

# **Advanced Cardiovascular Life Support Instructor Essentials Faculty Guide**

March 4, 2021

## Contents

<b>Part 1: General Concepts</b> .....	<b>1</b>
About This Faculty Guide .....	1
Educational Design.....	1
Steps to Become an Instructor.....	1
Role of Faculty.....	1
Find or List a Course.....	2
Faculty-to-Instructor Candidate Ratio.....	2
Room Requirements and Course Materials.....	2
Sample Precourse Letter to Instructor Candidates.....	3
Using Lesson Plans .....	3
Understanding Icons .....	4
<b>Part 2: Preparing for the Course</b> .....	<b>5</b>
Who Can Take the Course.....	5
Course Materials and Equipment.....	5
<b>Part 3: Teaching the Course</b> .....	<b>7</b>
Course Outline and Sample Agenda.....	7
<b>Part 4: ACLS Instructor Essentials Course Faculty Lesson Plans</b> .....	<b>11</b>

To find out about any updates or corrections to this text, visit [heart.org/courseupdates](https://heart.org/courseupdates).

## Part 1: General Concepts

### About This Faculty Guide

Welcome to the American Heart Association (AHA) Instructor Essentials Course. This course will prepare instructor candidates to teach AHA instructor-led and blended-learning course formats. This Instructor Essentials course educates participants on how to adequately use instructor teaching materials, ensure that students meet learning objectives, offer student coaching skills, provide an objective skills performance evaluation, and follow AHA Instructor and course policies. The course covers core content and discipline-specific content required to teach AHA courses.

We have organized our faculty guides to provide this introductory section, which discusses the basic logistics for conducting any AHA Instructor Essentials course. The remaining Parts of this guide cover course-specific information.

### Educational Design

The Instructor Essentials Course is taught in a blended-learning format. To become an AHA Instructor, candidates must complete the online portion, followed by the hands-on session, which is classroom based. The online portion of the course contains both core content and discipline-specific modules to prepare the instructor candidates for the hands-on session. In the classroom, faculty will continue preparing instructor candidates to become AHA Instructors by focusing on in-depth material about the disciplines that candidates will be teaching. The hands-on session includes instruction, practice, and an exam, allowing instructor candidates to successfully use their instructor materials and skills. Review the steps to become an instructor in the next section.

### Steps to Become an Instructor

There are 4 steps to become an AHA Instructor. For successful completion, instructor candidates must

1. Be accepted by an AHA Training Center (TC) before enrolling in an Instructor Essentials Course and have a completed Instructor Candidate Application on file with that TC
2. Have current AHA Provider status in the discipline for that Instructor Essentials Course and be proficient in all the skills of that discipline
3. Successfully complete the Instructor Essentials Course, including both the online and hands-on session
4. Successfully be monitored teaching within 6 months after completing the hands-on session of the Instructor Essentials Course (Training Center Coordinators [TCCs] may require additional monitoring, if needed)

### Role of Faculty

This guide, including the lesson plans, is for Training Faculty who will be teaching the hands-on session of the Instructor Essentials Course. The purpose of this faculty guide and the lesson plans is to provide faculty with materials that contain new information and educational practices that are incorporated into the 2020 product development cycle. These materials are to be used as a guide for teaching and preparing instructor candidates to become AHA Instructors. We thank you for your continuous efforts in conducting the hands-on session of Instructor Essentials.

As faculty, your role is critical to successful instructor candidate outcomes. During the course, the faculty should

- Facilitate discussions with a focus on desired outcome
- Listen to instructor candidates' responses and provide feedback to ensure understanding of learning concepts
- Observe instructor candidates' actions and coach as needed
- Give positive and corrective feedback
- Keep discussions and activities on track for optimal learning and use of time in the classroom

## Find or List a Course

Use the AHA's [Find a Course link](#) on the Instructor Network to list your courses. Instructor candidates will then be able to access this information through the AHA's online Course Catalog ([cpr.heart.org/en/course-catalog-search](http://cpr.heart.org/en/course-catalog-search)) or by phone at 1-877-AHA-4CPR (1-877-242-4277). This link is for US TCs only.

TC profile information is entered in the Instructor Network by the TCC. The AHA encourages TCs to post scheduled courses on the Instructor Network. With permission from the TCC, TC Faculty may also post scheduled courses. The Find a Course online tool is not available to international TCs and Instructors.

Many TCs also have websites where they post information about AHA courses.

**AHA Instructor Network**  
[ahainstructornetwork.org](http://ahainstructornetwork.org)

## Faculty-to-Instructor Candidate Ratio

Keep track of how many people are enrolled in the course. Determine how many faculty members are needed to teach and who will be Lead Faculty. The size for each Instructor Essentials Course is flexible, but it is ideal that 1 faculty member conduct an Instructor Essentials Course with up to 7 instructor candidates, so as not to exceed a 1:7 ratio. This ratio is ideal because, throughout the course, there are group activities where 1 instructor candidate would play the role of instructor and the other candidates would play the role of students. Two manikin stations would be needed for an instructor course of 7 candidates.

## Room Requirements and Course Materials

When selecting a location for the Instructor Essentials Course, make sure the room has

- Good acoustics
- A clean and well-maintained environment
- Bright lighting that can be adjusted for video presentations
- An instructor-controlled video player and a monitor or screen large enough to be viewed by all instructor candidates
- A chair for each instructor candidate
- Ideally, a firm surface with adequate padding or protection for skills practice (eg, carpeted floors, sturdy table top, padded mats)
- A table for completing the exam

Once the course has been scheduled, contact your TCC for all equipment needed for this course. Make sure you have any additional support materials needed, such as posters, pocket reference cards, or emergency crash cart cards.

If you need to order manikins or support materials, check with your TCC or contact an AHA distributor. The distributors are listed on the Instructor Network. The TCC is responsible for ordering all course completion cards.

You can find a detailed materials and equipment list for your course in Part 2 of this faculty guide.

## Sample Precourse Letter to Instructor Candidates

The letter below is a sample you may modify and send to instructor candidates attending the hands-on session of the Instructor Essentials Course.

(Date)

Dear Instructor Candidate:

Welcome to the hands-on session of the \_\_\_\_\_ Instructor Essentials Course. Enclosed are the agenda and your copy of the instructor manual(s) and *Instructor Essentials Instructor Candidate Workbook*. You will also need to access the \_\_\_\_\_ Instructor Essentials online course (available at [elearning.heart.org](https://elearning.heart.org)) to complete before coming to class. Please bring your instructor manual(s) and \_\_\_\_\_ Instructor Essentials online course completion certificate to the course. Review both the agenda and the instructor manual(s) before coming to class so that you learn more and are more comfortable with the course.

The class is scheduled for

Date:

Time:

Location:

Please wear loose, comfortable clothing. You will be practicing skills that require working on your hands and knees, bending, standing, and lifting. If you have physical conditions that might prevent you from participating in the course, please tell one of the faculty when you arrive for the course. Faculty will work to accommodate your needs within the stated course completion requirements. In the event that you are ill, please notify your faculty to reschedule your training.

We look forward to welcoming you on (day and date of class). If you have any questions about the course, please call (name) at (telephone number).

Sincerely,

(Name), Faculty

## Using Lesson Plans

Use lesson plans before and during the course.

### Before the Course

Review the lesson plans to understand

- Objectives for each lesson
- Your role for each lesson
- Resources that you need for each lesson

Make notes of things you want to remember or add and consider preparing a list of questions and answers to use during a debrief of the lessons.





### During the Course

- Follow each lesson plan as you conduct the course.
- Make sure you have all the resources, equipment, and supplies ready for each lesson.
- Help the instructor candidates achieve the objectives identified for each lesson.

## Understanding Icons

The icons used in the lesson plans are there to remind you to take certain actions during the course. The icons used throughout the lesson plans are included in Table 1.

**Table 1. Lesson Plan Icons**

Icon	Action
	Discussion
	Play video
	Instructor candidates practice
	Instructor candidate materials
	Exam

## Part 2: Preparing for the Course

### Who Can Take the Course

The Advanced Cardiovascular Life Support (ACLS) Instructor Essentials Course is an intensive course for instructor candidates who have already successfully completed the ACLS Provider Course. The role and scope of practice of healthcare providers can vary greatly, so there are no profession-specific guidelines for becoming an AHA Instructor in a specific discipline. Instructor candidates should exemplify integrity, demonstrate strong ethics, communicate clearly, and model a dedication to quality of training.

ACLS instructor candidates must meet certain requirements before taking the Instructor Essentials Course. Before attending the hands-on session (facilitated by faculty), all instructor candidates must

- Be at least 18 years of age
- Be aligned with an AHA TC
  - Instructor candidates must have a TC that has agreed to accept them as an instructor once they have completed Instructor Essentials and their monitoring is completed.
- Have a current AHA ACLS Provider course completion card
- Be proficient in the skills of ACLS
  - To measure the proficiency of the skills of ACLS, be sure to observe instructor candidates during the course. If you feel that instructor candidates need to be retested in their skills of ACLS, you can include this as part of the Instructor Essentials Course.
- Complete an Instructor Candidate Application
- Successfully complete the online portion of Instructor Essentials

If you have any questions about prerequisites, please consult your TCC.

### Course Materials and Equipment

Equipment required for each class held is listed in Table 2. All equipment used must be in proper working order and good repair.

**Table 2. Classroom Equipment and Supplies**

Quantity	Materials and equipment
<b>1 per faculty</b>	<ul style="list-style-type: none"> <li>• <i>ACLS Instructor Essentials Faculty Guide</i> with lesson plans</li> <li>• <i>Program Administration Manual</i></li> <li>• ACLS Provider Course materials: <i>ACLS Provider Manual</i>, <i>ACLS Instructor Manual</i> with lesson plans, and videos (or course DVD)</li> <li>• ACLS Instructor Essentials Course video (or course DVD)</li> </ul>

Quantity	Materials and equipment
<b>1 per instructor candidate</b>	<ul style="list-style-type: none"> <li>• Name tag (optional)</li> <li>• Course agenda</li> <li>• Adult High-Quality BLS Skills Testing Checklist (have at least 2 copies)</li> <li>• Airway Management Skills Testing Checklist</li> <li>• Cardiac Arrest/Post–Cardiac Arrest Care, Bradycardia, Tachycardia, and Megacode Practice Learning Station Checklists (have at least 2 copies of each)</li> <li>• Megacode Testing Checklist</li> <li>• ACLS Instructor Essentials Exam</li> <li>• Instructor candidate workbook</li> <li>• <i>ACLS Instructor Manual</i> and <i>ACLS Provider Manual</i></li> <li>• ACLS Provider Course Exam</li> </ul>
<b>Course equipment per learning station practice</b>	<p>Refer to Part 2 of the <i>ACLS Instructor Manual</i> for the equipment list, quantity, and items for the following categories:</p> <ul style="list-style-type: none"> <li>• CPR and AED equipment</li> <li>• Airway and ventilation</li> <li>• Rhythm recognition and electrical therapy</li> <li>• Recommended drugs, drug packages, or drug cards</li> <li>• Safety</li> <li>• Advanced airways</li> <li>• Cleaning supplies for use between student practice and after course</li> </ul>



## Part 3: Teaching the Course















### Course Outline and Sample Agenda






#### ACLS Instructor Essentials Course Outline

Approximate course duration without breaks: 9 hours

Instructor candidate–faculty ratio 7:1; instructor candidate–manikin ratio 3:1

Lesson times below are estimates and can vary from course to course

Lesson	Course event	Lesson plan actions and time estimate (in minutes)
1	Course Introduction	 5
2	<b>AHA Introduction</b> Part 1: AHA Mission Part 2: Instructor Core Competencies	  15
3	<b>AHA Instructor Resources</b> Part 1: <i>Program Administration Manual</i> Part 2: Other Electronic Resources Part 3: Training Center–Specific Policies	 20
4	<b>ACLS Provider Course Preparation</b> Part 1: Course Paperwork Part 2: Course Preparation	   25
5	<b>ACLS Provider Course Overview (Instructor-Led)</b> Part 1: Introduction Part 2: Course Formats Part 3: Instructor Materials Part 4: Learning Objectives and Course Completion Requirements	   20
6	<b>ACLS Provider Course: Lessons 2A-4</b> Part 1: Review Feedback Device Requirement Part 2: CPR Coach Part 3: Lesson 2A: Learning/Testing Station: High-Quality BLS Practice, Lesson 2B: Learning/Testing Station: High-Quality BLS Testing—Testing Details Part 4: Lessons 3A-3C: Learning/Testing Station: Airway Management Part 5: Lesson 4: Technology Review	    60

Lesson	Course event	Lesson plan actions and time estimate (in minutes)
7	<b>ACLS Provider Course: Prebriefing, Structured and Supported Debriefing, and Lessons 9A-9D</b> Part 1: Prebriefing Part 2: Debriefing Part 3: Lessons 9A-9D: High-Performance Teams: Megacode Practice	 200
8	<b>ACLS Provider Course: Lessons 7-8C</b> Part 1: Lesson 7: High-Performance Teams Part 2: Lessons 8A-8C: Learning Station: High-Performance Teams: Cardiac Arrest and Post-Cardiac Arrest Care	 30
9	<b>ACLS Provider Course: Lessons 5A-6C</b> Part 1: Lessons 5A-5C: Learning Station: Preventing Arrest: Bradycardia Part 2: Lessons 6A-6C: Learning Station: Preventing Arrest: Tachycardia (Stable and Unstable)	 100
10	<b>ACLS Provider Course: Lessons T1-T6</b> Part 1: Lessons T1-T4: Review and Megacode Testing Part 2: Lessons T5 and T6: Exam and Exam Details Part 3: Remediation	 20
11	<b>Course Conclusion and Exam</b> Part 1: Course Conclusion Part 2: ACLS Instructor Essentials Exam	 45

**Sample ACLS Instructor Essentials Course Agenda**  
**7 instructor candidates, 1 faculty**  
**Instructor candidate–faculty ratio 7:1; instructor candidate–manikin ratio 3 or 4:1**  
**Total time: Approximately 10 hours (with breaks)**

Time	Lesson
8:00-8:05	<b>Lesson 1: Course Introduction</b>
8:05-8:20	<b>Lesson 2: AHA Introduction</b> Part 1: AHA Mission Part 2: Instructor Core Competencies
8:20-8:40	<b>Lesson 3: AHA Instructor Resources</b> Part 1: <i>Program Administration Manual</i> Part 2: Other Electronic Resources Part 3: Training Center–Specific Policies
8:40-9:05	<b>Lesson 4: ACLS Provider Course Preparation</b> Part 1: Course Paperwork Part 2: Course Preparation
9:05-9:25	<b>Lesson 5: ACLS Provider Course Overview (Instructor-Led)</b> Part 1: Introduction Part 2: Course Format Part 3: Instructor Materials Part 4: Learning Objectives and Course Completion Requirements
9:25-10:25	<b>Lesson 6: ACLS Provider Course: Lesson 2A-4</b> Part 1: Review Feedback Device Requirement Part 2: CPR Coach Part 3: Lesson 2A: Learning/Testing Station: High-Quality BLS Practice, Lesson 2B: Learning/Testing Station: High-Quality BLS Testing—Testing Details Part 4: Lessons 3A-3C: Learning/Testing Station: Airway Management Part 5: Lesson 4: Technology Review
10:25-10:40	<b>Break</b>
10:40-12:20	<b>Lesson 7: ACLS Provider Course: Prebriefing, Structured and Supported Debriefing, and Lessons 9A-9D</b> Part 1: Prebriefing Part 2: Debriefing Part 3: Lessons 9A-9D: High-Performance Teams: Megacode Practice <ul style="list-style-type: none"> <li>• Practice Prebriefing, Debriefing, and Megacode (4 cases before lunch)</li> </ul>
12:20-12:50	<b>Lunch</b>
12:50-2:30	<b>Lesson 7: ACLS Provider Course: Prebriefing, Structured and Supported Debriefing, and Lessons 9A-9D (Continued)</b> Remaining 4 cases
2:30-2:45	<b>Break</b>

Time	Lesson
2:45-3:15	<p><b>Lesson 8: ACLS Provider Course: Lessons 7-8C</b></p> <p>Part 1: Lesson 7: High-Performance Teams</p> <p>Part 2: Lessons 8A-8C: Learning Station: High-Performance Teams: Cardiac Arrest and Post-Cardiac Arrest Care</p>
3:15-4:55	<p><b>Lesson 9: ACLS Provider Course: Lessons 5A-6C</b></p> <p>Part 1: Lessons 5A-5C: Learning Station: Preventing Arrest: Bradycardia</p> <p>Part 2: Lessons 6A-6C: Learning Station: Preventing Arrest: Tachycardia (Stable and Unstable)</p>
4:55-5:15	<p><b>Lesson 10: ACLS Provider Course: Lessons T1-T6</b></p> <p>Part 1: Lessons T1-T4: Review and Megacode Testing</p> <p>Part 2: Lessons T5 and T6: Exam and Exam Details</p> <p>Part 3: Remediation</p>
5:15-6:00	<p><b>Lesson 11: Course Conclusion and Exam</b></p> <p>Part 1: Course Conclusion</p> <p>Part 2: ACLS Instructor Essentials Exam</p>

# Part 4: ACLS Instructor Essentials Course Faculty Lesson Plans

## Precourse

### Faculty Tip

Prepare for your role as an ACLS Faculty Instructor well. Thoroughly review the ACLS Provider Course instructor materials and the faculty materials for the ACLS Faculty Instructor Essentials Course. The time you invest in this part of your preparation is important to the overall success of every instructor candidate and will allow the course to run smoothly.

### 30 to 60 Days Before the Course

- Schedule a room that meets the room requirements for the Instructor Essentials Course.
- Reserve all needed equipment to teach the course.
- Schedule additional faculty, if needed, depending on the size of the class.

### At Least 3 Weeks Before the Course

- Review the ACLS Course and HeartCode® ACLS Provider Course materials, including
  - ACLS Provider Course video
  - *ACLS Provider Manual*
  - *ACLS Instructor Manual*
  - HeartCode ACLS online portion
- Read through the faculty guide and lesson plans.
- Prepare any questions for each lesson in advance.
- Review the *Program Administration Manual (PAM)*.
- Send participating instructor candidates precourse letters, course materials, and the course agenda.

### 1 Week Before the Course

Confirm room reservations and that all required equipment needed are available for the course.

### Day Before the Course

- Set up the room and make sure that all technology and equipment are working properly. This can also be done before class begins the day of the course if the room is not accessible the day before.
- Coordinate the roles and responsibilities with additional faculty, if needed, to fulfill the course agenda and to ensure efficiency and timing of the course.
- Ensure that all course paperwork is in order.
- Verify that instructor candidates have successfully passed the ACLS Provider Course by viewing proof of their current ACLS course completion card.

### Day of the Course

Arrive at the course location in plenty of time to complete the following:

- Have the video ready to play before instructor candidates arrive and make sure it is working properly with sound.
- Distribute supplies to the instructor candidates or set up supplies for instructor candidates to collect when they arrive, with clear instructions on what they need.
- Greet instructor candidates as they arrive to put them at ease, and direct them where to go.
- Make sure the course roster is completed by all instructor candidates as they arrive for the course.

## Lesson 1

### Course Introduction

5 minutes

#### Faculty Tips

- Be familiar with the learning objectives and the ACLS Instructor Essentials Course content. It's critical that you know what you want to communicate, why it's important, and what you want to happen as a result.
- Think about how you want to manage breaks during the course. Making yourself available during breaks allows you to answer questions that people might feel too embarrassed to ask in front of everyone. It also gives you time to establish rapport and get feedback.



#### Discussion

- Introduce yourself and additional faculty, if present.
- Invite instructor candidates to introduce themselves.
- Explain that the course is interactive. Refer to the following points for discussion with instructor candidates:
  - Your role
  - Video-based and hands-on learning with practice
    - Explain to instructor candidates that during the course, they will have the opportunity to go through the overall flow of the ACLS Provider Course, with extensive practice demonstrating instructor skills.
  - Use and reference of the instructor manual, lesson plans, and skills testing checklists
  - Exam
- Ask that any instructor candidate who anticipates difficulties because of personal limitations, such as a medical concern or knee or back problems, speak with one of the faculty.
- Explain the layout of the building, including bathrooms and emergency exits.
- Remind instructor candidates that all AHA courses are to be conducted in a smoke-free facility, including surrounding grounds, parking lots, and entrances.
- Remind instructor candidates of where the nearest AED is located and what their emergency response number is.
- Describe the course agenda:
  - Inform instructor candidates of breaks you have scheduled during the class.
  - Tell the instructor candidates, “We are scheduled to end at \_\_\_\_\_.”
- Remind instructor candidates what they will learn during the course. At the end of the ACLS Instructor Essentials Course, instructor candidates will be able to
  - Identify the prerequisites to becoming an AHA Instructor
  - Describe the usability of the PAM
  - Describe the core competencies of an AHA Instructor
  - Describe the 5 steps of the AHA Instruction Cycle: prepare, teach, test and remediate, close, and keep current
  - Identify resources available to an AHA Instructor
  - Describe how to use discipline-specific AHA Instructor materials: the instructor manual, lesson plans, course videos, and skills testing checklists
  - Identify discipline-specific course formats available to students for completion of the course
  - Describe discipline-specific course completion requirements
  - Describe discipline-specific flexibility options available to an AHA Instructor within the course
  - Describe the requirements for how to maintain an AHA Instructor status
  - Describe effective AHA Instructor feedback and remediation techniques
  - Demonstrate the administration of skills testing with the use of the skills testing checklists
  - Describe the use of a CPR Coach

- Identify the need to measure chest compression fraction (CCF) and the effect on team choreography
- Demonstrate prebriefing and structured debriefing skills
- Describe how to facilitate the learning and testing stations
- Demonstrate facilitating the Bradycardia and Megacode Learning Stations
- Remind instructor candidates that they must score at least 84% on the exam as part of the course completion requirements.
- Encourage instructor candidates to write notes in their instructor candidate workbook and instructor manual throughout the course.

## Lesson 2

### AHA Introduction

15 minutes

Part 1: AHA Mission

Part 2: Instructor Core Competencies

#### Learning Objective

- Describe the core competencies of an AHA Instructor

#### Faculty Tip

Become familiar with the AHA Mission, Global Mission, and Emergency Cardiovascular Care (ECC) Guiding Philosophy and with the instructor core competencies before teaching this lesson.



#### Instructor Candidate Materials

For this lesson, instructor candidates need their instructor candidate workbook so they can follow along with the AHA Mission, Global Mission, and ECC Guiding Philosophy.

#### Part 1: AHA Mission



#### Discussion: AHA Mission

Discuss the following mission statements with instructor candidates by first choosing an instructor candidate to read each of the mission statements aloud from the instructor candidate workbook and then discussing as a group their role in the overall AHA Mission, AHA Global Mission, and ECC Guiding Philosophy.

#### *AHA Mission*

Our mission is to build healthier lives, free of cardiovascular disease and stroke. That single purpose drives all we do. The need for our work is beyond question.

The AHA is the nation's oldest and largest voluntary health organization dedicated to saving people from heart disease and stroke, America's No. 1 and No. 5 killers, respectively. The AHA is the trusted leader in ECC and trains people around the world in how to save lives with CPR and first aid.

#### *AHA Global Mission*

The AHA is a relentless force for a world of longer, healthier lives. Through collaboration with global partners, our network of TCs and knowledge transfer of proven programs and strategies, the AHA strives to reduce the global burden of cardiovascular diseases and stroke. This mission contributes to the World Health Organization's global fight against noncommunicable diseases and the achievement of the 2030 Sustainable Development Goal of reducing premature mortality from noncommunicable diseases by one third through prevention and treatment and promote mental health and well-being.

#### *ECC Guiding Philosophy*

- Improve the Chain of Survival in every community
- Increase quality and timeliness of materials
- Identify and expand training
- Document effectiveness
- Improve efficiency

The goal of AHA's ECC Programs, specifically, is to be the world's premier resuscitation organization and serve the global community of scientists, healthcare providers, and citizens as a critical leader in discovery,



processing, and transfer of resuscitation science. Our programs, products, and services focus on maximizing survival from life-threatening cardiovascular emergencies.

## Part 2: Instructor Core Competencies



### Discussion: Instructor Core Competencies

Review the following instructor core competencies with instructor candidates, providing an example of how each competency can be demonstrated in the classroom. Remind instructor candidates that these competencies were discussed in the Instructor Essentials online course and are referenced in their instructor candidate workbook.

- Skills: Instructors need to be proficient in all the skills of the disciplines that they teach.
- Course delivery: Instructors need to teach AHA materials correctly and as they were intended.
- Testing: Instructors need to be able to test their 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.

## Lesson 3

### AHA Instructor Resources

20 minutes

Part 1: *Program Administration Manual*

Part 2: Other Electronic Resources

Part 3: Training Center–Specific Policies

#### Learning Objectives

- Describe the usability of the *Program Administration Manual (PAM)*
- Identify resources available to an AHA Instructor

#### Faculty Tips

- This lesson requires knowledge of the PAM. To access the PAM, visit the Instructor Network and make sure that you are familiar with the content in the PAM before teaching this lesson.
- Become familiar with the Instructor Network and your TC-specific policies to lead a discussion with instructor candidates and to answer any questions they may have.
- If the internet is accessible in the classroom, you can navigate to the PAM and the Instructor Network during this lesson to show instructor candidates.

#### Part 1: *Program Administration Manual*



##### Discussion: *Program Administration Manual*

Discuss the following topics with instructor candidates at a high-level overview, per the PAM:

- Usability of the PAM
  - The PAM covers all aspects of program administration and training for the educational courses of the AHA's ECC Programs. It provides TCs and instructors with rules affecting TCs, instructors, and volunteers.
  - The PAM is located only on the Instructor Network and is updated as needed.
- TC organization
  - The role of the TC
  - TCC, training faculty, and Education Subcommittee mentors
- TC policies and procedures
  - Following AHA policies and procedures
  - Managing records
  - Course completion card management
  - Course fees, materials, and equipment
- Instructor alignment
- Course information
  - Course equipment
  - Provider course instructors
  - Provider course exam and skills testing
- Conflict of interest and ethics policies
  - Conflict of interest
  - Ethics/code of conduct

Encourage instructor candidates to use the PAM for reference when they are AHA Instructors for additional information on all AHA protocols and procedures.

## Part 2: Other Electronic Resources



### Discussion: Instructor Network

Discuss the following information about the Instructor Network with instructor candidates and share the Instructor Network website: [ahainstructornetwork.org](http://ahainstructornetwork.org).

- All AHA Instructors are required to join the Instructor Network.
- The Instructor Network contains all information that is needed and used by AHA Instructors, including science updates and information on how to order materials.
- Inform instructor candidates that they will need to align with a TC through the Instructor Network by creating a profile. The Instructor Network will assign an instructor number once the TC approves the alignment.
  - The instructor ID number will be on the back of the instructor card and will be placed on every provider course completion card.
- Instructors can also align with a secondary TC but do not have to create a second profile. The instructor ID will remain the same with both TCs. The second alignment can be added to an existing profile.
- Inform instructor candidates that they can also visit the Instructor Network for which classroom courses offer continuing education credit.
  - Instructor candidates can refer to the section Continuing Education/Continuing Medical Education Credit for Courses in Part 1: General Concepts in the *ACLS Instructor Manual*.

## Part 3: Training Center–Specific Policies



### Discussion: TC-Specific Policies

Discuss the following list of policies with instructor candidates. Responses will vary depending on how each TC handles each policy, so have information prepared in advance to engage discussion. Encourage instructor candidates to write responses in their instructor candidate workbook.

- How to register to teach classes
- How much notice to give the TC to arrange a class
- How to advertise and communicate with students
- What to do about equipment for the class; decontamination policy
- How to manage obtaining course books for students
- How to manage course rosters and course completion cards
- Dispute resolution
- Compliance with the Americans With Disabilities Act

## Lesson 4

### ACLS Provider Course Preparation

25 minutes

Part 1: Course Paperwork

Part 2: Course Preparation

#### Faculty Tips

- Be familiar with all up-to-date course paperwork and your TC protocols to provide instructor candidates specific information on where to obtain all the forms they will need for teaching.
- Review the Preparing Your Materials section of the instructor candidate workbook and Part 2: Preparing for the Course in the *ACLS Instructor Manual*, including the equipment list, before teaching this lesson.
- It is strongly recommended that instructors take the online portion of a blended-learning course if teaching blended courses. Classroom courses are more effective if the instructor is familiar with the information presented to students before the students enter the classroom portion of the course.



#### Instructor Candidate Materials

For this lesson, instructor candidates need their instructor candidate workbook and the *ACLS Instructor Manual*.

#### Part 1: Course Paperwork



#### Discussion: Course Paperwork

Let instructor candidates know that they can refer to the Preparing Your Materials section of the instructor candidate workbook. Discuss how to obtain the following course paperwork forms, and include specific procedures that pertain to your TC:

- Course rosters: Available on the Instructor Network or from TCC; need to be kept by TC
- Course evaluations: Available on the Instructor Network or from TCC; need to be kept by TC
- Student materials: Ordered from your TC or from the AHA at [ShopCPR.Heart.org](https://www.shopcpr.org); TCC can provide a list of AHA distributors for instructors outside the United States
- Exams: TCC can provide and refer to the instructor manual for exam security; need to be kept by TC for those students who did not meet course completion requirements
- Skills testing documents: Found in the instructor manual, on the Instructor Network (Instructor Resources), or through the TCC; the TCC needs to keep the skills testing documents for those students who did not meet course completion requirements
- Course completion cards: The TCC can provide these in the form of electronic or paper cards
  - These are called *electronic course completion cards* (eCards)
  - eCards can be provided to students as an alternative to printed cards. eCards are more secure than printed cards, and a 3-point verification by the TCC, instructor, and students is required to issue and claim eCards.
  - eCard information is populated electronically by the TCC or instructor and can be altered by only the TCC or AHA Customer Service by using the AHA's My Cards.
  - eCards can be easily verified by employers at [heart.org/cpr/mycards](https://www.heart.org/cpr/mycards) to prove issuance by a valid TC and instructor aligned with that TC.
  - Issuing course completion cards
    - Information about issuing eCards can be found in Part 1: General Concepts in the *ACLS Instructor Manual* with details about the criteria and specific course completion requirements.
- All other course paperwork can usually be found either on the Instructor Network or in the instructor manual.

## Part 2: Course Preparation



### Discussion: Course Preparation

Discuss with instructor candidates that there are 3 main parts when preparing to teach an AHA course, which include students, equipment, and the classroom. Emphasize that instructor preparation for each course is essential to successful student outcomes. Review the following key steps to course preparation:

#### **Student Preparation**

- Be sure to know your course audience, including professions and the size of your class.
  - Instructor candidates can refer to the Course Prerequisites section in Part 2: Preparing for the Course of the instructor manual for detailed information on who can take the ACLS Provider Course.
- Remind instructor candidates that students must take the mandatory precourse self-assessment. The precourse self-assessment will be sent to students via email with the link necessary to access it. The precourse self-assessment helps evaluate a student's proficiency and determine the need for additional review and practice before the course.
  - Students must have a passing rate of 70% to attend the ACLS Provider Course.
  - Remind instructor candidates that if the student is doing the ACLS precourse work option, the link to access the materials will be sent via an email.
- Send students all course materials, including a precourse letter and agenda, at least 3 weeks before the course. A sample precourse letter can be found in Part 2: Preparing for the Course in the *ACLS Instructor Manual*.

#### **Classroom Preparation**

- Reserve a room per the room requirements found in Part 2: Preparing for the Course in the *ACLS Instructor Manual* 30 to 60 days before the course.
- Review all course materials, including lesson plans and the course videos, at least 3 weeks before the course.
- Depending on the size of your course audience, be sure to schedule any needed additional AHA Instructors for appropriate instructor-to-student ratios.

#### **Equipment Preparation**

- Reserve all needed equipment to teach the course found on the equipment list in Part 2: Preparing for the Course in the *ACLS Instructor Manual* at least 30 to 60 days before the course.
- Ensure that course equipment is in good working order and is properly set up before students arrive at class.



### Instructor Candidates Practice: Assembling the Manikins and Course Equipment

To provide instructor candidates with hands-on practice with assembling the equipment needed to teach an ACLS Provider Course, have instructor candidates assemble the course equipment for the Instructor Essentials Course, including

- Assembling manikins and lungs
- Assembling a bag-mask device
- Setting up course equipment in the classroom
  - Including airway equipment and a monitor/defibrillator
- Cleaning of course equipment
  - Instructor candidates can refer to the Equipment and Manikin Cleaning section of Part 1: General Concepts in the *ACLS Instructor Manual*.

For the assembly of course equipment, please follow the instructions provided by the manufacturer.

## Lesson 5

### ACLS Provider Course Overview (Instructor-Led)

20 minutes

Part 1: Introduction

Part 2: Course Formats

Part 3: Instructor Materials

Part 4: Learning Objectives and Course Completion Requirements

#### Learning Objectives

- Identify discipline-specific course formats available to students for completion of the course
- Describe discipline-specific course completion requirements
- Describe discipline-specific flexibility options available to an AHA Instructor within the course
- Describe how to facilitate the learning and testing stations
- Describe how to use discipline-specific AHA Instructor materials: the instructor manual, lesson plans, course videos, and skills testing checklists

#### Faculty Tips

- Inform instructor candidates that they can refer to their instructor candidate workbook during and after the course, but now they will transition to using and becoming familiar with the instructor manual.
- Before teaching this lesson, become familiar with how the instructor materials are aligned within the ACLS Provider Course, including the lesson plans and the ACLS Provider Course video.
- Review the Course Goal, Learning Objectives, and Educational Design sections of Part 2: Preparing for the Course in the *ACLS Instructor Manual*.
- Remind instructor candidates that, for this portion of the ACLS Instructor Essentials Course, they will move through the elements of the ACLS Provider Course, and it is important to keep in mind the perspective of their future students as they learn how to instruct the ACLS Provider Course.
- Thoroughly review the *ACLS Instructor Manual* to learn more about all course options.

#### Part 1: Introduction

- The AHA revised the *ACLS Provider Manual* to highlight 2 main themes: preventing arrest and high-performance teams.
- Courses are designed to be interactive, rather than using the traditional lecture format. The use of scenarios allows students to apply what they've learned. The ACLS Course gives students a chance to learn, practice, and demonstrate proficiency in many lifesaving skills.
- We count on you to provide students with a consistent learning experience by using AHA Instructor teaching materials and following AHA policies.
- Lesson plans are designed to include everything you need to teach each lesson, including learning objectives, skill steps for practice-while-watching segments, and actions to take as an instructor. It is essential that you use the lesson plans every time you teach the ACLS course.
- Several critical concepts should be stressed throughout the course. These concepts include
  - Minimal interruptions in chest compressions to achieve a high CCF
  - Correct rate, depth, and recoil
  - Rapid defibrillation
  - Switching compressors every 2 minutes, or sooner if fatigued
  - Avoiding excessive ventilation
  - Using waveform capnography

## Part 2: Course Formats



### Discussion: Course Formats

Discuss the following course formats with the instructor candidates, as shown in the table below:

- Instructor-Led Training, Precourse Work
- Instructor-Led Training, Traditional
  - Show Video-Driven Learning Station Video
- Update, Precourse Work
- Update, Traditional
- HeartCode
- RQI

Course format	Description/ACLS Provider Course (full course)	Student requirements before classroom portion
<b>Instructor-led training (precourse work option)*</b>	The instructor-led training with precourse work uses online learning to deliver the instructional portion of the course, followed by hands-on skills training taught by an instructor.	Students are required to pass the precourse self-assessment and complete the precourse work.
<b>Instructor-led training (traditional)</b>	The instructor-led format includes both the cognitive portion and hands-on skills training taught by an instructor.	Students are required to pass the precourse self-assessment.
<b>Instructor-led training (update course, precourse work option)</b>	The instructor-led training with precourse work uses online learning to deliver the instructional portion of the course, followed by hands-on skills training taught by an instructor. The update course contains fewer lessons and will be shorter than the traditional course. Typically, the lessons taught in the update course are based on the knowledge and experience level of the providers in the course.	Students are required to pass the precourse self-assessment and complete the precourse work.
<b>Instructor-led training (update course, traditional)</b>	The instructor-led format includes both the cognitive portion and hands-on skills training taught by an instructor. The update course contains fewer lessons and will be shorter than the traditional course. Typically, the lessons taught in the update course are based on the knowledge and experience level of the providers in the course.	Students are required to pass the precourse self-assessment.
<b>HeartCode*</b>	The HeartCode blended-learning format uses adaptive online learning to deliver the instructional portion of the course. A hands-on session with an AHA Instructor or a HeartCode-compatible manikin completes the course requirements.	Students are required to complete the HeartCode online learning portion before the hands-on session. Students must present a certificate of completion before the hands-on session.
<b>Resuscitation Quality Improvement® (RQI®)</b>	RQI is a proprietary AHA program that uses low-dose, high-frequency training to deliver quarterly coursework and practice to support the mastery of high-quality CPR skills.	N/A

\*It is strongly recommended that instructors teaching either the instructor-led training (precourse work option) or the HeartCode format take the online course. Classroom courses are more effective if the instructor is familiar with the information presented to students before entering the classroom.

### Prerequisites for the Instructor-Led Training Format

Resource	Description	Notes
Precourse self-assessment	The precourse self-assessment evaluates a student's knowledge in 3 sections: rhythm recognition, pharmacology, and practical application.	<ul style="list-style-type: none"> <li>Students are required to complete the precourse self-assessment <i>before the course</i> to evaluate their proficiency and determine the need for additional review before the course.</li> <li>The passing score is 70%.</li> <li>There is no limit on how many times students can retake the precourse self-assessment to pass.</li> <li>Students taking the traditional course format must print their score report and bring it to class.</li> </ul>
Precourse work	Precourse work consists of viewing ACLS content through online videos and interactive questions before entering the classroom. Precourse work ensures that students are better prepared to learn and allows more time for hands-on skills training.	<ul style="list-style-type: none"> <li>Students need a passing score on the precourse self-assessment to access precourse work (video lessons).</li> <li>The online course activities are designed to teach core concepts.</li> <li>The online instruction is designed to help students transfer and apply their knowledge to skills performance.</li> <li>Students taking the precourse work course format must print their certificate and bring it to class.</li> </ul>

The option to deliver an instructor-led training course with the precourse work option will typically be chosen by the TC. Instructors may also choose to deliver the traditional instructor-led course, without precourse work. Instructors should review all course materials, including the instructor manual, skills testing checklists, critical skills descriptors, and skills sections of the course videos.

### Part 3: Instructor Materials



For this lesson, instructor candidates need their *ACLS Instructor Manual*, particularly, Part 6: ACLS Lesson Plans.

#### Course Outlines

##### Outline for ACLS Course

- Have instructor candidates locate the Outline for ACLS Course found in Part 3: Teaching the Course of the *ACLS Instructor Manual*.
- Inform instructor candidates that there are many agenda that allow the flexibility to teach the providers in class. They should pull content that will fit their professional experience and knowledge.

##### Outline for HeartCode ACLS Hands-on Skills

- Have instructor candidates locate the Outlines for HeartCode ACLS found in Part 3: Teaching the Course of the *ACLS Instructor Manual*.



- Inform instructor candidates that, during the hands-on session, it is their opportunity to bridge the gap between online learning and skills testing. It is important to adapt to the skill levels of students on the basis of their performance during practice.
  - High-Quality BLS
  - Airway Management
  - Megacode Practice and Testing

### **Outline for ACLS Update Course**

- Have instructor candidates locate the Outline for ACLS Update Course found in Part 3: Teaching the Course of the *ACLS Instructor Manual*.
- Inform instructor candidates that, during the update course, the skills of High-Quality BLS and Airway Management can be accelerated by directly going to practice, instead of playing the video.
- The update course does not administer the lessons of Acute Stroke, Cardiac Arrest, Bradycardia, Tachycardia, and Post-Cardiac Arrest Care Learning Stations.
- The remaining lessons below need to be taught in their entirety from the instructor-led ACLS Provider Course. Remind instructor candidates to follow the Outline for ACLS Update Course in Part 3: Teaching the Course in the *ACLS Instructor Manual* for the order of these lessons.
  - High-Performance Teams
  - Learning Station: High-Performance Teams: Megacode Practice
  - High-Performance Teams: Megacode Testing and Megacode Testing Details
  - Exam and Exam Details

### **Lesson Plans Overview**

- Lesson plan design
  - The lesson plan titles and icons, which indicate instructor actions, correspond with the course video.
- Emphasize that instructors need to review and use these elements:
  - Learning Objectives
  - Instructor Tips
  - Key points listed in student practice sections for instructors to provide feedback
- Instructor flexibility
  - There are optional lessons and optional practice sessions featured throughout the ACLS Lesson Plans to help instructors tailor the course to audience needs.
  - Instructor-led practice and discussions are included in the ACLS Lesson Plans to promote student-instructor interaction.
  - Instructors have the option in the course to adjust the flow of lessons after the first 3 lessons are taught and after the testing of basic life support (BLS) and airway management skills.

### **Video-Driven Learning Stations**

- Remind instructor candidates that the video-driven learning stations are only part of the instructor-led traditional course format.
- Each lesson corresponds with a pause that allows instructors to engage with students and ask questions about the material covered.
  - Each time the video pauses, there are discussion questions listed in the lesson plan. These are meant to be used as a guide. The conversation can adapt to student questions and discussion, if needed, as long as they remain on topic.
- Remind instructor candidates that, during these discussions, it is helpful to have students use their provider manual for reference.
- Navigate to the Video-Driven Learning Stations video within the ACLS Instructor Essentials Course video menu. This video will show an example of how to run the Acute Coronary Syndromes and Stroke video-driven learning stations.

Other videos in the course are short, and there are no pauses. However, instructors are expected to discuss these videos afterward. As a best practice, instructors should summarize some of the main points of each video.



### **Play Video: Video-Driven Learning Station**

Play the Video-Driven Learning Station video.



### **Discussion: Video Navigation Options**

Discuss the following overview of the ACLS Provider Course video (or DVD) and ACLS Lesson Plans with instructor candidates, emphasizing how they are aligned for ease of use and navigation while teaching. Use the ACLS Provider Course video during this discussion to show instructor candidates the menu navigation options.

#### **ACLS Provider Course Video Overview**

Organization of the video (streaming/downloadable or DVD):

- ACLS videos are now available on DVD or in online digital format.
  - Online digital format: an alternative option to DVDs/DVD players. The online digital format features the same content as the ACLS DVD. Instructors have 2 options to view the course videos: by streaming course videos with an internet connection or by downloading course videos to an app on a device for offline viewing. Digital videos include the required video segments for the classroom-based ACLS Course and ACLS Update Course.
- The agenda and lesson plans for each version of the ACLS Course explain when to play the appropriate video.
- The menu has an in-hospital and out-of-hospital version of the High-Performance Teams video.
- The optional videos can be used to supplement as needed in the ACLS Course. The optional videos (most) become **mandatory** if instructors are teaching the traditional version. The IO Access and Coping With Death videos are optional regardless of the course format.

#### **ACLS Update Course Video Overview**

- Continue with the demonstration of the video menu/navigation to show instructor candidates what videos are featured in the update course.
- ACLS Update Course videos include High-Performance Teams, IO Access (Optional), and Coping With Death (Optional).
  - High-Quality BLS and Airway Management videos can be played, depending on the skill level of students, for practice before testing.

#### **HeartCode ACLS Video Overview**

- HeartCode ACLS videos may include High-Quality BLS, Airway Management, and High-Performance Teams.
- Videos are used in the HeartCode ACLS hands-on portion for those students needing additional guidance and/or remediation, depending on the skill levels of students, for practice and testing.

## **Part 4: Learning Objectives and Course Completion Requirements**



### **Discussion: Learning Objectives and Course Completion Requirements**

Have instructor candidates locate the learning objectives on the lesson plans, and explain that they are featured on all lessons, where applicable.

- Explain to instructor candidates that learning objectives are the measurable outcomes of a student's completion of the course and are listed on each lesson. The learning objectives and course completion requirements need to be met for a student to receive an ACLS course completion card.

- Instructor candidates can refer to the Course Objectives section in Part 2: Preparing for the Course in the instructor manual for a complete list of learning objectives for the ACLS Provider Course.
- Let instructor candidates know that the Skills Testing and Exam Requirements table (Table 10) is in the Course Completion Requirements section of Part 4: Testing in the *ACLS Instructor Manual*.

## Lesson 6

### ACLS Provider Course: Lessons 2A-4

60 minutes

Part 1: Feedback Device Requirement

Part 2: CPR Coach

Part 3: Lesson 2A: Learning/Testing Station: High-Quality BLS Practice, Lesson 2B: Learning/Testing Station: High-Quality BLS Testing—Testing Details

Part 4: Lessons 3A-3C: Learning/Testing Station: Airway Management

Part 5: Lesson 4: Technology Review

#### Learning Objectives

- Describe the use of the CPR Coach
- Identify the need to measure CCF and the effect on team choreography
- Demonstrate the administration of skills testing with the use of the skills testing checklists

#### Faculty Tip

Before teaching this lesson, thoroughly review Lessons 2A through 4 in Part 6: ACLS Lesson Plans in the *ACLS Instructor Manual* and the corresponding lessons on the ACLS Provider Course video.



#### Instructor Candidate Materials

For this lesson, instructor candidates need Part 1: General Concepts and Lessons 2A through 4 from Part 6: ACLS Lesson Plans in the *ACLS Instructor Manual*.

#### Part 1: Feedback Device Requirement



##### Discussion: Feedback Device

All CPR practice and testing must be performed with an audiovisual feedback device (required). In addition, all CPR performed in real life should be done with an audiovisual feedback device for optimal quality and timing. Refer to the AHA Directive on Use of Feedback Devices in Adult CPR Training on the Training Updates page of the AHA Instructor Network.

#### Part 2: CPR Coach



##### Discussion: CPR Coach

Have instructor candidates turn to Part 1: General Concepts and review the information on the new role of the CPR Coach in a resuscitation team. This section will review the key responsibilities and areas of focus of the CPR Coach.

- The CPR Coach supports the performance of high-quality BLS skills within the high-performance team, allowing the Team Leader to focus on other aspects of clinical care.
- The CPR Coach does not need to be a separate role; they can be blended into the current responsibilities of the Monitor/Defibrillator.
- A primary focus is to coach team members in performing high-quality BLS skills and help them minimize pauses in chest compressions.
  - Coordinate the start of CPR
  - Coach to improve the quality of chest compressions and ventilation
  - Coordinate provider switches and defibrillation
  - Coordinate the placement of an advanced airway
- CPR Coaches provide peer coaching in the High-Quality BLS and Airway Management stations and in the High-Performance Teams Learning and Testing Stations (Monitor/Defibrillator position)—as well

as in real-life emergencies. During class, the CPR Coach (a student) should encourage the other students to make compression and ventilation adjustments on the basis of the audiovisual feedback and data from the timing devices. The CPR Coach should also assist the Team Leader in keeping pauses in compressions to a minimum (high CCF).

### Instructor Tips

- Any healthcare professional can be a CPR Coach. This person must have a current BLS Provider card, understand the responsibilities of a CPR Coach, and demonstrate the ability to coach Compressors and Airway providers effectively to improve performance.
- The CPR Coach should be positioned next to the Defibrillator and in the direct line of sight of the Compressor.
- Because the CPR Coach must continually talk to give ongoing coaching, they must modulate their voice's tone and volume so that they do not disrupt other aspects of patient care.
- The CPR Coach should respect the Team Leader's role and not be perceived as trying to take over leadership. They should keep the Team Leader informed, share their understanding with the Team Leader, and ask for verification of key tasks and decisions.



#### Play Video: CPR Coach

Navigate to the CPR Coach video within the ACLS Instructor Essentials Course video menu for an overview of the CPR Coach role.

Ask instructor candidates if they have any questions before proceeding with the course.

### Part 3: Lesson 2A: Learning/Testing Station: High-Quality BLS Practice, Lesson 2B: Learning/Testing Station: High-Quality BLS Testing—Testing Details

#### Discussion: Lesson 2A: Learning/Testing Station: High-Quality BLS Practice



Have instructor candidates turn to Lesson 2A: Learning/Testing Station: High-Quality BLS Practice in their instructor manual. Discuss with instructor candidates that, during this lesson, they can see how the lesson plans are aligned with the integration of instruction and instructor-led discussion. Remind instructor candidates that, when they are leading a discussion with students, it is important to

- Ask open-ended questions to help facilitate discussion
- Avoid lecturing and allow students to speak
- Let instructor candidates know that, during this lesson, they will practice with the Adult High-Quality BLS Skills Testing Checklist
- Target CPR performance metrics, including the following:
  - Push hard: Compression depth of at least 2 inches (5 cm) in adults
  - Push fast: Compression rate of 100 to 120/min
  - Allow complete chest recoil after each compression
  - Ideally, achieve a CCF greater than 80%
  - Switch providers about every 2 minutes to avoid fatigue
- Review the Adult High-Quality BLS Skills Testing Checklist
- Ask instructor candidates if they have any questions before proceeding with the course



#### Play Video: ACLS High-Quality BLS Learning and Testing Station

- Review the sequence from the lesson plans
- Answer any questions



#### Discussion: Lesson 2B: Learning/Testing Station: High-Quality BLS Testing—Testing Details

Have instructor candidates turn to Lesson 2B Learning/Testing Station: High-Quality BLS Testing—Testing Details. Discuss with instructor candidates that these lessons are an example of a learning station format

with video instruction (in traditional course), practice, and then testing. Remind instructor candidates that when students are practicing, it is important to keep the following in mind:

- When providing feedback to students who are practicing, remember to provide feedback in a positive tone, focusing on what you do want rather than what you don't want.
- At the end of any practice segment, ask all students if they are ready to move forward to the next skill or if they would like to repeat the practice. This is especially important before skills testing.
- Determine one candidate to be the instructor and form a 3-person team with other candidates to perform a BLS Learning Station (run only 1 scenario with the candidates chosen).
- Determine another candidate to be the instructor and form a 3-person team with other candidates to perform a BLS Testing Station (run only 1 scenario with the candidates chosen).



### **Instructor Candidates Practice: BLS Skills Testing**

Inform instructor candidates that they will now have the opportunity to practice using the Adult High-Quality BLS Skills Testing Checklist.

- Make sure that each instructor candidate has 2 copies of each skills testing checklist, a timing device, and a feedback device.
- Explain to instructor candidates how to use the required feedback device with the skills testing checklist. Allow them to practice as needed before playing the skills scenarios.
- When providing feedback to students who are practicing, remember to provide feedback in a positive tone, focusing on what you do want rather than what you don't want.
- At the end of any practice segment, ask all students if they are ready to move forward to the next skill or if they would like to repeat the practice. This is especially important before skills testing.



### **Play Video: ACLS High-Quality BLS Skills and Skills Testing Checklist Scenarios**

Navigate to the ACLS High-Quality BLS and Skills Testing Checklist Scenarios videos within the ACLS Instructor Essentials Course video menu for practice evaluating skills testing, not letting instructor candidates know whether they are pass or fail student performances:

#### **ACLS Skills Testing Practice Scenario 1 (Unsuccessful)**

Discuss the following skills that were performed or not performed:

- The initial assessment for pulse and breathing was under 5 seconds.
- The hand placement for the first set of compressions were too low.

#### **ACLS Skills Testing Practice Scenario 2 (Successful)**

Discuss any questions the candidates may have.

After each video, debrief instructor candidates on how they evaluated each skills testing performance. Discuss the differences of each evaluation and if the students passed or failed the performances in each skills testing scenario.

- For those scenarios that are “failed,” ask instructor candidates to provide examples of remediation that they would provide.

## **Part 4: Lessons 3A-3C: Learning/Testing Station: Airway Management**



### **Discussion: Lesson 3A: Learning/Testing Station: Airway Management Practice**

#### ***Faculty Tips***

- Before teaching this lesson, thoroughly review the Airway Management Skills Testing Checklist.
- Have at least 1 copy of the Airway Management Skills Testing Checklist for instructor candidates to practice with for this lesson.

Have instructor candidates turn to Lessons 3A and 3B. Discuss with instructor candidates that this learning station introduces the use of case scenarios during testing.

- Multiple case scenarios are provided for instructors to expand their learning stations to incorporate more in-depth and varied scenarios for learners.
- Inform instructor candidates that the case scenarios for each learning station are ranked by level of difficulty from 1 (lowest) to 3 (highest).
  - The level of difficulty for students should be chosen based on the experience and scope of practice of each provider.
  - Follow the instructor manual to use only the lead in part of the scenario and not the full case scenario unless the scenario needs to be practiced for the students in the course.
- For respiratory arrest cases, instructors need to use only the initial information to lead students through skills testing. If instructors want to go deeper into respiratory skills, the whole scenario can be used, and the learning station will need to be expanded to accommodate this approach.
  - Additionally, there are optional lessons on advanced airway that would expand the learning station.

Also, let instructor candidates know that they are encouraged to debrief and discuss with students in the initial learning stations of the course, but students should become more independent as the course progresses.

### **Instructor Candidates Practice: Airway Management Skills Testing**

Let instructor candidates know they will now practice administering the Airway Management Skills Testing in groups of 2.

- Case scenarios can be found in the ACLS Case Scenarios section of the Appendix in the *ACLS Instructor Manual*.
- Have instructor candidates read Lesson 3B and the Airway Management Skills Testing Checklist before practicing.
- Split instructor candidates into 2 groups of 3 and have each one practice playing the role of the instructor, with the remaining instructor candidates playing the role of the student.
  - Make sure that the instructor candidate playing the role of instructor provides positive and corrective feedback for the student role.
  - Follow the instructor manual to use only the lead-in part of the scenario and not the full case scenario unless the scenario needs to be practiced for the students in the course.



### **Discussion: Lesson 3B: Learning/Testing Station: Airway Management Testing—Testing Details**

Review the instructor's role in testing.

- The key is the addition of a CPR Coach for practice and testing (rate and volume). Rate can always be timed, but volume requires a feedback device to give the reading. Emphasize the importance of a feedback device.



### **Discussion: Lesson 3C: Learning/Testing Station: Airway Management—Student Practice Details**

Have instructor candidates turn to Lesson 3C. Discuss with instructor candidates that this lesson is optional and can be administered on the basis of their students' scope of practice and what they are performing in real-world settings. If not applicable to the scope of practice of the providers in the class, this lesson can also be administered to expose students to a new advanced airway technique that they may not be familiar with.



## Part 5: Lesson 4: Technology Review



### Discussion: Lesson 4: Technology Review

Have instructor candidates turn to Lesson 4. Discuss with instructor candidates that this lesson is completely instructor led without the use of video.

- Depending on class size, this lesson can be taught either to the entire class or in groups of 2 if there is more than 1 instructor.
- Before they begin practicing, make sure that all instructor candidates are familiar with and comfortable discussing all equipment featured in Lesson 4: Technology Review.



### Instructor Candidates Practice: Technology Review

Let instructor candidates know that they will now practice leading the Technology Review discussion and demonstration.

- Have instructor candidates read Lesson 4 before practicing.
- Split instructor candidates into groups of 2 to 4. Depending on availability of equipment, group sizes can be larger.
  - Explain to instructor candidates that there are different versions of equipment used in the ACLS Provider Course and that it is beneficial to be familiar with multiple versions of equipment to answer student questions in their class.
    - Optional: Provide different versions of equipment in the course for instructor candidates to have exposure to equipment that they may not be familiar with.
- Assign roles of instructors and students to the instructor candidates. Have each one practice playing the role of the instructor, with the remaining instructor candidates playing the role of the student.
  - Encourage instructor candidates in the student role to participate in discussion and ask questions of the instructor role during the lesson.
- Repeat the practice at least twice, or as many times as necessary, until everyone feels comfortable with the lesson.



## Lesson 7

### ACLS Provider Course: Prebriefing, Structured and Supported Debriefing, and Lessons 9A-9D

200 minutes

Part 1: Prebriefing

Part 2: Debriefing

Part 3: Lessons 9A-9D: High-Performance Teams: Megacode Practice

#### Learning Objectives

- Demonstrate prebriefing and structured debriefing skills
- Demonstrate facilitating the Bradycardia and Megacode Learning Stations
- Describe effective AHA Instructor feedback and remediation techniques

#### Faculty Tips

- Before teaching this lesson, thoroughly review Lesson 9A through 9D in Part 6: ACLS Lesson Plans in the *ACLS Instructor Manual* and the corresponding lessons on the ACLS Provider Course video. Review Megacode practice cases.



#### Instructor Candidate Materials

For this lesson, instructor candidates need Part 1: General Concepts as well as Lessons 9A through 9D from Part 6: ACLS Lesson Plans in the *ACLS Instructor Manual*.



#### Discussion: Prebriefing and Debriefing

Have instructor candidates turn to Part 1: General Concepts in the instructor manual and read the Prebriefing and Debriefing sections. Summarize the key characteristics.

#### Part 1: Prebriefing

##### *Prebriefing*

- Prebriefing builds rapport between instructor and student, which can make students more receptive to feedback after the event.
  - Promoting **psychological safety**, ensuring a safe learning environment (it's OK to make mistakes and learn from them)
  - Setting **expectations**, including discussing realism for the case
  - Explaining the **rules** for the case
  - Conducting the case with **mutual respect**
  - Helping the team set **goals** for the case (eg, CCF of 82%). These goals will be evaluated in the structured debriefing.



#### Play Video: Prebriefing

- Navigate to the Prebriefing video within the PALS Instructor Essentials Course video menu.
- Ask the candidates to discuss the prebriefing benefits presented in this video and to summarize their effectiveness in a real classroom setting, as well as how it could affect clinical practice.

#### Part 2: Debriefing

##### *Debriefing*

Debriefing is critical to the learning process of team-oriented training. Knowledge retention in training with proper debriefing is superior to training without debriefing. Effective debriefing sessions are as long or longer than the training

scenario itself. Healthcare debriefing experts developed a debriefing tool for every learning station. Each learning station has questions and discussion guides that lead instructors through the gather-analyze-summarize (GAS) debriefing model. Regardless of an instructor’s level of debriefing expertise, everyone can use and benefit from the tools provided.

- This is an evidence-based method of helping students think about their actions and how they can apply this knowledge in the clinical setting.
- During the debriefing, you’ll lead a discussion about whether the students accomplished the goal they set for their team during the prebriefing.
- Be sure to allow enough time to conduct a debriefing session after each case scenario.

Phase	Goal	Actions
<b>Gather</b>	Ask what happened during the case to develop a shared mental model of the events. Listen to students to understand what they think and how they feel about the simulation.	<ul style="list-style-type: none"> <li>• Request a narrative from the Team Leader.</li> <li>• Request clarifying or supplementary information from the high-performance team.</li> </ul>
<b>Analyze</b>	Facilitate students’ reflection on and analysis of their actions.	<ul style="list-style-type: none"> <li>• Review an accurate record of events.</li> <li>• Report observations (both correct and incorrect steps).</li> <li>• Assist students in thoroughly reflecting on and examining their performance during the simulation as well as in reflecting on their perceptions during the debriefing.</li> <li>• Direct and redirect students during the debriefing to ensure continuous focus on session objectives.</li> </ul>
<b>Summarize</b>	Facilitate identification and review of the lessons learned that can be taken into actual practice.	<ul style="list-style-type: none"> <li>• Summarize comments or statements from students.</li> <li>• Have students identify positive aspects of their high-performance team or individual behaviors.</li> <li>• Have students identify areas of their high-performance team or individual behaviors that require change or correction.</li> </ul>



### Play Video: Debriefing

- Navigate to the Debriefing video within the ACLS Instructor Essentials Course video menu.
- Ask the candidates to discuss the debriefing management strategies presented in this video and to summarize their effectiveness.

### High-Performance Teams: Megacode Practice Summary

- Each Megacode testing case is designed to test the team in the ventricular fibrillation/pulseless ventricular tachycardia rhythm and 3 other rhythms.
- To vary the testing scenarios, there are several case presentations. Select 1 of the case scenarios from the Appendix or the Instructor Reference Material for each student.
- During the Megacode Testing Station, the instructor or the team can decide who will be the Team Leader (within scope of practice, if possible) and assign all other roles on the basis of scope of practice (if possible).
- Megacode Testing should take place with at least 3 students (during the full ACLS Course, ACLS Update Course, and HeartCode ACLS hands-on session).
- For Megacode Testing, all healthcare providers who would normally be Team Leaders (eg, emergency department physicians, paramedics) during a real cardiac arrest should be tested as Team Leader.



### Play Video: GAS Model Debriefing

Navigate to the GAS Model Debriefing video within the ACLS Instructor Essentials Course video menu for an overview of how to debrief with the GAS model.

- Explain that the debriefing tool is located behind each case scenario and that instructor candidates will have the opportunity to practice debriefing after each case scenario during this course.
  - Remind instructor candidates that debriefing is not performed after Megacode or skills tests during the ACLS Provider Course.
- Make sure to review the Adult Cardiac Arrest Algorithm with instructor candidates as needed.
- Ask instructor candidates if they have any questions before proceeding with the course.

### Part 3: Lessons 9A-9D: High-Performance Teams: Megacode Practice



#### Play Video: Megacode Learning Station Video

Play the Megacode Learning Station video.

#### *Faculty Tip*

The purpose of this lesson is to guide instructors in conducting a Megacode practice with the selection of case scenarios and applicable student resources



#### Discussion: Prebriefing, Debriefing Role-play, Megacode Practice

- Discuss the team roles represented during the video.
- Discuss the debriefing scenario during the video.

Summarize what the candidates should have learned and answer any questions the candidates may have before proceeding with the course.



#### Instructor Candidates Practice: High-Performance Teams: Megacode Practice

Let instructor candidates know that they will now practice the roles of instructor and students for High-Quality BLS, Airway Management, Technology, and Megacode.

- Split instructor candidates into groups of 7, depending on class size.
- Assign each instructor candidate an instructor number of 1 through 7. For organizational purposes, feel free to use name tags for instructor candidates, labeled with their designated number.
  - Let instructor candidates know that if they do not have the opportunity to act as the role of instructor during this practice, they will be able to in the remaining learning stations.
    - Every instructor candidate will have the opportunity to play the role of instructor for at least 1 Megacode.
    - Depending on course size, the rotation of instructor candidates playing the role of instructor can be modified as well as the number of patients. If the rotation is modified, make sure that each instructor candidate has the opportunity to practice at least 1 Bradycardia Learning Station.
- When instructor candidates are not playing the role of instructor, they will play the role of student.

## Lesson 8

### ACLS Provider Course: Lessons 7-8C

30 minutes

Part 1: Lesson 7: High-Performance Teams

Part 2: Lessons 8A-8C: Learning Station: High-Performance Teams: Cardiac Arrest and Post–Cardiac Arrest Care

#### Faculty Tips

- Before teaching this lesson, thoroughly review Lessons 7 and 8A through 8C in the *ACLS Instructor Manual* and the corresponding lessons on the ACLS Provider Course video.
- In addition, be sure to review the Adult Cardiac Arrest and Adult Post–Cardiac Arrest Care Learning Station Checklists.
  - Have at least 2 copies of each checklist for instructor candidates playing the role of instructor during the learning stations practice in this lesson.

#### Part 1: Lesson 7: High-Performance Teams



##### Discussion: Lesson 7: High-Performance Teams

Have instructor candidates turn to Lesson 7 in the *ACLS Instructor Manual* and ask them to read the entire lesson. Then, discuss the key points found in the lesson:

- Team dynamics are critical during a code or resuscitation attempt.
- The interaction among team members has a profound impact on the effectiveness of each individual as well as on the patient’s overall survival.
- The better you work as a team (timing, quality, coordination, and administration), the better the potential outcome for your patient.
- That’s why it’s so important that you understand not just what to do in a resuscitation attempt but how to communicate and perform as an effective team, regardless of your role as team member or Team Leader.
- The ability to follow and move through multiple algorithms is important.
- Emphasize the importance of understanding the choreography of a resuscitation attempt as a team and the impact on timing.
- Discuss the integration of high-quality BLS and ACLS care.
- Remind students that they will be functioning as Team Leaders and as different members in the learning and testing stations and will need to apply these concepts.
- Review critical aspects of high-performance teams.

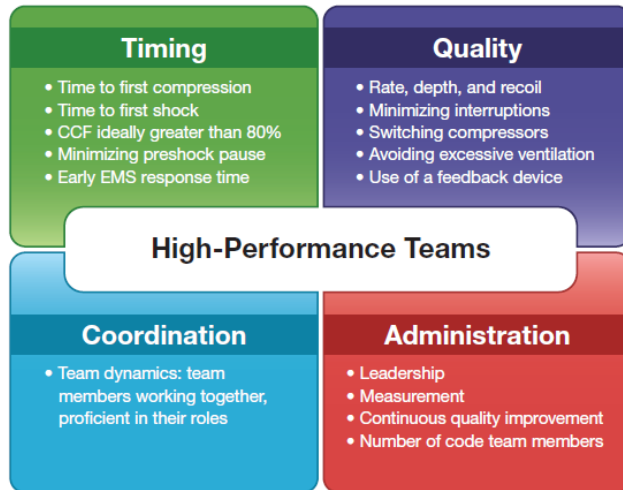
High-performance teams effectively incorporate timing, quality, coordination, and administration of the appropriate procedures during a cardiac arrest (Figure 1). These 4 key areas of focus include the following specifics:

- **Timing:** Time to first compression, time to first shock, CCF ideally greater than 80%, minimizing preshock pause, and early emergency medical services response time
- **Quality:** Rate, depth, complete recoil; minimizing interruptions; switching compressors every 2 minutes or sooner if fatigued; avoiding excessive ventilation; and always using a feedback device
- **Coordination:** Team dynamics; team members working together, proficient in their roles
- **Administration:** Leadership, measurement, CQI, number of participating code team members

Teams function differently in different facilities and in all out-of-hospital settings. Knowing the policies and procedures and the local protocols of your classroom audience is essential to instructor preparation.

Emphasize to instructors candidates how the concept of high-performance teams is used throughout the remainder of the course.

Figure 1. Key areas of focus for high-performance teams to increase survival rates.



### Play Video: High-Performance Teams

- Show candidates that they have 2 tracks to choose from: In-Facility and Prehospital in a provider course. Choose one to show during this instructor course.
- Discuss any application candidates may have in their workplace and how they could incorporate when teaching provider courses.

## Part 2: Lessons 8A-8C: Learning Station: High-Performance Teams: Cardiac Arrest and Post-Cardiac Arrest Care



### Discussion: Lessons 8A-8C: Learning Station: High-Performance Teams: Cardiac Arrest and Post-Cardiac Arrest Care

Have instructor candidates turn to Lesson 8 and inform them that this learning station also follows the same format as previous ones. Discuss the following key points:

- Rotate students to the different roles for this practice.
- This learning station uses 3 case scenarios.
  - This checklist can be found in Part 5: Appendixes of the *ACLS Instructor Manual*.
- When instructor candidates are not playing the role of instructor, they will play the role of student.

## Lesson 9

### ACLS Provider Course: Lessons 5A-6C

100 minutes

Part 1: Lessons 5A-5C: Learning Station: Preventing Arrest: Bradycardia

Part 2: Lessons 6A-6C: Learning Station: Preventing Arrest: Tachycardia (Stable and Unstable)

#### Learning Objective

- Describe how to facilitate the learning and testing stations

#### Faculty Tips

- Before teaching this lesson, thoroughly review Lessons 5A through 6C in Part 6: ACLS Lesson Plans in the *ACLS Instructor Manual* and the corresponding lessons on the ACLS Provider Course video.
- Be sure to also review the Adult Bradycardia and Adult Tachycardia With a Pulse Learning Station Checklists.
  - Have at least 2 copies of each checklist for instructor candidates playing the role of instructor during the learning stations practice in this lesson.



#### Instructor Candidate Materials

For this lesson, instructor candidates need Lessons 5A through 6C from Part 6: ACLS Lesson Plans in the *ACLS Instructor Manual* accessible.

#### Part 1: Lessons 5A-5C: Learning Station: Preventing Arrest: Bradycardia



#### Discussion: Lessons 5A-5C: Learning Station: Preventing Arrest: Bradycardia

Have instructor candidates turn to Lessons 5A through 5C. Discuss with instructor candidates that this learning station also uses video instruction, followed by practice with case scenarios and student rotations. Discuss the following key points:

- This learning station uses 3 case scenarios.
  - This checklist can be found in Part 5: Appendixes of the *ACLS Instructor Manual*.



#### Play Video: Learning Stations

Navigate to the Learning Stations video within the ACLS Instructor Essentials Course video menu. Explain that this video will show Preventing Arrest: Bradycardia as an example for practicing a learning station.

- Ask the instructor candidates to discuss what they observed about debriefing, what went well, and what was challenging in this case.



#### Instructor Candidates Practice: Learning Stations

Let instructor candidates know that they will now practice the roles of instructor and student for the learning station.

- Split instructor candidates into groups of 7, depending on class size.
- Remind instructor candidates of their assigned instructor role number. Instructor candidates will be practicing 1 case for a learning station.
- Before they practice, help the instructor candidates choose their case scenario, if needed.
- Make sure that the instructor candidate in the instructor role is following all steps detailed in the Timing and Tasks for Bradycardia Learning Station table (Table 8), including the case debriefing, located on Lesson Plan 5C of the instructor manual. When instructor candidates are not playing the role of instructor, they will play the role of student.

## Part 2: Lessons 6A-6C: Learning Station: Preventing Arrest: Tachycardia (Stable and Unstable)



### Discussion: Lessons 6A-6C: Learning Station: Preventing Arrest: Tachycardia (Stable and Unstable)

Have instructor candidates turn to Lessons 6A through 6C. Discuss with instructor candidates that the Tachycardia Learning Station uses the same format as previous learning stations. Discuss the following key points:

- This learning station uses 3 case scenarios.
  - This checklist can be found in Part 5: Appendixes of the *ACLS Instructor Manual*.
- Remind instructor candidates that, when administering the Bradycardia and Tachycardia Learning Stations, it is important to make sure that all students have the opportunity to play the role of Team Leader between the 2 learning stations.



### Instructor Candidates Practice: Learning Station: Tachycardia (Stable and Unstable)

Let instructor candidates know that they will now practice the roles of instructor and student for the Tachycardia Learning Station.

- Instructor candidates should still be in their groups of 7.
- Remind instructor candidates of their assigned instructor role number. Instructor candidates will practice 2 cases for the Tachycardia Learning Station.
- Allow instructor candidates to choose their own case scenarios for this learning station.
- Make sure that the instructor candidate in the instructor role is following all steps detailed in the Timing and Tasks for Tachycardia Learning Station table (Table 10), including the case debriefing, located on Lesson Plan 6C of the instructor manual.

## Lesson 10

### ACLS Provider Course: Lessons T1-T6

20 minutes

Part 1: Lessons T1-T4: Review and Megacode Testing

Part 2: Lessons T5 and T6: Exam and Exam Details

Part 3: Remediation

#### Faculty Tips

- Before teaching this lesson, thoroughly review Lessons T1 through T6 in Part 6: ACLS Lesson Plans in the *ACLS Instructor Manual* and the corresponding lessons on the ACLS Provider Course video.
- In addition, be sure to review the Megacode Testing Checklists.
- Have at least 2 copies of each checklist for instructor candidates playing the role of instructor during the learning stations practice in this lesson



#### Instructor Candidate Materials

For this lesson, instructor candidates need Lessons T1 through T6 from the *ACLS Instructor Manual* as well as the Megacode Testing Checklist.

#### Part 1: Lessons T1-T4: Review and Megacode Testing



#### Discussion: Lessons T1-T4: Learning Station: Megacode Testing

At the start of this lesson, have instructor candidates review the High-Performance Teams: Megacode Assessment and Testing Guidelines found in the *ACLS Instructor Manual*.

Be sure that instructor candidates have a strong understanding around the objective and uniform testing of students and the Megacode Testing Checklist. It is important to note that, once they are instructors, instructor candidates should ensure that students who are not ready for the Megacode Test not be allowed to progress this far into the course. There is ample opportunity for formative assessment throughout the course for instructors to determine if a student is ready or needs remediation.

Have instructor candidates turn to Lessons T1 through T4. Discuss with instructor candidates that these lessons are for administering the Megacode Testing Station.

#### *Lesson T1*

- The purpose of this lesson is to guide instructors on how to set up the Megacode Testing Stations to accommodate 6 students per station, with 1 or 2 instructors.
- The Megacode Testing Station can be done simultaneously with the ACLS exam, so that groups of students are rotating in the classroom between taking the exam and completing Megacode Testing.

#### *Lessons T2-T4*

- These lessons serve as a guide to administer the Megacode Testing Station.
- Students will be tested one at a time as they function as Team Leader.
- Remind instructor candidates that they are not to give hints or coaching during skills testing.
- Inform instructor candidates that students in their provider course can use the *2020 Handbook of ECC for Healthcare Providers*, which includes algorithms.
- Let instructor candidates know that if remediation is needed, they can refer to the Remediation (REM) lesson and the Remediation section of Part 1: General Concepts of the *ACLS Instructor Manual*.



#### Play Video: Megacode Testing

Navigate to the Megacode Testing video within the ACLS Instructor Essentials Course video menu for an overview of conducting a Megacode Test.



- Ask instructor candidates if they have any questions before proceeding with the Megacode Test practice.

### **Megacode Summary**

- Each Megacode testing case is designed to test the team in the ventricular fibrillation/pulseless ventricular tachycardia rhythm and 3 other rhythms.
- To vary the testing scenarios, there are several case presentations. Select 1 of the case scenarios from the Appendix or the Instructor Reference Material for each student.
- During the Megacode Testing Station, the instructor or the team can decide who will be the Team Leader (within scope of practice, if possible) and assign all other roles on the basis of scope of practice (if possible).
- Megacode Testing should take place with at least 3 students (during the full ACLS Course, ACLS Update Course, and HeartCode ACLS hands-on session).
- For Megacode Testing, all healthcare providers who would normally be Team Leaders (eg, emergency department physicians, paramedics) during a real cardiac arrest should be tested as Team Leader.

### **Expectations During the Megacode Testing Station and Testing as a Team**

- The instructor or the team can decide who will be the Team Leader (within scope of practice, if possible). The instructor or the team will also assign all other roles on the basis of scope of practice (if possible).
  - *Note:* For Megacode Testing, all healthcare providers who would normally be Team Leaders (eg, emergency department physicians, paramedics) during a real cardiac arrest should be tested as Team Leader.
- Megacode testing is about the team members performing well together. The team will be tested (ie, evaluating the team’s overall performance) using objective (eg, CCF) and subjective measures (eg, team communication).
- Megacode Testing should take place with at least 3 students (during the full ACLS Course, ACLS Update Course, and HeartCode ACLS hands-on session).
- If the team passes the first Megacode case, it’s done.
- If the team does not pass the first Megacode case, continue with additional Megacode cases until the team passes. The team members can keep the same roles, if they choose, or switch roles.
- If a student is having trouble mastering skills, the instructor should address this well before the student moves all the way through the course to the Megacode Test.
  - Students will take the role of Team Leader and all team member roles multiple times in the practice scenarios during class. If a group (team) consists of 6 students, that group should participate in 3 bradycardia and 3 tachycardia cases, 6 cardiac arrest/post–cardiac arrest cases, and 6 Megacode cases (18 cases total) before entering the Megacode Test.
  - As previously stated, there is ample opportunity for an instructor to evaluate and decide if a student should continue the class.
- Split the instructor candidates into groups of 7.
- Remind instructor candidates of their assigned instructor role number. Instructor candidates will practice 7 testing cases for the Megacode Testing.
- Make sure each instructor role has a copy of the Megacode Testing Checklist.

## **Part 2: Lessons T5 and T6: Exam and Exam Details**



### **Discussion: Lessons T5 and T6: Exam and Exam Details**

Have instructor candidates turn to Lessons T5 and T6. Discuss with instructor candidates that, in addition to the skills testing checklists, there is also a required ACLS exam to measure students’ understanding of course learning objectives. Provide instructor candidates with a copy of the ACLS Provider Course exam and discuss the following key points:

- Exams are administered online, though there may be an occasional need to administer a paper exam.
- Use the current version of course exams and obtain them from your TCC in advance. Exams are available only through the TCC.
- TCCs can provide information on how to obtain online or paper exams; refer to the Instructor Network and instructor manual for information about exam administration and security. The TC must keep exam answer sheets for those students who did not meet course completion requirements.
- The ACLS exam consists of 50 questions.
- The exam has a minimum passing score of 84%.
- The use of scenarios in the exam is to stimulate critical thinking and allow students to have real-world examples when measuring their ACLS knowledge.
- The exam is open resource.
  - Refer to the Exam section in Part 1: General Concepts in the *ACLS Instructor Manual* for examples of appropriate resources.
- The AHA does not mandate a time limit for completion and considered the Americans With Disabilities Act in the decision not to mandate a course exam time limit. This does not mean that students should be given unlimited time to complete course exams.
  - The amount of time allotted for taking the course exam can be determined by the AHA Instructor or TC.
- If a paper copy of the exam is administered, make sure to collect the copies of the exam after the discussion.

### Part 3: Remediation



#### Discussion: Remediation

Have instructor candidates turn to the Remediation section in Part 1: General Concepts of the *ACLS Instructor Manual* to read about the purpose of remediation, remediation concepts for AHA Instructors, and steps to successful remediation.

## Lesson 11

### Course Conclusion and Exam

45 minutes

Part 1: Course Conclusion

Part 2: ACLS Instructor Essentials Exam

#### Learning Objectives

- Identify the prerequisites to becoming an AHA Instructor
- Describe the requirements for how to maintain an AHA Instructor status

#### Faculty Tip

Make sure to have a copy of the ACLS Instructor Essentials exam for each instructor candidate.

#### Part 1: Course Conclusion



##### Discussion: Course Conclusion

At the end of the ACLS Instructor Essentials Course, discuss the following with instructor candidates:

- Encourage instructor candidates to become familiar with the ACLS instructor materials discussed throughout this course.
  - Instructor candidates can also refer to the FAQ found in their instructor candidate workbook and FAQ for the ACLS Course found on the Instructor Network.
- Answer any questions that the instructor candidates have about the instructor materials, the courses, or AHA protocols and procedures.
- Summarize what instructor candidates have learned, referencing the learning objectives featured in Lesson 1: Course Introduction in this faculty guide.
- Remind instructor candidates that, to become an ACLS Instructor, they must first pass the ACLS Instructor Essentials exam and then be monitored teaching the first course within 6 months of completing the ACLS Instructor Essentials Course.
  - Instructor candidates can refer to the Recruiting and Mentoring Instructors section in Part 1: General Concepts of the *ACLS Instructor Manual* for information on how to encourage students in the ACLS Provider Course to become instructors.
- Discuss the requirements for how to maintain instructor status.
- Discuss any TC-specific policies or protocols with instructor candidates and remind them of the importance of registering on the Instructor Network after being monitored teaching their first class.
  - Optional: Have instructor candidates turn to the Quick Self-Quiz found in their instructor candidate workbook and discuss the questions with them as a review before taking the exam.
- Distribute and collect course evaluations either before or after the ACLS Instructor Essentials exam.

#### Part 2: ACLS Instructor Essentials Exam



##### ACLS Instructor Essentials Exam

- Distribute an answer sheet and exam to each instructor candidate.
- As instructor candidates complete the exam, collect their exams and grade them.
- Regardless of their score, all instructor candidates should be given their exam results and be allowed the opportunity to review and ask questions.
- For instructor candidates who need remediation, follow these steps:
  - Instructor candidates who scored less than 84% need immediate remediation.
  - Provide remediation by giving a second exam or by having instructor candidates orally go over each item that they answered incorrectly, showing understanding of those incorrect items.
  - Upon successful remediation, instructor candidates should show an improvement in being able to provide correct responses and an understanding of the correct response.