

CPR & Emergency Cardiovascular Care

June 21, 2018

Q: What is the AHA Education Statement?

A: The AHA Education Statement, *Resuscitation Education Science: Educational Strategies to Improve Outcomes from Cardiac Arrest*, which is applicable to all resuscitation training programs (not exclusive to AHA), examines best practices in education and applies them to resuscitation science and training. The AHA's Education Statement offers suggestions for improvement in training in eight key concepts defined below:

- **Mastery learning and deliberate practice** (practice until learners demonstrate mastery of skills)
- **Spaced practice** (shorter, more frequent learning sessions)
- **Contextual learning** (use of “real world” training experiences recognized by learners)
- **Feedback and debriefing** (providing structured opportunities for reflection and feedback)
- **Assessment** (measuring competency throughout a course with a variety of tools)
- **Innovative educational strategies** (exploration of gamification, social and digital platforms to make learning “stick”)
- **Faculty development** (continuous coaching and training of instructors)
- **Knowledge translation and implementation** (localize programs to fit learners' needs)

Q: Why was this Education Statement developed?

A: The AHA believes that poor CPR quality is a preventable harm, and our focus is on improving quality of care and patient outcomes to double survival rates from cardiac arrest by 2020. If all training programs and resuscitation instructors implement the guidance in this resource document, it will help raise the standard of care and ultimately increase survival from cardiac arrest.

More information:

As identified in the statement, “While millions of lay providers and healthcare providers are trained in resuscitation every year, major gaps exist in the delivery of optimal clinical care (poor-quality CPR or no CPR in the out-of-hospital setting) for individuals with cardiac arrest. Educational activities are not consistently achieving their intended outcomes, with a significant decay in skills within months after the learning activity.”

Prior to the release of this statement, no analysis of evidence supporting best educational and knowledge translation existed. As the leader in resuscitation science and training, the AHA led the development of this analysis and statement. This statement marks the first time that resuscitation specialists have applied education best practices to resuscitation training, offering consolidated guidance to CPR instructors, educators and others who develop relevant content. It is applicable to all resuscitation training programs with students as diverse as medical professionals to bystanders.

Q: How was the Education Statement developed?

A: The statement's authors examined current literature, as well as a published review, followed by small-group sessions and roundtables that were integrated with the results of the review.

For development of this statement, the AHA assembled a steering committee whose members had expertise in resuscitation science and resuscitation education. This committee identified individuals with expertise in a key topic area for its working groups; various professions (nursing, medicine, paramedicine, respiratory therapy, psychology, research, education, hospital administration) and clinical specialties (critical care, pediatrics, neonatology, emergency

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medicine, anesthesia, internal medicine, cardiology) were represented in each working group. The AHA then held an Educational Summit where they focused on the eight key topic areas that are most likely to lead to improvements in educational and patient outcomes.

This statement marks the first time that resuscitation specialists have applied education best practices to resuscitation training, offering consolidated guidance to CPR instructors, educators, and others who develop relevant content.

Q: Is the AHA Education Statement applicable for both US and international CPR and ECC training?

A: Yes. This statement is applicable to all resuscitation training programs with students as diverse as medical professionals to bystanders.

Q: Is the AHA Education Statement exclusive to AHA CPR and ECC training programs?

A: No. The AHA Education Statement is intended to guide all resuscitation training programs and instructors and is not exclusive to AHA.

Q: What implications does the statement have for the AHA Training Network?

A: At this time, there will be no changes to AHA products and no new materials are required. We will continue to evolve and improve our products, courses, and services as we move forward.

The AHA is committed to embracing the strategies in this statement and promoting them throughout our educational offerings. Today, our CPR and ECC courses include several of the eight key concepts, such as the flexibility to localize (contextualize) and standard performance based on observable behavior. In the coming months, we will work with our Training Network to emphasize ways to enhance these concepts in current courses.

Q: Are there tools to help AHA Instructors improve training in the eight key concepts defined in the AHA Education Statement?

A: Currently, there are no new tools for Instructors; however, current courses and materials (such as AHA Instructor Manuals and free resources available on the AHA Instructor Network) include several of the eight key concepts. In the coming months, we will work with our Training Network to emphasize ways to further enhance these concepts in current courses.

Q: Where can I find more information about the eight key concepts defined in the AHA Education Statement?

A: To further explain and provide examples of these concepts, the AHA has created an infographic and the “Highlights from the Resuscitation Education Scientific Statement” document. Both tools, as well as the full statement in *Circulation* and supporting graphics can be found at [Heart.org/EducationStatement](https://www.heart.org/EducationStatement).