

# 2020 ACLS Provider Course (Instructor-Led Training)

## FAQ



*As of October 21, 2020*

### ACLS Provider Instructor-Led Training (ILT) Course Questions

**Q: What is the AHA's 2020 ACLS Provider Course?**

A: The AHA's ACLS Provider Course has been updated to reflect new science in the 2020 AHA Guidelines for CPR and ECC, as well as the 2019 Update to the 2018 ASA Ischemic Stroke Guidelines. ACLS teaches the importance of preventing cardiac arrest, high-performance teams, continuous high-quality CPR, systems of care, recognition and intervention of cardiopulmonary arrest, post-cardiac arrest care, acute dysrhythmias, stroke, and acute coronary syndromes (ACS).

The goal of the ACLS Provider Course is to improve outcomes for adult patients of cardiac arrest and other cardiopulmonary emergencies through early recognition and interventions by high-performance teams.

**Q: What specifically is taught in the new ACLS Course?**

A: In the 2020 ACLS Provider Course, students will learn and practice

- Systematic approach (assessment)
- High-quality BLS
- Airway management
- Rhythm recognition
- Defibrillation
- Intravenous (IV)/intraosseous (IO) access (information only)
- Use of medications
- Cardioversion
- Transcutaneous pacing
- High-performance teams

**Q: What are the key differences between the 2015 Guidelines and 2020 Guidelines versions of the ACLS Provider Course?**

A: The new ACLS Course includes the following changes:

#### **Learning and testing Stations**

The key change in the ACLS Provider Course is achieving a minimal Chest Compression Fraction (CCF) of 81% for more objective practice and testing. This allows everyone to move from a perception of how they did to actual measures of how they performed (perception to reality). This requires scenarios be run in real time so that CCF can be measured coupled with a required feedback device for increased CPR quality. Teams will need to work together to figure out how to increase their CCF (i.e., choreography, logistics, etc.) for arrest related cases. The desire is to transfer this newly acquired knowledge into real world emergencies. This is the core of increasing survival rates.

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Perform-----Measure-----Evaluate/Debrief-----Implement changes-----Perform better-----Measure→  
→Continuous improvement cycle

### Online exams

The AHA now offers online exams for Instructor-led Training (ILT) courses. Using their Security ID number, Training Centers secure online exams (bundled with eCards or as a standalone option) from ShopCPR to be issued to students during the ILT course. Online exams improve exam security and are just one way the AHA ensures that cardholders around the world have met the same course completion requirements for ACLS classroom training.

### Course Videos

- Course videos are available in digital format online and on DVD
- New videos have been added to the ACLS Course, including CPR Coach

### Instructor Manual

Part 1: General Concepts – All healthcare Instructor manuals now have a universal section, including

- Science and educational principles of resuscitation training
- Basic logistics for conducting any AHA course

### Precourse Work

Instructor-led courses now include precourse work. If an Instructor chooses this option (recommended), students review course content through online interactive videos before they enter the classroom. Video lessons cover multiple medical subjects to prepare students for the course. Each lesson includes questions to engage students. This format allows more classroom time for hands-on skills training and leads to students being better prepared to participate as soon as they enter the classroom.

### Prebriefing

In the 2020 ACLS Provider Course, Instructors conduct a prebriefing with students immediately before the start of each simulation. The goals of prebriefing are to establish a positive learning environment and to provide information about the session to students. In addition, teams will set goals for the case and discuss the goals they set in the prebriefing during the debriefing. This will prepare students for success in the course.

### CPR Coach

The CPR Coach is a new role within the resuscitation team. The CPR Coach role is designed to promote the delivery of high-quality CPR and allow the Team Leader to focus on other elements of cardiac arrest care, coordinate the various team members' assigned tasks, and ensure that clinical care is delivered according to AHA guidelines.

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### Skills Testing

#### High-Quality BLS Skills Testing

- Focuses on continuous chest compressions

#### Megacode Testing

- Assesses students as a team
- Set goals related to chest compression fraction and teamwork

#### Provider Manual Updates

- Highlights 2 main themes: preventing arrest and high-performance teams
- New information under “Cardiac Arrest: Selected Special Situations”
  - Maternal cardiac arrest
  - Ventricular assist devices
- Revised illustrations
- CPR Coach
- Expanded information on high-performance teams

#### **Q: What is the format for the ACLS Provider ILT Course?**

**A:** In the new ACLS Provider ILT Course, precourse work is completed before the course so that students are prepared for the course at a Training Center (TC) or other facility. Precourse work includes the mandatory Precourse Self-Assessment, followed by video lessons. The course is structured as follows:

- Core concepts are presented online through interactive video lessons. Video lessons are completed before coming to class. Then Instructors lead discussions and case-based scenarios around a manikin during class.
- The Instructor coaches students by using a feedback device as they practice CPR and ventilation skills.
- The Instructor monitors as each student/team demonstrates skills proficiency as outlined in the skills testing checklist.
- Students take the ACLS Provider Course Exam exam to confirm their understanding of core concepts.

The TC may choose for students to complete online video lessons (precourse work) before coming to class, or may choose to conduct a traditional ACLS course, where all video lessons are conducted in class as interactive discussions with students. The course is designed to give students the opportunity to practice and demonstrate proficiency in the following skills used in resuscitation:

- Systematic approach (assessment)
- High-quality BLS
- Airway management
- Rhythm recognition

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**Q: Is there an ACLS Update Course?**

A: Yes.

### ACLS Target Audience

**Q: Who is the intended audience for the ACLS Course?**

A: The ACLS Course is designed for healthcare professionals who either direct or participate in the management of cardiopulmonary arrest or other cardiovascular emergencies. This includes personnel in emergency response, emergency medicine, intensive care, and critical care units such as physicians, nurses, and paramedics, as well as others who need an ACLS course completion card for job or other requirements.

**Q: What are the prerequisites for taking the ACLS Course?**

A: Providers who take the ACLS Course must be proficient in the following:

- Performing high-quality BLS skills according to the current AHA Guidelines for CPR and ECC
- Reading and interpreting electrocardiograms (ECGs)
- Understanding ACLS pharmacology
- Providing bag-mask ventilation

**Q: What resources are available to help prepare students for the ACLS Course?**

A: The following ACLS resources are available to students at [eLearning.heart.org](http://eLearning.heart.org):

- Mandatory Precourse Self-Assessment
- Precourse Preparation Checklist
- Video Lessons (Precourse Work)
- ACLS Supplementary Information

### Precourse Self-Assessment

**Q: What is the ACLS Precourse Self-Assessment?**

A: The Precourse Self-Assessment is an online tool that evaluates a student's knowledge in 3 sections: rhythm recognition, pharmacology, and practical application. Students complete the assessment *before the course* to help evaluate their proficiency and determine the need for additional review and practice

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before the course. All students must complete the Precourse Self-Assessment and achieve a score of at least 70% before taking the ACLS Course. Students must print their successful scoring report and bring it with them to class.

**Q: Why is the ACLS Precourse Self-Assessment required?**

A: Students need to make sure they are prepared for the ACLS Provider Course to minimize the risk of failing the course. Market research indicates a significantly favorable response from Instructors on making the Precourse Self-Assessment mandatory. The need for the mandatory Precourse Self-Assessment has increased due to more non-traditional students taking ACLS.

**Q: Will there be a printed version of the ACLS Precourse Self-Assessment? If not, why not?**

A: The online Precourse Self-Assessment cannot be duplicated in a printed format since it measures knowledge gaps based on how students answer questions as they move through the assessment. A written version would not be able to adequately assess knowledge.

### Course Materials

**Q: What materials are available for the ACLS Provider Instructor-led Course?**

A: Materials for the AHA's ACLS Provider Instructor-led training course are currently available through ShopCPR.Heart.org or WorldPoint (for some AHA Training Centers). Materials include:

*Student Materials:*

20-1106 ACLS Provider Manual  
20-1120 ACLS Reference Card Set  
20-3100 ACLS Provider Manual eBook  
20-3109 ACLS Digital Reference Card

*Instructor Materials*

20-1109 ACLS Course DVD Set  
20-1413 ACLS Digital Videos  
20-1107 ACLS Instructor Manual  
20-3101 ACLS Instructor Manual eBook

*Cards*

20-3000 ACLS Provider eCard

*Supplemental*

20-1111 ACLS Poster Set  
20-1110 ACLS Emergency Crash Cart Cards  
20-1112 Suspected Stroke Algorithm and Emergency Medical Services Acute Stroke Routing Card

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**Q: Why are there 2 DVDs included in the ACLS Course DVD Set?**

A: The set includes 2 DVDs to provide more flexibility for Instructors in the way the course is run based on a general ratio of 2 Instructors to 12 students.

### Course Length

**Q: How long is the ACLS Course?**

A: Approximate times for each version of the ACLS Provider Course is listed below:

- ACLS ILT Full Course: 10.25 – 11.25 hours without breaks
- ACLS ILT Update Course 6 - 7 hours without breaks
- ACLS ILT Traditional Full Course: 12.25 – 13.25 hours without breaks
- ACLS ILT Traditional Update Course: 6.75 – 7.75 hours without breaks

### Teaching the New ACLS Provider Instructor-led Course

**Q: Who can teach the new ACLT Provider ILT Course?**

A: The new ACLS Course may be taught by AHA ACLS Instructors who have completed their 2020 Guidelines Instructor Update for ACLS and have received and reviewed their new ACLS Course Instructor materials.

**Q: What resources are available to help Instructors understand the new ACLS Course and materials?**

A: The AHA developed the ACLS Product & Course Orientation (P&CO) to help ACLS Instructors understand the new, 2020 ACLS course design and teaching strategies, and to quickly get up to speed on the latest and most important updates to the ACLS Course materials. This orientation is available free of charge to Instructors through [eLearning.Heart.org](https://eLearning.Heart.org) (requires login with AHA Instructor Network credentials).

The P&CO provides ACLS Instructors

- Information about new course materials, course curriculum updates, and how the changes impact the way you will teach the ACLS Course
- Details, clarification, and direction on various course formats
- Specifics about new ACLS course materials
- Steps to incorporate new updates into various course settings

While all ACLS Instructors are strongly encouraged to complete the P&CO before teaching the new course, it is not required. Viewing the P&CO is most helpful if Instructors have new course materials in-hand while viewing.

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**Q: Does the 2020 ACLS Provider Course include an option for students to earn a BLS Provider Card during an ACLS class?**

**A:** Yes. The AHA allows Instructors to add BLS skills testing and an exam to provide both a BLS Provider eCard and an ACLS Provider eCard upon successful completion of the ACLS course. If a BLS Provider card is to be issued, a BLS Instructor must be present to complete the infant CPR skills tests as well as the exam. **Note that offering testing for BLS skills and administering the BLS exam will add time to the ACLS Course.** Renewal of BLS skills during an ACLS class should be a preplanned option, with registration for the BLS portion to allow for both the students and the Instructor to prepare.

### 2020 ACLS Exam

**Q: Are students allowed to access resources when taking the ACLS Provider Course Exam?**

**A:** The AHA has adopted an open-resource policy for exams. Open resource means that students may use resources as a reference while completing the exam. Resources could include the provider manual, either in printed form or as an eBook on personal devices, any notes the student took during the provider course, the 2020 Handbook of ECC for Healthcare Providers, the AHA Guidelines for CPR and ECC, posters, etc. Open resource does not mean open discussion with other students or the Instructor. Students may not interact with each other during the exam.

### Continuing Education (CE) Information

**Q: Does the ACLS Provider ILT Course offer continuing education (CE)?**

**A:** Yes. The following CE is available for the ACLS Provider and the ACLS Update Courses:

#### ***ACLS ILT Full Classroom Course***

##### **Continuing Education Accreditation – Emergency Medical Services**

This continuing education activity is approved by the American Heart Association, an organization accredited by the Commission on Accreditation of Pre-Hospital Continuing Education (CAPCE), for 11.50 Educator CEHs, activity number 20-AMHA-F2-0073.

#### ***ACLS ILT Update Course***

##### **Continuing Education Accreditation – Emergency Medical Services**

This continuing education activity is approved by the American Heart Association, an organization accredited by the Commission on Accreditation of Pre-Hospital Continuing Education (CAPCE), for 6.75 Educator CEHs, activity number 20-AMHA-F2-0074.

#### ***ACLS ILT Traditional Full Course***

##### **Continuing Education Accreditation – Emergency Medical Services**

This continuing education activity is approved by the American Heart Association, an organization accredited by the Commission on Accreditation of Pre-Hospital Continuing Education (CAPCE), for 13.50 Educator CEHs, activity number 20-AMHA-F2-0070.

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### ***ACLS ILT Traditional Update Course; ECC Training Centers*** **Continuing Education Accreditation – Emergency Medical Services**

This continuing education activity is approved by the American Heart Association, an organization accredited by the Commission on Accreditation of Pre-Hospital Continuing Education (CAPCE), for 7.75 Educator CEHs, activity number 20-AMHA-F2-0072.

### ***ACLS ILT Full and Update Precourse Work*** **AMA Credit Designation Statement - Physicians**

The American Heart Association designates this live activity for a maximum of 3.00 *AMA PRA Category 1 Credits*<sup>™</sup>. Physicians should claim only the credit commensurate with the extent of their participation in the activity.

### **AAPA Credit Acceptance Statement – Physician Assistants**

AAPA accepts certificates of participation for educational activities certified for *AMA PRA Category 1 Credit*<sup>™</sup> from organizations accredited by ACCME or a recognized state medical society. Physician assistants may receive a maximum of 3.00 hours of Category I credit for completing this program.

### **AANP Credit Acceptance Statement – Nurse Practitioners**

American Academy of Nurse Practitioners (AANP) accepts *AMA PRA Category 1 Credit*<sup>™</sup> from organizations accredited by the ACCME.

### **ANCC Credit Designation Statement - Nurses**

The maximum number of hours awarded for this CE activity is 3.00 contact hours.

### **ACPE Credit Designation Statement – Pharmacists**

ACPE Credit: 3.00 Contact Hours. Universal Program Number: JA0000134-0000-20-038-H04-P

### **Continuing Education Accreditation – Emergency Medical Services**

This continuing education activity is approved by the American Heart Association, an organization accredited by the Commission on Accreditation of Pre-Hospital Continuing Education (CAPCE), for 3.00 Advanced CEHs, activity number 20-AMHA-F3-0071.