tests and written exams) as indicated in the appropriate Instructor Manual to receive a course completion card.

Trademarks

The AHA's stylized name and heart-and-torch logo are trademarks of the American Heart Association, Inc, and are registered with the US Patent and Trademark Office. Only the AHA may use these trademarks.

The trademarks symbolize the identity of the AHA, and when placed on publications, materials, and other items, serve to distinctly identify the materials as having originated from the AHA.

The AHA has a TC logo that includes the heart-and-torch logo. TCs may use this logo if their use of the logo meets the requirements outlined in the Authorized TC Seal—Guidelines for Use, located on the IN for TCCs. The AHA stylized name and logo may appear on training materials, including course completion and participation cards and other ECC materials that have been published by the AHA.

The AHA’s stylized name and logo may not appear on advertising or announcements for AHA courses conducted through AHA-designated TCs unless specifically authorized by the AHA.

Advertising and announcements may state that a specific course is an AHA course if AHA course criteria are met.

Advertising and announcements may not suggest or imply that the AHA sponsors, owns, or manages the TC.

Instructors and ECC leaders may not use their AHA Instructor title on business cards or other advertising materials.

Inclusion of ECC leadership titles in correspondence, appearances, news media, and other venues may only be done when the individual is acting on an assignment in his or her ECC leadership role that was issued to him or her by the AHA or one of its committees or subcommittees.

The use of AHA letterhead or other uses of the stylized heart-and-torch logo by ECC volunteer leaders is permitted only when conducting assignments directly associated with the individual's leadership responsibility and only with approval of appropriate AHA staff. All correspondence issued on AHA letterhead must be reviewed by AHA staff before it is sent.

Dispute Resolution/Disciplinary Action

Overview

The AHA is ultimately responsible for decisions surrounding its volunteers. The AHA reserves the right to appoint, not appoint, or remove volunteers at its discretion.

All disputes, complaints, or allegations within the ECC Training Network are to be managed in a clear, respectful, impartial, and organized fashion that is consistent with the ethics, values, policies, and procedures of the AHA. It is optimal that such disputes, complaints, or allegations be resolved at the lowest level of the network.

In particular, when a member of the ECC leadership (RF, National Faculty, Regional ECC Committee member, PROAD member) or staff does not comply with the position description requirements, breaches the AHA or ECC Conflict of Interest Standards, or fails to meet the standards of the ECC Leadership Code of Conduct, disciplinary action may be warranted.

It is essential that, before such disciplinary action is taken, the proper procedure is followed so that

1. A fair and confidential investigation has been conducted by the committee or entity to which the individual reports, as indicated in the position description *and*
2. Opportunity for appeals to higher levels of authority within the ECC structure has been provided

Disputes Involving TCs or Instructors

It is the responsibility of the TC to manage and resolve any disputes, complaints, or problems that arise from activities conducted by a TC's staff, TS, and aligned instructors. Any complaints or problems brought to

the TC by the AHA will require the TCC to develop a plan of action and a timeline for repair in consultation with the Account Manager.

All complaints or problems need to be documented and filed for future reference, should other similar instances occur. If a TC has a risk management or legal counsel resource, it is the responsibility of the TCC to consult that resource.

The AHA is not responsible for the day-to-day operations of the TC or its business practices, such as disputes about payments. The AHA will not become involved in the resolution of any disputes, complaints, or problems arising from courses taught by the TC or activities of the TC unless 1 or more of the following is involved:

- Course content/curriculum
- Instructor qualifications
- AHA administrative policies and procedures
- AHA ECC science issues
- AHA TC Agreement and program guidelines (Note: The AHA is not obligated to use this dispute resolution process if the TC is in breach of the TC Agreement. In that case, the matter is handled according to the terms of the TC Agreement.)

If, after diligent efforts, the TC is unable to affect a resolution of the items listed above, the TC may be required to turn over the dispute, complaint, or problem to the AHA according to the procedure below. However, this does not diminish the responsibility of the TC for its employees, instructors, or TSs that teach courses offered through, or processed by, the TC.

Complaints about the issues listed above may be submitted to the TC in writing by

- A student who attended the course in which the problem arose
- An instructor, course director, TCF member, or TCC with information about the problem
- An AHA volunteer or staff member with information about the problem

Disputes Regarding ECC Volunteer Leadership

Complaints against ECC leadership (RF, National Faculty, ECC Regional Committee, PROAD) in the Training Network must be submitted in writing to the appropriate committee or entity with authority over that individual.

- The Regional ECC Committee is responsible for the RF and Regional ECC Committee and Subcommittee chairs and members.
- The PROAD Committee is responsible for National Faculty and Regional ECC Committee chairs.

It is the responsibility of either PROAD or the Regional ECC Committee (whichever is appropriate) to manage and resolve any disputes, complaints, or problems that arise from an issue involving ECC leadership.

Examples of complaints about ECC leadership may be submitted to the responsible committee in writing:

1. All complaints must contain the following information:
    a. The name and address of the person making the complaint ("Complainant"). The AHA will not permit the individual(s) making the complaint to remain anonymous.
    b. The name and address of the person and/or organization against which the complaint is made ("Respondent")
    c. A detailed written description of the dispute, complaint, or problem (eg, who, what, when, where, why)
    d. Reference to the appropriate rule, standard, and/or guidelines related to the matter
    e. Copies of all related correspondence, records, and other documentation
2. The appropriate committee chair, with the assistance of AHA staff, will appoint a Review Committee of at least 3 persons with appropriate qualifications to review the written complaint and/or appeal, obtain additional information as appropriate, and render a recommendation to the responsible committee regarding the dispute. Due attention must be taken to avoid conflicts of interest on the part of any member of the Review Committee. If so desired, the responsible committee may itself be the Review Committee and render a decision about the dispute/appeal directly. Hereafter, the committee assigned to address the grievance will be referred to as the "Review Committee."
3. The Review Committee will refer to the current program guidelines or PAM for all administrative, educational, and science issues.
4. Within 10 business days after receipt of notification of the dispute, AHA staff and the Review Committee will issue a written notice to the TC, Complainant, and Respondent that the matter has been referred to the AHA for review.
5. The Review Committee will invite the Respondent to provide a response to the complaint in writing to the Review Committee within 30 days by registered or certified mail receipt of notice.
6. Once the response to the complaint is received, the Review Committee will determine the nature, significance, and corrective action (if any) that must be taken by the individual or TC against whom the complaint has been made or whether the complaint should be dismissed.
7. On the basis of the recommendation of the Review Committee, the responsible committee will decide the matter within 60 days after notice to the parties that a Review Committee has been established.

The decision of the responsible committee may include one or more of the following as appropriate:

a. Reprimand or letter of counseling to Respondent, including a statement of the corrective procedure/action
b. Agreement by the Respondent to take specified corrective procedure/action
c. A probationary period that applies to the Respondent, including monitoring of course(s)
d. Revocation of National Faculty, RF, committee chair/membership, or other leadership status
e. Request for additional information
f. Dismissal of complaint

8. If the responsible committee dismisses the grievance, a letter announcing the decision will be sent to the Complainant and Respondent. Notice will be given in the letter that the decision to dismiss the grievance may be appealed by sending an appeal in writing to the PROAD Committee within 10 business days of receipt of the notification, with a copy sent to the Regional ECC Committee chair.
9. If the grievance is not dismissed, the responsible committee will either
   a. Schedule a hearing within 30 days after the date of the decision, inviting the parties to appear and provide further information *or*
   b. Issue a decision and inform the parties of their right to request a hearing and further consideration of the matter.
10. Written complaints regarding AHA staff will be forwarded to the ECC Training Network Support Center.

The final Review Committee for all leadership and TC disciplinary actions is the Subcommittee on ECC Program Administration.

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