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Advanced Stroke Life Support[®] Blended Learning Instructor Essentials Faculty Guide

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To find out about any updates or corrections to this text, visit heart.org/courseupdates.

Part 1: General Concepts

About This Faculty Guide

Welcome to the American Heart Association (AHA) Advanced Stroke Life Support® (ASLS®) Blended Learning Instructor Essentials Course. This course will prepare instructor candidates to teach the ASLS Blended Learning Provider Course. 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.

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 and practice in small groups, and an exam, allowing instructor candidates to successfully use their instructor materials and skills.

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 conducting a skills evaluation session 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 ASLS Training Faculty who will be teaching the hands-on session of the Instructor Essentials Course. These materials are to be used as a guide for teaching and preparing instructor candidates to become AHA Instructors for the ASLS Provider Course. 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 outcomes
- 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) 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
www.ahainstructornetwork.org

Faculty-to-Instructor Candidate Ratio

Keep track of how many instructor candidates 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 each faculty member have no more than 7 instructor candidates, so as not to exceed a 1:7 ratio. Throughout the course, there are group activities where 1 instructor candidate would play the role of instructor, another instructor candidate would play the role of standardized patient, and the other candidates would play the role of students. A station for parts A, B, and C will be needed for each faculty member and group of instructor 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 media/video player and a monitor or screen large enough to be viewed by all instructor candidates
- A chair and writing area for each instructor candidate
- Spaces for small group sessions with a stretcher

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 instructor manuals and reference guides.

If you need to order manikins or support materials, check with your TCC. 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

This letter 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 Advanced Stroke Life Support® (ASLS®) Blended Learning Instructor Essentials Course. Enclosed are the agenda and your copy of the instructor manual and *ASLS Blended Learning Instructor Essentials Instructor Candidate Workbook*. You will also need to access the ASLS Instructor Essentials Online Course (available in the Intelligo store at intelligohub.org) to complete before coming to class. Please bring your instructor manual and Instructor Essentials Online Course completion certificate to the course. Review both the agenda and the instructor manual before coming to class so that you get the most out of the Instructor Essentials Course and are familiar with the materials for skills evaluation of your students.

The class is scheduled for

Date:

Time:

Location:

Please wear loose, comfortable clothing. You will be practicing skills that require moving, elevating your arms and legs, and caring for a simulated stroke patient. 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 the 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 Instructor Essentials Course is an intensive course for instructor candidates who have already successfully completed the ASLS Provider Course in their specific track (prehospital, in-hospital, or combined prehospital provider and in-hospital provider). The role and scope of practice of healthcare providers can vary greatly, so there are no profession-specific guidelines for becoming an ASLS Instructor in a specific track; however, it is recommended that instructor candidates choose a track within their scope of care, given the complexities and differences of stroke care in the prehospital and in-hospital settings. Instructor candidates should exemplify integrity, demonstrate strong ethics, communicate clearly, and model a dedication to quality of training.

ASLS 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 ASLS Provider course completion card
- Be proficient in the skills of ASLS
 - To measure the proficiency of the skills of ASLS, be sure to observe instructor candidates during the course. If you feel that instructor candidates need to be retested in their skills of ASLS, 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
1 per faculty	<ul style="list-style-type: none"> • <i>ASLS Instructor Essentials Faculty Guide</i> with lesson plans • <i>Program Administration Manual</i> • ASLS Provider Course materials: <i>ASLS Instructor Manual</i> with lesson plans, <i>ASLS Provider Manual</i>, <i>ASLS Reference Guide</i>, and digital course videos • ASLS Instructor Essentials digital course videos
1 per instructor candidate	<ul style="list-style-type: none"> • Name tag (optional) • Course agenda • Skills testing checklists: <ul style="list-style-type: none"> – Part A: Stroke Scale Demonstration – Part B: Stroke Syndrome Evaluation

Quantity	Materials and equipment
	<p>– Part C: Stroke Simulation Scenario</p> <ul style="list-style-type: none"> • ASLS Instructor Essentials Exam • <i>ASLS Instructor Candidate Workbook</i> • <i>ASLS Instructor Manual</i> and <i>ASLS Provider Manual</i> • <i>ASLS Reference Guide</i>
Course equipment per learning station practice	<p>Refer to Part 2 of the <i>ASLS Instructor Manual</i> for the equipment list, quantity, and items for the following categories:</p> <ul style="list-style-type: none"> • Assessment equipment (stethoscope, blood pressure cuff, etc) • Patient scenarios with checklists and visual aids • Stretcher or chair for examination of the standardized patient in part A and part B • Full-body simulation manikin, ideally with heart and lung sounds and vital signs • Airway and breathing equipment • Vital signs monitor, either attached to simulator or stand-alone • Recommended drugs, drug packages, or drug cards • Safety equipment • ASLS digital course videos and audiovisual equipment • Cleaning supplies for use between student practice and after the course

Part 3: Teaching the Course









Course Outline and Sample Agenda


ASLS Blended Learning Instructor Essentials Course Outline

Approximate course duration without breaks: 6 hours

Instructor candidate–faculty ratio 7:1; instructor candidate–manikin ratio 3:1 or 4:1

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	 20
2	AHA Introduction Part 1: AHA Mission Part 2: Instructor Core Competencies	 10
3	AHA Instructor Resources Part 1: <i>Program Administration Manual</i> Part 2: Other Electronic Resources Part 3: Training Center–Specific Policies	 15
4	ASLS Provider Course Skills Evaluation Preparation Part 1: Course Paperwork Part 2: Course Preparation	 30
5	ASLS Provider Course Overview Part 1: Introduction Part 2: Course Format and Tracks Part 3: Instructor Materials Part 4: Learning Objectives and Course Completion Requirements Part 5: Prebriefing and Skills Overview	 25
6A	ASLS Provider Course Skills Evaluation: Part A: Stroke Scale Demonstration Part 1: Prebriefing Part 2: Skills Testing Checklists Part 3: Remediation	 50
6B	ASLS Provider Course Skills Evaluation: Part B: Stroke Syndrome Evaluation Part 1: Prebriefing Part 2: Review Stroke Syndromes Part 3: Skills Testing Checklists Part 4: Remediation	 65
6C	ASLS Provider Course Skills Evaluation: Part C: Stroke Simulation Scenario Practice and Testing Part 1: Prebriefing Part 2: Scenario Part 3: Skills Testing Checklists Part 4: Debriefing/Remediation	 90

Lesson	Course event	Lesson plan actions and time estimate (in minutes)
7	Course Conclusion and Exam Part 1: Course Conclusion Part 2: ASLS Instructor Essentials Exam	 45

Sample ASLS Blended Learning Instructor Essentials Course Agenda

7 instructor candidates, 1 faculty

Instructor candidate–faculty ratio 7:1; instructor candidate–manikin ratio 3:1 or 4:1

Total time: Approximately 7 hours (with breaks)

Time	Lesson
8:00-8:20	Lesson 1: Course Introduction
8:20-8:30	Lesson 2: AHA Introduction Part 1: AHA Mission Part 2: Instructor Core Competencies
8:30-8:45	Lesson 3: AHA Instructor Resources Part 1: <i>Program Administration Manual</i> Part 2: Other Electronic Resources Part 3: Training Center–Specific Policies
8:45-9:15	Lesson 4: ASLS Provider Course Skills Evaluation Preparation Part 1: Course Paperwork Part 2: Course Preparation
9:15-9:40	Lesson 5: ASLS Provider Course Overview Part 1: Introduction Part 2: Course Format and Tracks Part 3: Instructor Materials Part 4: Learning Objectives and Course Completion Requirements Part 5: Prebriefing and Skills Overview
9:40-9:50	Break
9:50-10:40	Lesson 6A: ASLS Provider Course Skills Evaluation: Part A: Stroke Scale Demonstration Part 1: Prebriefing Part 2: Skills Testing Checklists Part 3: Remediation
10:40-11:45	Lesson 6B: ASLS Provider Course Skills Evaluation: Part B: Stroke Syndrome Evaluation Part 1: Prebriefing Part 2: Review Stroke Syndromes Part 3: Skills Testing Checklists Part 4: Remediation
11:45-12:30	Lunch
12:30-2:00	Lesson 6C: ASLS Provider Course Skills Evaluation: Part C: Stroke Simulation Scenario Practice and Testing Part 1: Prebriefing Part 2: Scenario Part 3: Skills Testing Checklists Part 4: Debriefing/Remediation
2:00-2:10	Break
2:10-2:55	Lesson 7: Course Conclusion Part 1: Course Conclusion Part 2: ASLS Instructor Essentials Exam

Part 4: ASLS Blended Learning Instructor Essentials Course Faculty Lesson Plans

Precourse Preparation

Faculty Tips

Prepare for your role as an ASLS Training Faculty member well. Thoroughly review the ASLS Provider Course instructor materials and the ASLS Faculty Instructor Essentials materials. 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 Class

- Schedule a room (or rooms) 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 Class

- Review the ASLS Provider Course materials, including
 - ASLS Provider Course videos (Prehospital Provider, In-Hospital Provider, and Combined Prehospital and In-Hospital Provider)
 - *ASLS Provider Manual*
 - *ASLS Instructor Manual*
 - ASLS Prehospital and/or In-Hospital Provider online portion
- Read through the faculty guide and lesson plans.
 - Prepare any questions for each lesson in advance.
- Review the *Program Administration Manual*.
- Send participating instructor candidates precourse letters, course materials, and the course agenda.

1 Week Before Class

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

Day Before Class

- Set up the room(s) 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 ASLS Provider Course by viewing proof of their current ASLS Provider course completion card.

Day of Class

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

- Have any presentations and videos ready to play before the instructor candidates arrive and make sure they are 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.
- Verify that the instructor candidates have successfully completed the ASLS Instructor Essentials Online Course by viewing proof of their completion certificate. You may also opt to have the instructor candidates send this electronically ahead of time.

Lesson 1

Course Introduction

20 minutes

Faculty Tips

- Be familiar with the learning objectives and the 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
 - 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 ASLS Provider Course skills evaluation with extensive practice demonstrating instructor skills.
 - Use and reference of the instructor manual, lesson plans, reference guide, 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:
 - Review the course sections and general timeline for the day.
 - Inform instructor candidates of breaks you have scheduled during the class.
 - Tell the instructor candidates, "We are scheduled to end at ____."
- Remind students what they will learn during the course. At the end of the Instructor Essentials Course, instructor candidates will be able to
 - Identify the prerequisites to becoming an AHA Instructor
 - Describe the usability of the *Program Administration Manual*
 - 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
- Demonstrate prebriefing and structured debriefing skills
- Describe how to facilitate the practice and testing stations
- Remind instructor candidates that they must score at least 84% on the Instructor Essentials 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

10 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 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 and Global Mission.



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 and AHA Global Mission.

AHA Mission

Our mission is to be a relentless force for longer, healthier lives. 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. Our programs, products, and services focus on maximizing survival from life-threatening cardiovascular and cerebrovascular emergencies.



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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

15 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: PAM

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 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 and Specialty Faculty
 - Provider Course Skills Testing
- Conflict of Interest and Ethics Policies
 - Conflict of Interest
 - Ethics/Code of Conduct



Encourage instructor candidates to use the PAM for additional information on all AHA protocols and procedures when they become instructors.



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: www.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 if they do not already have one. 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 to learn which courses offer continuing education credit.
 - Instructor candidates can refer to the section Continuing Education Credit for Courses in Part 1: General Concepts of the ASLS Instructor Manual.
- Other online resources:
 - The AHA CPR and First Aid website (cpr.heart.org)
 - The ASA Stroke Resource Library (stroke.org)
 - The AHA Web-Based Integrated Guidelines (eccguidelines.heart.org)



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
- How to submit for student continuing education credit
- Dispute resolution
- Compliance with the Americans With Disabilities Act

Lesson 4

ASLS Provider Course Skills Evaluation Preparation

30 minutes

Part 1: Course Paperwork

Part 2: Course Preparation

Learning Objectives

- Describe how to use discipline-specific AHA instructor materials: the instructor manual, lesson plans, course videos, and skills testing checklists

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 *ASLS Instructor Manual*, including the equipment list, before teaching this lesson.



Part 1: Course Paperwork

Instructor Candidate Materials

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



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 the TCC; need to be kept by the TC
- Course evaluations: Available on the Instructor Network or from the TCC; need to be kept by the TC
- Student materials: Ordered from your TC or through the AHA at intelligohub.org
- 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
- Note that the skills testing checklists for parts A and B of the ASLS skills evaluation can be completed on paper by printing out or digitally on a tablet or similar device.
- Course completion cards: The TCC can provide these in the form of electronic cards.
 - These are called electronic course completion cards (eCards).
 - eCards are provided to students who successfully complete an AHA course. eCards are more secure than printed cards, and a 3-point verification by the TCC, instructor, and student is required to issue and claim eCards.
 - eCard information is populated electronically by the TCC, TC Administrator, or instructor and can be altered by only the TCC or AHA Customer Service by using the AHA's My Cards.
 - eCards can be verified easily by employers at 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 *ASLS 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 ASLS Provider Course.
- Students must have completed the online portion and present the completion certificate before the skills evaluation session.
- Students should have access to a digital or printed copy of the reference guide and provider manual.
- Students must align with a discipline-specific instructor to complete the appropriate skills evaluation (eg, prehospital student, prehospital instructor; in-hospital student, in-hospital instructor).
- Only an instructor for both disciplines can evaluate both prehospital and in-hospital students.
- Students must preselect the stroke screening exams or scales they will be assessed on.
- Send students all course materials, including a precourse letter, access to the online course (if your TC is providing the course keys), instructions on the skills evaluation component, and agenda, at least 3 weeks before the skills evaluation session. A sample precourse letter can be found in Part 2: Preparing for the Course in the *ASLS Instructor Manual*.

Classroom Preparation

- Reserve a room or rooms per the room requirements found in Part 2: Preparing for the Course in the *ASLS Instructor Manual* 30 to 60 days before class.
- Review all course materials, including lesson plans, stroke scales, simulation scenarios, and any of the supporting 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 ASLS Instructors for appropriate instructor-to-student ratios. Additionally, ensure that the instructors and the students are matched by track, because prehospital and in-hospital instructors can only conduct evaluations for students of the same track (combined prehospital provider and in-hospital provider track instructors can evaluate students from either track).

Equipment Preparation

- Reserve all needed equipment to teach the course found on the equipment list in Part 2: Preparing for the Course in the *ASLS 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 to class.



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Instructor Candidates Practice: Preparing Equipment

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

- Preparing manikins (optional)
- Setting up course equipment in the skills stations
 - Including airway equipment, medications, 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 *ASLS Instructor Manual*.

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

Lesson 5

ASLS Provider Course Overview

25 minutes

Part 1: Introduction

Part 2: Course Format and Tracks

Part 3: Instructor Materials

Part 4: Learning Objectives and Course Completion Requirements

Part 5: Prebriefing and Skills Overview

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 practice 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 ASLS Provider Course skills evaluation, including the lesson plans.
- Review the Course Goal, Course Objectives, and Educational Design sections of Part 2: Preparing for the Course in the *ASLS Instructor Manual*.
- Remind instructor candidates that, for this portion of the Instructor Essentials Course, they will move through the elements of the ASLS Provider Course skills evaluation, and it is important to keep in mind the perspective of their future students as they learn how to instruct the ASLS Provider Course.



Part 1: Introduction

- The ASLS Provider Course consists of an adaptive online learning component and a skills demonstration.
 - Adaptive learning is individualized, interactive, outcomes based, and modular. This allows each learner to progress through the content at their own pace and adjusts to the level of the student, from beginner to expert.
 - The skills demonstration consists of 3 parts, lasting approximately 1 hour in total.
 - Part A: Stroke Scale Demonstration
 - Part B: Stroke Syndrome Evaluation
 - Part C: Stroke Simulation Scenario
- 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 ASLS Provider Course gives students a chance to learn, practice, and demonstrate proficiency in stroke detection and management 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 conduct each lesson, including learning objectives and actions to take as an instructor. It is essential that you use the lesson plans every time you teach the ASLS Provider Course.



- Several critical concepts should be stressed throughout the course. These concepts include
 - Prompt recognition of stroke symptoms
 - Correct identification of stroke syndromes
 - Appropriate management of stroke patients
 - Appropriate destination or transfer decision in the stroke system of care



Part 2: Course Format and Tracks

Discussion: Course Formats

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

- Instructors can only conduct hands-on skills evaluation for the track for which they have completed both the provider and instructor training:
 - ASLS Prehospital Provider
 - ASLS In-Hospital Provider
 - ASLS Combined Prehospital and In-Hospital Provider

Course format	Description for the ASLS Provider Course	Student requirements before skills evaluation
ASLS Prehospital Provider	Online adaptive learning of didactic information for prehospital professionals followed by hands-on skills testing performed by an instructor	Students are required to pass the online component.
ASLS In-Hospital Provider	Online adaptive learning of didactic information for in-hospital professionals followed by hands-on skills testing performed by an instructor	Students are required to pass the online component.
ASLS Combined Prehospital and In-Hospital Provider	Online adaptive learning of didactic information for both prehospital and in-hospital professionals followed by hands-on skills testing performed by an instructor	Students are required to pass the online component.

*It is strongly recommended that instructors review the online course before conducting skills testing.



Part 3: Instructor Materials

For this lesson, instructor candidates need the *ASLS Reference Guide* and their *ASLS Instructor Manual*, particularly Part 5: ASLS Lesson Plans.

Course Outline and Skills Evaluation Instructions

Course Outline for the ASLS Hands-On Session

- Have instructor candidates locate the Outline for ASLS Hands-On Session found in Part 3: Teaching the Course of the *ASLS Instructor Manual*.

ASLS Skills Evaluation Instructions

- Have instructor candidates locate the ASLS Provider Course skills evaluation information found in Part 4: Testing of the *ASLS Instructor Manual*.
- Inform instructor candidates that there are many testing scenarios that allow the flexibility to teach the providers in class. They should pull content that will fit the students' professional experiences and knowledge.
- Have instructor candidates familiarize themselves with the *ASLS Reference Guide* and explain how it can be used during the testing stations.
- 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.

Lesson Plans Overview

- Lesson plan design
 - The lesson plan titles and icons, which indicate instructor actions, correspond with the course outline.
- Emphasize that instructors need to review and use these elements:
 - Instructor Tips
 - Key points listed in practice sections for instructors to provide feedback
- Instructor flexibility
 - There are optional practice sessions featured in ASLS Provider Course Lesson 4 to help instructors tailor the course to audience needs.
 - Instructor-led practice and discussions are included in ASLS Provider Course Lesson 4 to promote student-instructor interaction. Additional content, such as the local and regional stroke system of care, protocols, and policies around stroke care, can be discussed in a group before practice and testing stations.



Video Navigation Options

Discuss the following overview of the ASLS Provider Course videos and lesson plans with instructor candidates, emphasizing how they are aligned for ease of use and navigation while teaching or providing remediation to students. Use the ASLS Provider Course videos during this discussion to show instructor candidates the menu navigation options.

ASLS Provider Course Videos Overview

Organization of the videos (streaming/downloadable):

- ASLS videos are now available in online digital format:
 - 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.



- Course videos include the video segments for review and remediation of stroke scale assessment and stroke recognition.
- The menu has a prehospital and in-hospital provider version of each video.



Part 4: Learning Objectives and Course Completion Requirements

Discussion: Learning Objectives and Course Completion Requirements

- Explain to instructor candidates that learning objectives are the measurable outcomes of a student's completion of the course. The learning objectives and course completion requirements need to be met for a student to receive an ASLS Provider 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 ASLS Provider Course.
- Let instructor candidates know that the skills evaluation requirements for course completion are listed in Part 4: Testing of the *ASLS Instructor Manual*.



Part 5: Prebriefing and Skills Evaluation Overview

Discussion: Prebriefing

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

- 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 student set **goals** for the case (eg, recognition of stroke syndromes, time to definitive treatment). These goals will be evaluated in the structured debriefing.



Discussion: ASLS Skills Evaluation Overview

- Turn to Lesson 1 in Part 5 of the *ASLS Instructor Manual*. Have the instructor candidates review the 3 parts of the skills evaluation and the overview script that is to be read to students at the beginning of the skills evaluation.
- Be sure that instructor candidates have a strong understanding of the objective and uniform testing of students and the ASLS skills testing checklists.
- Have instructor candidates turn to ASLS Provider Course Lessons 2 through 5. Discuss with instructor candidates that these lessons are for administering the ASLS skills testing stations.
 - The purpose of these lessons is to guide instructors on how to set up and administer the ASLS skills testing stations to **accommodate 1 student per station, with 1 or 2 instructors** (or an instructor and a standardized patient/trained actor).
 - Students will be tested one at a time.
 - Remind instructor candidates that they are not to give hints or coaching during skills testing; however, they can ask clarifying questions.
 - Inform instructor candidates that students in their provider course can use the *ASLS Reference Guide*, which includes algorithms and other resources they would use in clinical care of stroke patients.
 - Let instructor candidates know that if remediation is needed, they can refer to the Remediation section of Part 1: General Concepts of the *ASLS Instructor Manual*.



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 practice scenario has questions and discussion guides that lead instructors through the gather-analyze-summarize 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 student accomplished the goal they set for their performance during the prebriefing.
- Be sure to allow enough time to conduct a debriefing session after each practice case scenario.
- Refer instructor candidates to the Implementing Best-Evidence Education Science in Training section of Part 1: General Concepts of the *ASLS Instructor Manual*.

Lesson 6A

ASLS Provider Course Skills Evaluation:

Part A: Stroke Scale Demonstration

50 minutes

Part 1: Prebriefing

Part 2: Skills Testing Checklists

Part 3: Remediation

Learning Objectives

- Demonstrate the administration of skills testing with the use of the skills testing checklists
- Demonstrate prebriefing and debriefing skills
- Describe effective AHA Instructor feedback and remediation techniques

Faculty Tips

- Before teaching this lesson, thoroughly review Lesson 2 in Part 5: ASLS Lesson Plans in the *ASLS Instructor Manual* and the corresponding ASLS Provider Course videos.
- In addition, be sure to review the ASLS skills testing checklists in Appendix A in the *ASLS Instructor Manual*.
- Have at least 2 copies of each checklist for instructor candidates playing the role of instructor during the stations practiced in this lesson.
- Have at least 2 copies of the corresponding student checklist for the stroke scale(s) being used.



Instructor Candidate Materials

For this lesson, instructor candidates need Lesson 2 from the *ASLS Instructor Manual* and the appropriate ASLS skills testing checklists in Appendix A for the stroke scale(s) being used in the Instructor Essentials Course.



Discussion: ASLS Provider Course Lesson 2

- At the start of this lesson, have instructor candidates review the Skills Evaluations and Using the Skills Testing Checklists sections in the *ASLS Instructor Manual*.
- Be sure that instructor candidates have a strong understanding around the objective and uniform testing of students and the ASLS skills testing checklists.
- Have instructor candidates turn to Lesson 2 in the *ASLS Instructor Manual*. Discuss with instructor candidates that this lesson is for administering part A of the ASLS skills testing stations.



Part 1: Prebriefing

ASLS Provider Course Lesson 2: Skills Testing Station, Part A: Stroke Scale Demonstration

- This lesson serves as a guide to administer the stroke scale demonstration testing station.
- Review the importance of prebriefing and orient the instructor candidates to the provided script located in the lesson plan.
- Students will be tested one at a time.
- Students should select the stroke scale they will use during the evaluation, depending on their local protocols.
- Students should be provided a blank student checklist for the preselected stroke scale to fill out during the evaluation.



- Inform instructor candidates that students can use the *ASLS Reference Guide* during the evaluation station. Additionally, students should be given the opportunity to practice conducting the stroke scale before testing.



Part 2: Skills Testing Checklists

- Orient the instructor candidates to Appendix A of the *ASLS Instructor Manual* to locate the skills testing checklists.
- Review sample skills testing checklists for part A with the instructor candidates.
- Remind instructor candidates that they are not to give hints or coaching during skills testing.
- Let instructor candidates know that if remediation is needed, they can refer to the Remediation section of Part 1: General Concepts of the *ASLS Instructor Manual*.



Play Video: Part A: Stroke Scale Demonstration

Navigate to the Part A: Stroke Scale Demonstration video within the *ASLS Instructor Essentials Course* video menu for an example of conducting a part A test. There are both prehospital and in-hospital provider video demonstrations.

- Ask instructor candidates if they have any questions before proceeding with the part A practice.



Instructor Candidates Practice: Part A: Stroke Scale Demonstration

- Part A: Stroke Scale Demonstration is designed to test the students' ability to perform their chosen stroke scale correctly with all the components and correct technique.
- All standardized patients should portray a normal stroke scale assessment.
- Stroke scale demonstration testing should take place with 1 student, 1 instructor, and 1 standardized patient or patient actor (*Note:* This may be portrayed by another instructor).

Expectations During the Stroke Scale Demonstration Testing Station Practice

- Testing should take place with 1 student, 1 instructor, and 1 standardized patient.
- Split the instructor candidates into groups of 2 or 3 (if you have standardized patients for the *Instructor Essentials Course*, you can have a group of 2; otherwise, you will need a group of 3).
- Remind instructor candidates of their assigned instructor role number. Instructor candidates should have 2 to 3 rounds and should rotate through each role (instructor, student, and standardized patient) for the stroke scale demonstration testing.



Part 3: Remediation

Discussion: Remediation

Ensure that instructor candidates understand that remediation should be performed immediately after the student fails to complete the testing station correctly. Students should not progress to the next testing station if they require remediation. If the student fails to complete part A correctly, they cannot be tested on part B or part C until they have received remediation and been retested on the failed section.

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

Lesson 6B

ASLS Provider Course Skills Evaluation:

Part B: Stroke Syndrome Evaluation

65 minutes

Part 1: Prebriefing

Part 2: Review Stroke Syndromes

Part 3: Skills Testing Checklists

Part 4: Remediation

Learning Objectives

- Demonstrate the administration of skills testing with the use of the skills testing checklists
- Demonstrate prebriefing and feedback skills
- Describe effective AHA Instructor feedback and remediation techniques

Faculty Tips

- Before teaching this lesson, thoroughly review Lesson 3 in Part 5: ASLS Lesson Plans in the *ASLS Instructor Manual* and the corresponding ASLS Provider Course videos.
- In addition, be sure to review the ASLS stroke syndrome scenarios and skills testing checklists in Appendix B in the *ASLS Instructor Manual*.
- Have at least 2 copies of each checklist for instructor candidates playing the role of instructor during the stations practiced in this lesson.
- Have at least 2 copies of the corresponding student checklist for the stroke scale(s) being used.



Instructor Candidate Materials

For this lesson, instructor candidates need Lesson 3 from the *ASLS Instructor Manual* and the ASLS stroke syndrome scenarios and skills testing checklists in Appendix B for the stroke scale(s) being used in the Instructor Essentials Course.



Discussion: ASLS Provider Course Lesson 3

- At the start of this lesson, have instructor candidates review the Skills Evaluations and Using the Skills Testing Checklists sections in the *ASLS Instructor Manual*.
- Be sure that instructor candidates have a strong understanding around the objective and uniform testing of students and the ASLS skills testing checklists.
- Have instructor candidates turn to Lesson 3 in the *ASLS Instructor Manual*. Discuss with instructor candidates that this lesson is for administering part B of the ASLS skills testing stations.



Part 1: Prebriefing

ASLS Provider Course Lesson 3: Skills Testing Station, Part B: Stroke Syndrome Evaluation

- This lesson serves as a guide to administer the stroke syndrome evaluation testing station.
- Review the importance of prebriefing and orient the instructor candidates to the provided script located in the lesson plan.
- Students will be tested one at a time.
- Students should select the same stroke scale they used during part A, depending on their local protocols.
- Students should be provided a blank student checklist for the preselected stroke scale to fill out during the evaluation. Students should be reminded to verbalize their findings for each stroke exam component.



- Inform instructor candidates that students can use the *ASLS Reference Guide* during this evaluation station.



Part 2: Review Stroke Syndromes

- Review symptoms of stroke syndromes and ensure that instructor candidates know how to act them out correctly if they will be in this role during student courses.
 - Left hemisphere stroke
 - Right hemisphere stroke
 - Brainstem stroke
 - Cerebellar stroke
- Review the standardized patient scripts for each syndrome, especially the tips for correctly portraying each of the findings. These can be found for each stroke scale in Appendix B of the *ASLS Instructor Manual*.
- The prehospital and in-hospital provider videos from the video case workshops in the ASLS Provider Course videos are a good resource to review stroke syndrome findings with instructor candidates.



Part 3: Skills Testing Checklists

- Orient the instructor candidates to Appendix B of the *ASLS Instructor Manual* to locate the skills testing checklists.
- Review sample skills testing checklists for part B with the instructor candidates.
- Review the case lead-ins for prehospital and in-hospital provider settings and vital signs, and remind instructors to read these to the students at the beginning of the case.
- Remind instructor candidates that they are not to give hints or coaching during skills testing.
- Tell instructor candidates that they should review each stroke scale component and the student's findings when the student has concluded conducting the exam.
- Remind instructor candidates to read the questions at the bottom of the checklists about identification of the stroke syndrome and correct destination for the patient.
- Let instructor candidates know that if remediation is needed, they can refer to the Remediation section of Part 1: General Concepts of the *ASLS Instructor Manual*.



Play Video: Part B: Stroke Syndrome Evaluation

Navigate to the Part B: Stroke Syndrome Evaluation video within the ASLS Instructor Essentials Course video menu for an example of conducting a part B test. There are both prehospital and in-hospital provider video demonstrations.

- Ask instructor candidates if they have any questions before proceeding with the part B practice.



Instructor Candidates Practice: Part B: Stroke Syndrome Evaluation

- Each part B testing case is designed to test the student's ability to perform their chosen stroke syndrome evaluation correctly and identify the correct syndrome or stroke mimic, and then determine the best destination for the patient on the basis of their stroke system of care.
- There are multiple scenarios for each stroke syndrome or stroke mimic from which the instructor may choose.
- Stroke syndrome evaluation testing should take place with 1 student, 1 instructor, and 1 standardized patient or patient actor (*Note:* This may be portrayed by another instructor).
- Remind instructor candidates that students marked as "Needs Remediation" on part B must be retested on a different stroke syndrome after remediation.



Expectations During the Stroke Syndrome Evaluation Testing Station Practice

- Testing should take place with 1 student, 1 instructor, and 1 standardized patient.
- Split the instructor candidates into groups of 2 or 3 (if you have standardized patients for the Instructor Essentials Course, you can have a group of 2; otherwise, you will need a group of 3).
- Remind instructor candidates of their assigned instructor role number. Instructor candidates should have 2 to 3 rounds and should rotate through each role (instructor, student, and standardized patient) for the stroke syndrome evaluation testing.
- If the instructor candidates are expected to be in the role of standardized patient when conducting the course with students, they should practice acting out each of the syndromes during this session.



Part 4: Remediation

Discussion: Remediation

Ensure that instructor candidates understand that remediation should be performed immediately after the student fails to complete the testing station correctly. Students should not progress to the next testing station if they require remediation. If the student fails to complete part B correctly, they cannot be tested on part C until they have received remediation and been retested on the failed section.

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

Lesson 6C

ASLS Provider Course Skills Evaluation:

Part C: Stroke Simulation Scenario Practice and Testing

90 minutes

Part 1: Prebriefing

Part 2: Scenario

Part 3: Skills Testing Checklists

Part 4: Debriefing/Remediation

Learning Objectives

- Demonstrate the administration of skills testing with the use of the skills testing checklists
- Demonstrate prebriefing and structured debriefing skills
- Describe effective AHA Instructor feedback and remediation techniques

Faculty Tips

- Before teaching this lesson, thoroughly review Lessons 4 and 5 in Part 5: ASLS Lesson Plans in the *ASLS Instructor Manual* and the corresponding ASLS Provider Course videos.
- In addition, be sure to review the ASLS stroke simulation scenarios and skills testing checklists.
- Have at least 2 copies of each complete simulation scenario for instructor candidates playing the role of instructor during the stations practiced in this lesson.



Instructor Candidate Materials

For this lesson, instructor candidates need Lessons 4 and 5 from the *ASLS Instructor Manual* and the ASLS stroke simulation scenarios for their track (prehospital provider or in-hospital provider).



Discussion: ASLS Provider Course Lessons 4 and 5

- At the start of this lesson, have instructor candidates review the Skills Evaluations and Using the Skills Testing Checklists sections in the *ASLS Instructor Manual*.
- Be sure that instructor candidates have a strong understanding around the objective and uniform testing of students and the ASLS skills testing checklists.
- Have instructor candidates turn to Lessons 4 and 5. Discuss with instructor candidates that these lessons are for administering part C of the ASLS skills testing stations.
- Review the stroke simulation scenarios and skills testing checklists for part C practice and testing with the instructor candidates.



Part 1: Prebriefing

ASLS Provider Course Lessons 4 and 5: Skills Testing Station, Part C: Stroke Simulation Scenario Practice and Testing

- These lessons serve as a guide to administer the stroke simulation scenario practice and testing stations.
- Review the importance of prebriefing and orient the instructor candidates to the provided script located in the lesson plan.
- Students will be tested one at a time.
- Students should be provided blank paper to take notes when they are receiving the scenario case information.



- Students should be reminded to verbalize the rationale for their actions as much as possible during the scenario.
- Inform instructor candidates that students can use the *ASLS Reference Guide* during the evaluation station. Additionally, students should be given the opportunity to participate in a practice scenario with debriefing before being tested.



Part 2: Scenarios

- Orient the instructor candidates to the scenarios located in Appendix C of the *ASLS Instructor Manual*.
- Tell instructor candidates that there are both prehospital and in-hospital provider scenarios with different starting locations. Scenarios focus on different competencies and have an estimated level of difficulty.
- Review the scenario structure with the instructor candidates and ensure that they are familiar with the components.
- Review the scenario flow and how to interact with the students when administering the practice and testing stations.
- Remind instructor candidates that for the part C simulation scenarios, students are provided with the neurologic exam findings, and they do not have to perform the stroke exam again.



Part 3: Skills Testing Checklists

- Review the skills testing checklists for part C practice and testing with the instructor candidates.
- Remind instructor candidates that they are not to give hints or coaching during skills testing but may ask clarifying questions.
- Let instructor candidates know that if remediation is needed, they can refer to the Remediation section of Part 1: General Concepts of the *ASLS Instructor Manual*.



Play Video: Part C: Practice Stroke Simulation Scenario

Navigate to the Part C: Practice Stroke Simulation Scenario video within the ASLS Instructor Essentials Course video menu for an example of conducting a part C practice. There are both prehospital and in-hospital provider video demonstrations.

- Ask instructor candidates if they have any questions before proceeding with the part C practice.
- Remind instructor candidates to adapt the skills testing and practice scenario to align with their students' scope of practice.



Instructor Candidates Practice: Part C: Stroke Simulation Scenario Practice

- Each part C practice case is designed to test the students' ability to competently manage a stroke patient.
- There are multiple scenarios for each stroke syndrome or stroke mimic from which the instructor may choose.

Expectations During the Stroke Simulation Scenario Practice Station

- Stroke simulation scenario practice should take place with 1 student, 1 instructor, and either 1 standardized patient or a simulation manikin.
- Split the instructor candidates into groups of 2 or 3.
- Remind instructor candidates of their assigned instructor role number. Instructor candidates will practice 2 to 3 cases for the stroke simulation scenario practice station.
- Remind instructor candidates that students should receive debriefing after completing the stroke simulation scenario practice.



Play Video: Part C: Test Stroke Simulation Scenario

Navigate to the Part C: Test Stroke Simulation Scenario video within the ASLS Instructor Essentials Course video menu for an example of conducting a part C test.

- Ask instructor candidates if they have any questions before proceeding with the part C testing station.
- Remind instructor candidates to adapt the skills testing and scenario to align with their students' scope of practice.



Instructor Candidates Practice: Part C: Stroke Simulation Scenario Testing

- Each part C testing case is designed to test the student's ability to competently manage a stroke patient.
- There are multiple scenarios for each stroke syndrome or stroke mimic from which the instructor may choose.

Expectations During the Stroke Simulation Scenario Testing Station

- Stroke simulation scenario testing should take place with 1 student, 1 instructor, and either 1 standardized patient or a simulation manikin.
- Split the instructor candidates into groups of 2 or 3.
- Remind instructor candidates of their assigned instructor role number. Instructor candidates will practice 2 to 3 testing cases for the stroke simulation scenario testing station. Instructor candidates should rotate through the role of instructor and student for the stroke simulation scenario testing station.
- Remind instructors that students marked as "Needs Remediation" on the part C test must be retested on a different scenario after remediation.

Part 4: Debriefing/Remediation



Discussion: Debriefing

Ensure that instructor candidates understand that debriefing should be performed immediately after completing the stroke simulation scenario practice station.

Instructor candidates should demonstrate providing debriefing during the stroke simulation scenario Practice station.

Have instructor candidates turn to the Debriefing section in Part 1: General Concepts of the *ASLS Instructor Manual* to read about the purpose of debriefing, debriefing concepts for AHA Instructors, and steps to successful debriefing. Debriefing guides can be found on the stroke simulation scenario practice checklists.



Discussion: Remediation

Ensure that instructor candidates understand that remediation should be performed immediately after the student fails to complete the testing station correctly.

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

Lesson 7

Course Conclusion and Exam

45 minutes

Part 1: Course Conclusion

Part 2: ASLS 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 Instructor Essentials exam for each instructor candidate.



Part 1: Course Conclusion

Discussion: Course Conclusion

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

- Encourage instructor candidates to become familiar with the ASLS instructor materials discussed throughout this course.
 - Instructor candidates can also refer to the FAQ found in their instructor candidate workbook and FAQ for the ASLS Provider 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 ASLS Instructor, they must first pass the Instructor Essentials exam and then be monitored teaching the first course within 6 months after completing the ASLS Instructor Essentials Course.
 - Instructor candidates can refer to the Recruiting and Mentoring Instructors section in Part 1: General Concepts of the *ASLS Instructor Manual* for information on how to encourage students in the ASLS 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 Instructor Essentials exam.

Part 2: ASLS Instructor Essentials Exam



ASLS 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:



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- 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.