



ACLS

ACLS FOR EXPERIENCED PROVIDERS

Instructor Essentials Faculty Guide



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Preparing for the Course

Instructor Essentials Overview

Welcome to the American Heart Association (AHA) Advanced Cardiovascular Life Support for Experienced Providers (ACLS EP) Instructor Essentials Course. This Instructor Essentials Course is designed to prepare instructor candidates to teach an AHA instructor-led course format. The 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.

Educational Design

The ACLS EP Instructor Essentials Course is taught in a Faculty-led format. To become an AHA ACLS EP Instructor, candidates must be either an ACLS Instructor or an advanced practitioner who cares for critically ill patients. In the classroom, Faculty will prepare instructor candidates to become AHA Instructors by focusing on in-depth material about the ACLS EP discipline that candidates will be teaching. The hands-on session includes instruction, practice, and an exam, allowing instructor candidates to successfully use their instructor materials and skills.

Steps to Become an Instructor

There are 3 steps to become an ACLS EP 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. Successfully complete the ACLS EP Instructor Essentials Course
 3. Be successfully monitored teaching within 6 months after completing the ACLS EP Instructor Essentials Course (Training Center Coordinators [TCCs] may require additional monitoring if needed)
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Role of Faculty

This guide, including the Lesson Plans, is for ACLS EP Faculty—Regional or TC—who will be teaching the ACLS EP Instructor Essentials Course. The purpose of this Faculty Guide and the Lesson Plans is to provide Faculty with materials that contain new information and educational practices that are incorporated into the 2015 product development cycle. These materials are to be used as a guide for teaching and preparing instructor candidates to become AHA Instructors. We thank you for your continuous efforts in conducting Instructor Essentials.

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

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

Find or List a Course

Use the AHA's Find a Course online tool (www.heart.org/findacourse) to list the TC profile and/or Instructor Essentials Courses scheduled. Instructor candidates will then be able to access this information through the online tool or by phone at 1-877-AHA-4CPR (1-877-242-4277). This tool is for US courses 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.

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 people are enrolled in the course. Determine how many Faculty members are needed to teach and who will be Lead Faculty. The size for each ACLS EP Instructor Essentials Course is flexible, with 1 Faculty member working with 5 to 8 instructor candidates. This course is designed for small-group discussions that promote collaborative critical thinking, with opportunities for instructor candidates to practice in the role of instructor. Two manikins/AV station would be needed for an instructor course of up to 8 candidates. The Lesson Plans in this Faculty Guide reflect approximate course timing for a 1:5 faculty-to-instructor candidate ratio. There is also an outline and an agenda designed for a 1:8 ratio in this Faculty Guide. It is important to note that higher faculty-to-instructor candidate ratios result in longer course times.

Room Requirements

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

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

Course Equipment and Materials

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

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

Quantity	Materials and Equipment
1 per Faculty	<i>ACLS EP Instructor Essentials Faculty Guide</i> with Lesson Plans
	<i>Program Administration Manual</i>
	ACLS EP Course materials: Instructor Materials DVD with the <i>ACLS EP Instructor Manual</i> and videos
	ACLS EP Instructor Essentials Course video (or course DVD)
1 per instructor candidate	Name tag (optional)
	Course agenda
	Adult High-Quality BLS Skills Testing Checklist (have at least 2 copies)
	Airway Management Skills Testing Checklist
	Megacode Testing Checklist
	Learning Station Feedback Tool found on the Instructor Network (1 per instructor candidate for each learning station conducted)
	ACLS EP Instructor Essentials Exam
	<i>ACLS EP Instructor Candidate Workbook</i>
	<i>ACLS EP Instructor Manual</i> and <i>ACLS EP Manual and Resource Text</i>
Course equipment per learning station practice	<p>Refer to the following sections in the ACLS EP Course Equipment List for quantity and items:</p> <ul style="list-style-type: none"> • Audiovisual Equipment • CPR and AED Equipment • Airway and Ventilation • Rhythm Recognition and Electrical Therapy • Recommended Drugs, Drug Packages, or Drug Cards • Safety • Advanced Airways • Cleaning Supplies for Use Between Student Practice and After Course

Ordering Materials

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

Who Can Take the Course

The ACLS EP Instructor Essentials Course is an intensive course for instructor candidates. The role and scope of practice of healthcare providers can vary greatly, so there are no profession-specific guidelines for becoming an AHA Instructor in a specific discipline. Instructor candidates should exemplify integrity, demonstrate strong ethics, communicate clearly, and model a dedication to quality of training.

ACLS EP instructor candidates must meet certain requirements before taking the Instructor Essentials Course. Before attending the course (facilitated by Faculty), all instructor candidates must

- 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.
- Be proficient in the skills of ACLS as an ACLS Instructor or as an advanced practitioner who treats patients in a critical care setting (eg, field, emergency department, intensive/critical care unit, surgery). Advanced practitioners must have ACLS provider status or pass the ACLS skills test before the ACLS EP Instructor Essentials Course. *Note:* Advanced practitioners will not receive an ACLS course completion card for simply passing the ACLS skills test, because they must complete all course completion requirements to be issued a provider card.
 - To measure the proficiency of the skills of ACLS, be sure to observe instructor candidates during the course. If you feel that instructor candidates need to be retested in their ACLS skills, you can include this as part of the Instructor Essentials Course.
- Complete an Instructor Candidate Application

If you have any questions about prerequisites, please consult your TCC and/or refer to the *Program Administration Manual*.

Sample Precourse Letter to Instructor Candidates

The letter below is a sample you may modify and send to instructor candidates attending the ACLS EP Instructor Essentials Course.

(Date)

Dear Instructor Candidate:

Welcome to the ACLS EP Instructor Essentials Course. Please bring your computer, Instructor Materials DVD, *ACLS for Experienced Providers Manual and Resource Text*, Instructor Candidate Workbook, and Instructor Manual with you to class to use during the course. Review both the agenda and the Instructor Manual before coming to class so that you learn more and are more comfortable with the course.

You will need to complete some assignments before class. Please prepare to teach the _____ (insert case name) Case from the _____ (insert learning station name) Learning Station. This case is found on your ACLS EP Instructor Materials DVD.

The class is scheduled for

Date: _____

Time: _____

Location: _____

Please wear loose, comfortable clothing. If you have physical conditions that might prevent you from participating in the course, please tell one of the instructors when you arrive for the course. The instructor will work to accommodate your needs within the stated course completion requirements. In the event that you are ill, please notify your instructor to reschedule your training.

What You Will Do in Class

Teaching the ACLS EP Course requires a different skill set than teaching other AHA courses does. The successful ACLS EP instructor candidate must be able to

- Facilitate interactive, complex case discussions and provide feedback to students
- Use the ACLS EP systematic approach in discussion and case progression
- Manage complex discussions with multidisciplinary professionals on physiologic concepts, pathophysiology, pharmacology, electrophysiology, and related clinical management principles
- Encourage participants to develop critical thinking to process information and data, to develop the differential diagnosis, and to make decisions about intervention and care

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



Teaching the Course

Understanding Icons

The icons used in the Lesson Plans are there to remind you to take certain actions during the course. The Lesson Plans contain the following icons:

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

Using Lesson Plans

Use Lesson Plans before and during the course.


















When	How to Use
Before the course	<p>Review the Lesson Plans to understand</p> <ul style="list-style-type: none">• Objectives for each lesson• Your role for each lesson• Resources that you need for each lesson <p>Make notes of things you want to remember or add, and consider preparing a list of questions and answers to use during a debrief of the lessons.</p>
During the course	<ul style="list-style-type: none">• 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.

ACLS EP Instructor Essentials Course Outline

Approximate course duration without breaks: 7 hours








(Faculty–instructor candidate ratio 1:5)

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	  10
2	AHA Introduction Part I: American Heart Association Mission Part II: Instructor Core Competencies	 15
3	ACLS EP Course Preparation Part I: Course Paperwork Part II: Course Preparation	  15
4	ACLS EP Course Overview Part I: Course Format Part II: Instructor Materials Part III: Learning Objectives and Course Completion Requirements	 15
5	Life Is Why® Activity	  5
6	ACLS EP Course: Lessons 1-2 Part I: Lesson 1: ACLS EP Course Overview and Organization Part II: Lesson 2: Systematic Approach Video	  5
7	ACLS EP Skills Testing and Remediation Part I: Adult High-Quality BLS Skills Testing Part II: Remediation Part III: Airway Management Skills Testing	   25
8	Megacode Skills Testing	   80
9	Facilitating Learning Stations	 15

(continued)

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Lesson	Course Event	Lesson Plan Actions and Time Estimate (in Minutes)
10	ACLS EP Course: Learning Stations Part I: Cardiovascular Learning Station Part II: Clinical Pharmacology and Toxicology Learning Station Part III: Respiratory and Metabolic Learning Station Part IV: Post-Cardiac Arrest Care Learning Station	  20
11	ACLS EP Course: Learning Station Practice	  170
12	AHA Instructor Resources Part I: <i>Program Administration Manual</i> Part II: Instructor Network Part III: TC-Specific Policies	 20
13	Course Conclusion and Exam Part I: Course Conclusion Part II: ACLS EP Instructor Essentials Exam	  30

ACLS EP Instructor Essentials Course Outline

Approximate course duration without breaks: 9.5 hours








(Faculty–instructor candidate ratio 1:8)

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	  10
2	AHA Introduction Part I: American Heart Association Mission Part II: Instructor Core Competencies	 15
3	ACLS EP Course Preparation Part I: Course Paperwork Part II: Course Preparation	  15
4	ACLS EP Course Overview Part I: Course Format Part II: Instructor Materials Part III: Learning Objectives and Course Completion Requirements	 15
5	Life Is Why® Activity	  5
6	ACLS EP Course: Lessons 1-2 Part I: Lesson 1: ACLS EP Course Overview and Organization Part II: Lesson 2: Systematic Approach Video	  5
7	ACLS EP Skills Testing and Remediation Part I: Adult High-Quality BLS Skills Testing Part II: Remediation Part III: Airway Management Skills Testing	   25
8	Megacode Skills Testing	   110
9	Facilitating Learning Stations	 15

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Lesson	Course Event	Lesson Plan Actions and Time Estimate (in Minutes)
10	ACLS EP Course: Learning Stations Part I: Cardiovascular Learning Station Part II: Clinical Pharmacology and Toxicology Learning Station Part III: Respiratory and Metabolic Learning Station Part IV: Post-Cardiac Arrest Care Learning Station	  20
11	ACLS EP Course: Learning Station Practice	  270
12	AHA Instructor Resources Part I: <i>Program Administration Manual</i> Part II: Instructor Network Part III: TC-Specific Policies	 20
13	Course Conclusion and Exam Part I: Course Conclusion Part II: ACLS EP Instructor Essentials Exam	  30

Sample ACLS EP Instructor Essentials Course Agenda

1 Faculty, 5 Instructor Candidates
Faculty–instructor candidate ratio 1:5
Total time: Approximately 8 hours (with breaks)

8:00-8:10	Lesson 1: Course Introduction
8:10-8:25	Lesson 2: AHA Introduction Part I: American Heart Association Mission Part II: Instructor Core Competencies
8:25-8:40	Lesson 3: ACLS EP Course Preparation Part I: Course Paperwork Part II: Course Preparation
8:40-8:55	Lesson 4: ACLS EP Course Overview Part I: Course Format Part II: Instructor Materials Part III: Learning Objectives and Course Completion Requirements
8:55-9:00	Lesson 5: Life Is Why® Activity
9:00-9:05	Lesson 6: ACLS EP Course: Lessons 1-2 Part I: Lesson 1: ACLS EP Course Overview and Organization Part II: Lesson 2: Systematic Approach Video
9:05-9:30	Lesson 7: ACLS EP Skills Testing and Remediation Part I: Adult High-Quality BLS Skills Testing Part II: Remediation Part III: Airway Management Skills Testing
9:30-9:45	Break
9:45-11:05	Lesson 8: Megacode Skills Testing
11:05-11:20	Lesson 9: Facilitating Learning Stations
11:20-11:50	Lunch
11:50-12:10	Lesson 10: ACLS EP Course: Learning Stations Part I: Cardiovascular Learning Station Part II: Clinical Pharmacology and Toxicology Learning Station Part III: Respiratory and Metabolic Learning Station Part IV: Post–Cardiac Arrest Care Learning Station
12:10-3:00	Lesson 11: ACLS EP Course: Learning Station Practice
3:00-3:15	Break
3:15-3:35	Lesson 12: AHA Instructor Resources Part I: <i>Program Administration Manual</i> Part II: Instructor Network Part III: TC-Specific Policies
3:35-4:05	Lesson 13: Course Conclusion and Exam Part I: Course Conclusion Part II: ACLS EP Instructor Essentials Exam

Sample ACLS EP Instructor Essentials Course Agenda

1 Faculty, 8 Instructor Candidates
 Faculty–instructor candidate ratio 1:8
 Total time: Approximately 10.5 hours (with breaks)

Day 1	
8:00-8:10	Lesson 1: Course Introduction
8:10-8:25	Lesson 2: AHA Introduction Part I: American Heart Association Mission Part II: Instructor Core Competencies
8:25-8:40	Lesson 3: ACLS EP Course Preparation Part I: Course Paperwork Part II: Course Preparation
8:40-8:55	Lesson 4: ACLS EP Course Overview Part I: Course Format Part II: Instructor Materials Part III: Learning Objectives and Course Completion Requirements
8:55-9:00	Lesson 5: Life Is Why® Activity
9:00-9:05	Lesson 6: ACLS EP Course: Lessons 1-2 Part I: Lesson 1: ACLS EP Course Overview and Organization Part II: Lesson 2: Systematic Approach Video
9:05-9:30	Lesson 7: ACLS EP Skills Testing and Remediation Part I: Adult High-Quality BLS Skills Testing Part II: Remediation Part III: Airway Management Skills Testing
9:30-9:45	Break
9:45-11:35	Lesson 8: Megacode Skills Testing
11:35-11:50	Lesson 9: Facilitating Learning Stations
11:50-12:20	Lunch
12:20-12:40	Lesson 10: ACLS EP Course: Learning Stations Part I: Cardiovascular Learning Station Part II: Clinical Pharmacology and Toxicology Learning Station Part III: Respiratory and Metabolic Learning Station Part IV: Post–Cardiac Arrest Care Learning Station
12:40-2:55	Lesson 11: ACLS EP Course: Learning Station Practice (Part I: First 4 Instructor Candidates)

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Day 2	
8:00-10:15	Lesson 11: ACLS EP Course: Learning Station Practice (Part II: Remaining 4 Instructor Candidates)
10:15-10:30	Break
10:30-10:50	Lesson 12: AHA Instructor Resources Part I: <i>Program Administration Manual</i> Part II: Instructor Network Part III: TC-Specific Policies
10:50-11:20	Lesson 13: Course Conclusion and Exam Part I: Course Conclusion Part II: ACLS EP Instructor Essentials Exam

Lesson Plans

ACLS EP Instructor Essentials Course Faculty Lesson Plans

Precourse

Faculty Tips

Prepare for your role as an ACLS EP Faculty Instructor well. Thoroughly review the ACLS EP Course instructor materials and the ACLS EP 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 the Course

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

At Least 3 Weeks Before the Course

- Review the ACLS EP Course materials, including
 - ACLS EP Course video
 - *ACLS EP Manual and Resource Text*
 - *ACLS EP Instructor Manual*, including “Part 1: Preparing for the Course,” “Part 2: Teaching the Course,” “Part 3: Testing and Remediation,” and “Part 4: Additional Resources”
 - 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. Be sure to also include the case and learning station within the letter that each instructor candidate needs to prepare for before class.
-

1 Week Before the Course

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

Day Before the Course

- Set up the room and make sure that all technology and equipment are working properly. This can also be done before class begins the day of the course if the room is not accessible the day before.
 - Coordinate the roles and responsibilities with additional Faculty, if needed, to fulfill the course agenda and to ensure efficiency and timing of the course.
 - Ensure that all course paperwork is in order.
-

Day of the Course

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

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

Next

Course Introduction

Lesson 1

Course Introduction

10 minutes

Faculty Tips

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



Discussion

- Introduce yourself and additional Faculty, if present.
- Invite instructor candidates to introduce themselves.
- Explain that the course is interactive. Refer to the following points for discussion with instructor candidates:
 - Your role
 - Video-based and hands-on learning with practice
 - Explain to instructor candidates that during the course, they will have the opportunity to go through the overall flow of the ACLS EP Course, with extensive practice demonstrating instructor skills.
 - Use of the Instructor Manual 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 of where the nearest AED is located and what their emergency response number is.
- Describe the course agenda:
 - Inform instructor candidates of breaks you have scheduled during the class.
 - Tell the instructor candidates, “We are scheduled to end at ____.”
- Remind instructor candidates what they will learn during the course. At the end of the ACLS EP Instructor Essentials Course, instructor candidates will be able to
 - Identify discipline-specific course formats available to students for completion of the course
 - Describe discipline-specific flexibility options available to an AHA Instructor within the course
 - Describe discipline-specific course completion requirements
 - Describe how to use discipline-specific AHA instructor materials: the Instructor Manual, course videos, and skills testing checklists
 - Demonstrate the administration of skills testing with the use of the skills testing checklists
 - Demonstrate effective AHA Instructor feedback and remediation techniques
 - Describe the requirements for how to maintain an AHA Instructor status

- Remind instructor candidates that they must score at least 84% on the exam as part of the course completion requirements.
 - Encourage instructor candidates to write notes in their Instructor Candidate Workbook and Instructor Manual throughout the course.
-



Play Video: Introduction

Navigate to the Introduction video within the ACLS EP Instructor Essentials Course video menu for an overview of the ACLS EP Instructor Essentials Course.

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

Next

AHA Introduction

Lesson 2

AHA Introduction

15 minutes

Part I: American Heart Association Mission

Part II: Instructor Core Competencies

Faculty Tip

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



Instructor Candidate Materials

All instructor candidates need to have their Instructor Candidate Workbook accessible to follow along with the AHA Mission, Global Mission, and ECC 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, Global, and ECC Mission.

AHA Mission

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

The AHA is the nation's oldest and largest voluntary health organization dedicated to saving people from heart disease and stroke, America's number 1 and number 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

AHA Global Training has set up International TCs to provide quality ECC training across the world. Through collaboration with global partners and through knowledge transfer of its proven programs and strategies, the AHA strives to reduce the global burden of cardiovascular disease and stroke. This mission will contribute to the World Health Organization's goal of reducing chronic illness by 20% by 2020.

ECC Mission

The ECC Programs department is responsible for implementing program initiatives and providing guidance and support to the ECC Training Network. The ECC mission supports this responsibility.

The mission of the AHA's ECC Programs is to reduce disability and death from acute circulatory and respiratory emergencies, including stroke, by improving the Chain of Survival in every community and in every healthcare system.

ECC Guiding Philosophy

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

The goal of the AHA's ECC Programs, specifically, is to be the world's premier resuscitation organization and serve the global community of scientists, healthcare providers, and citizens as a critical leader in discovery, processing, and transfer of resuscitation science. Our programs, products, and services focus on maximizing survival from life-threatening cardiovascular emergencies.



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 can be found in their Instructor Candidate Workbook.

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

Next

ACLS EP Course
Preparation

Lesson 3

ACLS EP Course Preparation

15 minutes

Part I: Course Paperwork

Part II: Course Preparation

Faculty Tips

- Be familiar with all up-to-date course paperwork and your TC protocols to provide instructor candidates specific information on where to obtain all the forms they will need for teaching.
- Review the Preparing Your Materials section of the Instructor Candidate Workbook and “Part 1: Preparing for the Course” in the *ACLS EP Instructor Manual*, including the equipment list, before teaching this lesson.



Instructor Candidate Materials

All instructor candidates need to have their Instructor Candidate Workbook and the *ACLS EP Instructor Manual* accessible during this lesson.



Discussion: Course Paperwork

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

- **Course rosters:** Available on the Instructor Network or from TCC; need to be kept by TC
- **Course evaluations:** Available on the Instructor Network or from TCC; need to be kept by TC
- **Student materials:** TCC can provide the authorized list of AHA distributors
- **Exams:** TCC can provide and refer to the Instructor Manual for exam security; need to be kept by TC for those students who did not meet course completion requirements
- **Skills testing documents:** Found in the Instructor Manual, Instructor CD, Instructor Network, or TCC; need to be kept by TC for those students who did not meet course completion requirements
- **Course completion cards:** TCC can provide in the form of electronic or paper cards
 - **Electronic course completion cards (eCards)**
 - eCards can be provided to students as an alternative to printed cards. eCards are more secure than printed cards, and a 3-point verification by the TCC, instructor, and students is required to issue and claim eCards.
 - eCard information is populated electronically by the TCC or instructor and can be altered by only the TCC or AHA Customer Service by using the AHA's My Cards.
 - eCards can be easily verified by employers at www.heart.org/cpr/mycards to prove issuance by a valid TC and instructor aligned with that TC.

- **Issuing course completion cards**

- Information about issuing provider cards and eCards can be found in “Part 3: Testing and Remediation” in the *ACLS EP 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.



Discussion: Course Preparation

Discuss with instructor candidates that there are 3 main parts when preparing to teach an AHA course: 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 Target Audience section in “Part 1: Preparing for the Course” of the Instructor Manual for detailed information on who the ACLS EP Course is designed for.
- Remind instructor candidates that providers must take the ACLS Provider Course exam before the course.
 - The course is designed for students to take the exam online, which students can access on the Student Website with a purchased course key.
 - The ACLS exam can also be administered in the classroom, but the agenda will need to be modified to allow students to take the exam before beginning the course.
- Send students all course materials, including a precourse letter and agenda, at least 3 weeks before the course. A sample precourse letter can be found in “Part 1: Preparing for the Course” in the *ACLS EP Instructor Manual*.

Classroom Preparation

- Reserve a room per the room requirements found in “Part 1: Preparing for the Course” in the *ACLS EP Instructor Manual* in plenty of time before the course.
- Review all course materials, including the course videos, at least 3 weeks before the course.
- Depending on the size of your course audience, be sure to schedule any needed additional AHA Instructors for appropriate instructor-to-student ratios.
- Remind instructor candidates that a physician instructor must be available for consultation throughout the course. This individual does not have to be physically present during the course.

Equipment Preparation

- Reserve all equipment needed to teach the course, which can be found on the equipment list in “Part 1: Preparing for the Course” in the *ACLS EP Instructor Manual*, before the course.
 - Ensure that course equipment is in good working order and is properly set up before students arrive to class.
-



Instructor Candidates Practice: Assembling the Manikins and Course Equipment (Optional)

Provide instructor candidates with hands-on practice assembling the equipment needed to teach an ACLS EP Course. This practice is recommended for all instructor candidates who are not currently ACLS Instructors. Have instructor candidates assemble the course equipment for the Instructor Essentials Course, including

- Assembling manikins and lungs
- Assembling a bag-mask device
- Setting up course equipment in the classroom, including airway equipment and a monitor/defibrillator
- Cleaning of course equipment
 - Instructor candidates can refer to the Equipment and Manikin Cleaning section of “Part 1: Preparing for the Course” in the *ACLS EP Instructor Manual*.

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

Next

ACLS EP Course
Overview

Lesson 4

ACLS EP Course Overview

15 minutes

Part I: Course Format

Part II: Instructor Materials

Part III: Learning Objectives and Course Completion Requirements

Learning Objectives

Tell instructor candidates that at the end of this lesson, they will be able to

- Identify discipline-specific course formats available to students for completion of the course
- Describe discipline-specific flexibility options available to an AHA Instructor within the course
- Describe discipline-specific course completion requirements
- Describe how to use discipline-specific AHA instructor materials, the Instructor Manual, course videos, and skills testing checklists

Faculty Tips

- Inform instructor candidates that they can refer to their Instructor Candidate Workbook during and after the course, but now they will transition to using and becoming familiar with the Instructor Manual.
- Before teaching this lesson, become familiar with how the instructor materials are aligned within the ACLS EP Course, including the ACLS EP Course video.
- Review the Course Description and Goal, Learning Objectives, and Educational Design sections of “Part 1: Preparing for the Course” in the *ACLS EP Instructor Manual*.
- Remind instructor candidates that, for the ACLS EP Instructor Essentials Course, they will move through the elements of the ACLS EP Course, and it is important to keep in mind the perspective of their future students as they learn how to teach the ACLS EP Course.



Instructor Candidate Materials

All instructor candidates need to have their *ACLS EP Instructor Manual* accessible during this lesson.



Discussion: ACLS EP Course Format

Remind instructor candidates that the ACLS EP Course is taught in an instructor-led format in a classroom setting and discuss the following key points:

- The ACLS EP Course emphasizes 4 major concepts:
 - The crucial importance of high-quality CPR to patient survival
 - The integration of effective BLS with ACLS interventions
 - The importance of effective team interaction and communication during resuscitation attempts
 - Critical thinking and critical decision-making skills

- Remind instructor candidates that the ACLS EP Course is typically conducted with each lesson running simultaneously, with students in 2 groups with 2 instructors, as outlined on the sample agendas.
 - Sample A is designed for 12-20 learners and 2 ACLS EP Instructors
 - Sample B is designed for 21-30 learners and 3 ACLS EP Instructors
- The ACLS EP Course does require a Course Director and a physician ACLS EP instructor to be available for consultation throughout the course.
- Instructor flexibility
 - In the ACLS EP Course, there are 2 agendas offered for instructors to tailor the course to audience needs, which will be discussed later in this course.
 - The variation in the agendas allows instructors to adjust the facilitation of learning stations, but instructors must maintain the requirement of first completing the lessons below before facilitating the 4 learning stations:
 - Lesson 1: ACLS EP Course Overview and Organization
 - Lesson 2: Systematic Approach Video
 - All skills testing



Discussion: ACLS EP Instructor Materials

Discuss the following overview of the ACLS EP Course video with instructor candidates:

ACLS EP Course Video Overview

- Organization of the video (or DVD)
 - Instructors can navigate to each of the videos featured in the ACLS EP Course through the home menu. These videos include
 - Life Is Why
 - The Systematic Approach for Experienced Providers (for emergency medical service [EMS], emergency department [ED], and in-hospital cases)
 - Waveform Capnography
 - Post-Cardiac Arrest Care
 - After each video plays, instructors will be redirected to the home screen to play the remaining videos as they navigate through the course.

ACLS EP Instructor Materials DVD

- The DVD set includes an Instructor Materials DVD that contains the *ACLS EP Instructor Manual*, skills checklists, PowerPoint cases, instructor notes, and other resources needed for the course.



Discussion: Learning Objectives and Course Completion Requirements

Have instructor candidates locate the Learning Objectives section in “Part 1: Preparing for the Course” of the Instructor Manual.

- 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 ACLS EP course completion card.
- Let instructor candidates know that the table showing skills testing and online exam requirements is in the Testing for Course Completion section of "Part 3: Testing and Remediation" in the *ACLS EP Instructor Manual*.

Next

Life Is Why Activity

Lesson 5

Life Is Why® Activity

5 minutes

Faculty Tips

- Before teaching this lesson, complete the Life Is Why activity in the *ACLS EP Instructor Manual* to share your Why with instructor candidates.
- Have the ACLS EP Course or Instructor Essentials video menu navigated to the Life Is Why video, if instructor candidates did not complete the Life Is Why activity in their ACLS EP Course.



Instructor Candidate Materials

All instructor candidates need to have the Life Is Why activity, located in the front of the *ACLS EP Instructor Manual*, accessible during this lesson.



Discussion: Life Is Why Activity

Discuss with instructor candidates that the Life Is Why activity is an optional lesson that instructors can use to promote student engagement in the course.

- Ask instructor candidates if they completed the Life Is Why activity in their ACLS EP Course. If instructor candidates did not, have them complete the activity to prepare them to use it when teaching the ACLS EP Course.
- Inform instructor candidates that the optional Life Is Why activity can be completed at any point during the course, but it is preferable to do it at the beginning to promote initial student engagement before learning.
 - Instructors also have the flexibility to administer the Life Is Why activity in different formats, such as in a group setting or individually, with students having the option of sharing their Why with the class.



Instructor Candidates Practice: Life Is Why Activity (Optional)

- Allow instructor candidates 2 to 3 minutes to read through the Life Is Why activity page to become familiar with the activity.
- Play the Life Is Why video.
- After viewing the video, take 2 to 3 minutes to share your Why with the instructor candidates to serve as an example of a Why.
- Have instructor candidates complete their Why activity page, share with the class, and then place their Life Is Why activity back into their Instructor Manual.
 - Encourage instructor candidates to complete this activity within their ACLS EP Courses by using the Why that they completed in class.

Next

ACLS EP Course:
Lessons 1-2

Lesson 6

ACLS EP Course: Lessons 1-2

5 minutes

Part I: Lesson 1: ACLS EP Course Overview and Organization

Part II: Lesson 2: Systematic Approach Video

Faculty Tip

- Before teaching this lesson, thoroughly review the Sample A and B agendas of “Part 2: Teaching the Course” in the *ACLS EP Instructor Manual*.



Instructor Candidate Materials

All instructor candidates need to have Sample A and B agendas of “Part 2: Teaching the Course” in the *ACLS EP Instructor Manual* accessible during this lesson.



Play Video: Teaching ACLS EP

Navigate to the Teaching ACLS EP video within the ACLS EP Instructor Essentials Course video menu for an overview of teaching the ACLS EP Course.

- Inform instructor candidates that all elements of teaching an ACLS EP Course in the video will be discussed in this course.
- Ask instructor candidates if they have any questions before proceeding with the course.



Discussion: Lesson 1: ACLS EP Course Overview and Organization

Have instructor candidates locate the Sample A and B agendas in the Instructor Manual. Discuss with instructor candidates that during this lesson, they will need to introduce the agenda, learning objectives, and overall purpose of the ACLS EP Course to students.

- Remind instructor candidates to invite students to introduce themselves at the beginning of class, including their names, occupations, specialties, and places of practice.
- Inform instructor candidates that it is also important to explain the layout of the building, fire exits, and location of the AED in the building during this lesson.



Discussion: Lesson 2: Systematic Approach Video

Discuss with instructor candidates that this is a lesson that uses both video and an instructor-led discussion.

- Emphasize that the Systematic Approach video is more in-depth about critical thinking and the role of the Team Leader as compared with the Systematic Approach video in the ACLS Provider Course.
- Discuss with instructor candidates why it is important to be familiar with local protocols and site-specific requirements for the systematic approach to be able to answer questions from students in their class.
 - Remind instructor candidates that ACLS EP cases go beyond the AHA algorithms to further challenge and engage students’ critical thinking skills.

Next

ACLS EP Skills Testing
and Remediation

Lesson 7

ACLS EP Skills Testing and Remediation

25 minutes

Part I: Adult High-Quality BLS Skills Testing

Part II: Remediation

Part III: Airway Management Skills Testing

Learning Objectives

Tell instructor candidates that at the end of this lesson, they will be able to

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

Faculty Tips

- Before teaching this lesson, thoroughly review the Airway Management Skills Testing Checklist and the Adult High-Quality BLS Skills Testing Checklist found on the ACLS EP Instructor Materials DVD.
- Also, thoroughly review the Remediation section in “Part 3: Testing and Remediation” of the Instructor Manual.
- Have at least 2 copies of the Adult High-Quality BLS Skills Testing Checklist and 1 copy of the Airway Management Testing Checklist for instructor candidates to practice with for this lesson.
- This lesson requires the use of the ACLS EP Instructor Essentials Course video.



Instructor Candidate Materials

All instructor candidates need to have the Adult High-Quality BLS Skills Testing Checklist and the Airway Management Skills Testing Checklist found on the ACLS EP Instructor Materials DVD accessible during this lesson.



Discussion: Skills Testing

Remind instructor candidates that in the ACLS EP Course, there is ACLS skills testing completed in the beginning of the course before the learning stations. These include

- High-Quality BLS
- Airway Management
- Megacode Skills Test



Discussion: Adult High-Quality BLS Skills Testing

Let instructor candidates know that during this lesson they will practice with the Adult High-Quality BLS Skills Testing Checklist. Before they begin practicing, discuss the following key points with instructor candidates:

- Hospital and Prehospital Scenario options on the skills testing checklist
- Assessment and Activation steps: can be done simultaneously

- Checking each box on the checklist if the criteria for each skill is met
- Statements that the instructor or rescuer needs to say
- Discuss with instructor candidates that, in addition to the skills testing checklists, they also have the following resources to facilitate the skills testing session:
 - Critical skills descriptors located on the back of the skills testing checklist
 - High-Quality BLS Skills Testing section in “Part 3: Testing and Remediation” of the *ACLS EP Instructor Manual*
 - Inform instructor candidates that they can also refer to sections Airway Management Skills Testing and ACLS Megacode for further guidance on these skills testing stations.



Discussion: Remediation

Before they practice, discuss the following key points with instructor candidates about remediation:

- Informal vs formal remediation
 - Let instructor candidates know they can refer to the Remediation section in “Part 3: Testing and Remediation” in the *ACLS EP Instructor Manual* for further detail.
- Students receive formal remediation *after* the skills test if they did not pass. Remediation is not provided during a skills test.
- Instructors can use the ACLS EP Course video and the *ACLS EP Manual and Resource Text* to provide remediation and additional instruction to students, if necessary.
- After skills remediation, the student will complete a second skills testing session.
- If remediation is not successful, then students will need to retake the provider course to receive a course completion card.



Instructor Candidates Practice: Adult High-Quality BLS Skills Testing

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

- Make sure that each instructor candidate has 2 copies of each skills testing checklist and a timing device. Instructor candidates will need 3 copies if practicing the third, optional scenario.
- Explain to instructor candidates how to use a timing device with the skills testing checklist. Allow them to practice as needed before playing the skills scenarios.
- As a class, all instructor candidates will view the skills testing practice scenarios within the ACLS EP Instructor Essentials Course video and evaluate the skills testing performance for each.



Play Video: BLS Skills Scenarios

Navigate to the BLS Skills Scenarios videos within the ACLS EP Instructor Essentials Course video menu for practice evaluating skills testing, not letting instructor candidates know if they are pass or fail student performances:

- Adult BLS Skills Testing: Scenario 1 (Pass)
- Adult BLS Skills Testing: Scenario 2 (Fail)
 - Incorrect compressions in Cycle 1: Hand placement too low

- Incorrect compressions in Cycle 2: No chest recoil caused by leaning on the chest
- **Optional:** Adult BLS Skills Testing: Scenario 3 (Fail)
 - Incorrect breaths in Cycle 1: Breaths are too long

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

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



Discussion: Airway Management Skills Testing

Inform instructor candidates that, in addition to BLS skills testing, airway management skills testing will also be completed in the ACLS EP Course. Have instructor candidates refer to the Airway Management Skills Testing Checklist and discuss the following:

- During the Airway Management Skills Testing session, students will be asked to insert an oropharyngeal airway (OPA) or nasopharyngeal airway (NPA) and perform effective bag-mask ventilation for 1 minute during a respiratory arrest scenario.
- Explain to instructor candidates that they will only need to use the lead-in and initial information to lead the student through the Airway Management Skills Testing session.
- Have instructor candidates follow along with the Airway Management Skills Testing Checklist for the students’ critical performance steps that they will evaluate as instructors:
 - Performs full assessment
 - Begins ventilation without delay
 - Inserts an OPA or NPA
 - Connects the bag-mask device to oxygen and adjusts flow rate to appropriate level
 - Gives bag-mask ventilation with an OPA or NPA for 1 minute (skills test)
 - Rate (once every 5 to 6 seconds)
 - Speed (squeezes the bag for 1 second)
 - Volume (about half a bag)
- Inform instructor candidates that they will check off their students’ skills on the skills testing checklist as each student demonstrates adequate management of the respiratory case.



Instructor Candidates Practice: Airway Management Skills Testing (Optional)

As an optional practice, let instructor candidates know they will now practice administering the Airway Management Skills Testing session in groups of 2 to 3.

- Make sure to address any questions instructor candidates have about the skills testing checklist before practice.

- Split the instructor candidates into groups of 2 to 3, and have each one practice playing the role of the instructor, with the remaining instructor candidate(s) playing the role of the student in each group.
 - Make sure that the instructor candidate playing the role of instructor provides positive and corrective feedback for the student role.
- Repeat the practice as many times as necessary until instructor candidates have an opportunity to play the role of instructor or everyone feels comfortable.

Next

Megacode Skills Testing

Lesson 8

Megacode Skills Testing

80 minutes

Faculty Tips

- Before teaching this lesson, thoroughly review the Megacode Testing Checklist found on the ACLS EP Instructor Materials DVD and the ACLS Megacode section in “Part 3: Testing and Remediation” in the *ACLS EP Instructor Manual*.
- Have at least 1 copy of the Megacode Testing Checklist for instructor candidates to practice with for this lesson.
 - As an option for the practice of Megacode Testing, have the cases that instructor candidates will practice selected before conducting this lesson. These are found on the ACLS EP Instructor Materials DVD.



Instructor Candidate Materials

All instructor candidates need to have the ACLS Megacode section in “Part 3: Testing and Remediation” in the *ACLS EP Instructor Manual* and the Megacode Testing Checklist found on the ACLS EP Instructor Materials DVD accessible during this lesson.



Discussion: Megacode Skills Testing

Inform instructor candidates that Megacode Testing is also conducted in the ACLS EP Course and each learner must be able to demonstrate competency as the Team Leader during the Megacode Skills Test. Discuss the following criteria below with instructor candidates for ensuring that the Megacode Skills Test is objective and uniform:

- As with the Adult High-Quality BLS and the Airway Management Skills Tests, follow the testing checklist, do not coach the learner through the test, and ensure the learner successfully performs all skills on the checklist to pass the test.
- Permit the learner to rely on his or her high-performance team for help, but do not permit the learner to rely too heavily on the team to manage most or all of the case.
 - A learner may use the ECC Handbook during the Megacode Skills Test to check a drug dose but may not spend a significant amount of time looking up details of case management.
- Make sure that all learners play their roles realistically during the test, and check off as correct only those skills that you see the learner demonstrate through appropriate verbal directions or actions with the high-performance team.
 - Do not allow the Megacode Skills Test to degenerate into a conversation about what is being done or should be done.
- Record learner performance on the testing checklist during the test, not afterward.
- Do not pause the test.
- Stop the test when the learner demonstrates performance of all critical steps on the checklist or when it is evident that the learner needs remediation. For testing purposes, it is not necessary to bring each case scenario to a realistic ending. Many case scenarios end in return of spontaneous circulation for educational purposes. This does not reflect actual survival rates.
- Avoid deliberate misdirection of the learner. Do not subvert the learner’s performance. If someone is doing very well, allow the case to continue to a reasonable end point without

trying to see how much more the learner knows or whether the learner can handle more difficult aspects of the case.

- Although the resuscitation team members normally provide feedback to each other during an actual resuscitation attempt, only the instructor is allowed to provide performance feedback to the learner after Megacode Testing. When giving feedback, do so privately, out of view and earshot of the other learners.
- Do not consult other learners about whether they think a learner has passed or failed. This avoids conflict between what learners may say and what you may say about a Megacode test performance, and it ensures that only your feedback is used to determine successful or unsuccessful performance.

Inform instructor candidates that they can refer to the ACLS Megacode section in “Part 3: Testing and Remediation” in the *ACLS EP Instructor Manual* for more information about Megacode Testing.



Discussion: Testing in ACLS EP

Before playing the video, discuss with instructor candidates that they will now view a video about testing in ACLS EP, including the exam and skills testing, with a demonstration of Megacode.

- Have instructor candidates follow along with the Megacode Testing Checklist as they watch the Megacode demonstration.



Play Video: Testing in ACLS EP

Navigate to the Testing in ACLS EP video in the ACLS EP Instructor Essentials Course video menu for an overview of conducting skills testing, with a model demonstration of Megacode.

- After viewing the video, discuss with instructor candidates what they witnessed in the Megacode demonstration, including
 - Identifying specific team dynamics featured in the demonstration and the continuation of high-quality CPR



Instructor Candidates Practice: Megacode Skills Testing

Let instructor candidates know they will now practice the roles of instructor and students for the Megacode Testing.

- Split the instructor candidates into groups of 4 to 5.
- Instructor candidates will practice 4 to 5 testing cases in each group for the Megacode Testing, with each instructor candidate having the opportunity to practice playing the role of instructor.
 - If all instructor candidates are currently ACLS Instructors, then you have the option to run through only 2 to 3 Megacode cases, ensuring that all instructor candidates are comfortable before proceeding to the next lesson.
- Make sure each person playing an instructor role has a copy of the Megacode Testing Checklist and is assigned a case for Megacode Testing found on the ACLS EP Instructor Materials DVD.
- For timing purposes, each practice of Megacode Testing should take approximately 10 minutes to complete per instructor candidate.
- When instructor candidates are not playing the role of instructor, they will play the role of students.

Next

Facilitating Learning Stations

Lesson 9

Facilitating Learning Stations

15 minutes

Faculty Tip

- Before teaching this lesson, thoroughly review the How Instructors Can Better Facilitate Small-Group Learning and the Good Teaching and Good Learning Require Good Questions sections in “Part 2: Teaching the Course” of the *ACLS EP Instructor Manual*.



Instructor Candidate Materials

All instructor candidates need to have the How Instructors Can Better Facilitate Small-Group Learning and the Good Teaching and Good Learning Require Good Questions sections in “Part 2: Teaching the Course” of the *ACLS EP Instructor Manual* accessible during this lesson.



Discussion: Facilitating Case Scenarios

Explain to instructor candidates that case scenarios are based on case objectives and should be presented in the following format:

- Introduce themselves as an instructor and the general objectives of the learning station
 - Inform instructor candidates that they do not have to be an expert in all concepts within the ACLS EP Course. The instructor should **not lecture**. It is most important to be a good facilitator and guide the conversation with group management.
 - Remind participants of discussion best practices, including not speaking over one another and being respectful when fellow participants are speaking.
- Present the selected cases in the learning station organized by objectives, key concepts, and critical actions by using the systematic approach

Inform instructor candidates that the success of the ACLS EP Course depends on effective, small-group, case-based, interactive learning.

Flexibility

- Explain to instructor candidates that the ACLS EP Course can be extended over a period of 2 days if needed. For example, skills testing can be completed in one session and the learning stations can be completed in another.
- Inform instructor candidates that, depending on the experience and knowledge of course participants, there is flexibility on how in-depth each slide is covered to meet audience needs.
- The discussion among participants can include local protocols and what is practiced at each participant’s facility. Remind instructor candidates that they can refer course participants back to the AHA guidelines when resolving any debates on differing local protocols for a mixed audience.
- Although the learning stations are designed for 60 minutes, they can be extended for the course audience, if time is needed to cover cases that are longer or additional cases per each learning station.

Small-Group Participation

When facilitating case scenarios, it is important to keep in mind the personality, experience, and scope of practice of each learner. Working through each case as a group can be challenging yet rewarding when learners are placed in a respectful environment of heavy partici-

pation. Discuss the following key facilitation techniques with instructor candidates on how to create such an environment:

- Encourage risk-taking among participants, letting them know that all viewpoints are appreciated.
 - Use positive reinforcement appropriately when learners participate and offer new perspectives.
 - Revisiting past contributions of participants and incorporating them into the current discussion can reinforce participation.
 - Do not be afraid as an instructor to let participants know areas of the discussion that you may not be familiar with to encourage input.
- Take notice of quiet learners and ask for their perspective directly in the discussion. If certain learners are dominating the discussion, specifically calling on people for their perspectives can create an environment where everyone has the opportunity to contribute.
- Discourage participants from talking over one another, and make sure only one person is speaking at a time.
 - If a disagreement arises, make sure participants are focusing the conflict on the concept being discussed rather than the person.
- Participants will want to share stories. While these can be beneficial, remember to keep the group focused on substantive issues and avoid sidetracking.

Interactive Learning

Inform instructor candidates that allowing providers from different scopes of practice to work through a case scenario together promotes learning through different viewpoints. Discuss the following key concepts to encourage this type of learning:

- Help keep the group moving forward with periodic summaries of points covered as you move through the case.
- Facilitate discussion by using a hierarchy-of-questioning model, asking questions that range from simply asking for a recall of facts to questions that stimulate thinking. Here are types of questions that promote this model:
 - **Memory:** Ask the participant to recall specific facts.
 - **Comprehension:** Ask the participant to discuss the reasons behind certain statements, therapeutic modalities, and sequencing of skills, etc.
 - **Analysis:** Require the participant to describe why he or she made a specific clinical decision.
 - **Synthesis:** Require formulation of a coherent plan of action based on several pieces of information.
- Inform instructor candidates that specific examples of the types of questions above can be found in the section Good Teaching and Good Learning Require Good Questions in “Part 2: Teaching the Course” of the *ACLS EP Instructor Manual*.

Let instructor candidates know that they will have the opportunity to practice these facilitation techniques in the Learning Station Practice. Be sure to address any questions or concerns that instructor candidates have before proceeding to the next lesson.

Next

ACLS EP Course:
Learning Stations

Lesson 10

ACLS EP Course: Learning Stations

20 minutes

Part I: Cardiovascular Learning Station

Part II: Clinical Pharmacology and Toxicology Learning Station

Part III: Respiratory and Metabolic Learning Station

Part IV: Post-Cardiac Arrest Care Learning Station

Faculty Tips

- Before teaching this lesson, thoroughly review “Part 2: Teaching the Course” in the *ACLS EP Instructor Manual* and the corresponding case scenario slides on the ACLS EP Instructor Materials DVD.
 - This lesson requires the use of the ACLS EP Instructor Essentials Course video.
-



Instructor Candidate Materials

All instructor candidates need to have “Part 2: Teaching the Course” in the *ACLS EP Instructor Manual* accessible during this lesson.



Play Video: Conducting ACLS EP Stations

Navigate to the Conducting ACLS EP Learning Stations video in the ACLS EP Instructor Essentials Course video menu for an overview of conducting a learning station.

- Ask instructor candidates if they have any questions before proceeding with the learning station practice.
-



Discussion: Cardiovascular Learning Station

Have instructor candidates turn to the Cardiovascular Learning Station Overview section of their Instructor Manual and discuss the following key points:

- The cardiovascular learning station challenges students with the complications of a wide range of cardiovascular and cerebrovascular emergencies.
- Multiple PowerPoint case scenarios are provided for instructors to expand their learning stations to incorporate more in-depth and varied scenarios for learners.
 - There are 26 cases total, pertaining to EMS, ED, and in-hospital providers.

Inform instructor candidates that during the case scenarios, it is important to facilitate discussion and promote student participation by asking specific questions.

- Remind instructor candidates that students in the ACLS EP Course can have access to their *ACLS EP Manual and Resource Text* for reference during the learning stations.
 - With careful planning, the course is designed to review 2 case scenarios in the hour allotted for each learning station.
 - Inform instructor candidates that depending on the cases selected and the amount of student discussion, the number of cases that can be conducted in an hour can vary.
-



Discussion: Clinical Pharmacology and Toxicology Learning Station

Have instructor candidates turn to the Clinical Pharmacology and Toxicology Learning Station Overview section of their Instructor Manual and discuss the following key points:

- The Clinical Pharmacology and Toxicology Learning Station of the ACLS EP Course challenges learners with the identification, triage, and initial treatment of clinical pharmacology and toxicology cases.
- Similar to the Cardiovascular Learning Station, multiple case scenarios are provided for instructors to expand their learning stations to incorporate more in-depth and varied scenarios for learners.
 - There are 19 cases total, pertaining to EMS, ED, and in-hospital providers.



Discussion: Respiratory and Metabolic Learning Station

Have instructor candidates turn to the Respiratory and Metabolic Learning Station Overview section of their Instructor Manual and discuss the following key points:

- The Respiratory and Metabolic Learning Station of the ACLS EP Course presents a diverse case series of medical emergencies, environmental accidents, and electrolyte and acid-base abnormalities.
- This learning station involves the use of the Waveform Capnography video, followed by student local protocol discussions.
- There are 15 cases total, pertaining to EMS, ED, and in-hospital providers.



Discussion: Post-Cardiac Arrest Care Learning Station

Have instructor candidates turn to the Post-Cardiac Arrest Care Learning Station Overview section of their Instructor Manual and discuss the following key points:

- The Post-Cardiac Arrest Care Learning Station of the ACLS EP Course discusses post-cardiac arrest care that is relevant to the scope of practice for ACLS providers by looking at full systems of care from beginning to end.
- The first part of this station allows learners to view the Post-Cardiac Arrest Care video with a subsequent question-and-answer session, including a discussion of local protocols.
- There are 7 cases total, pertaining to EMS, ED, and in-hospital providers.



Discussion: Case Scenario Slides

Have instructor candidates turn to the General Format for Case Scenario Slides section of their Instructor Manual and discuss the following key points:

As an option, have a case scenario displayed for instructor candidates during this discussion.

- The instructor notes for each title slide identify the learning station, and the series of slides presents a case management problem, beginning with information presenting the clinical scenario.
- As the case develops, the slides will continue to support the learning objectives, conveying the need and value of systematic assessment and management of each patient.
 - The instructor notes for each slide summarize and expand these objectives by using key concepts. Many slides provide the instructor with suggested questions and points for further discussion with learners.

- Remind instructor candidates of the importance of not lecturing during the learning stations, allowing students to participate in the discussion.
 - If students do struggle, instructors should refocus their approach and critical thinking skills with the systematic approach.

Next

ACLS EP Course:
Learning Station Practice

Lesson 11

ACLS EP Course: Learning Station Practice

170 minutes

Faculty Tips

- Before conducting this lesson, prepare for how to split instructor candidates into 2 groups based on their assigned learning station cases.
- Make sure that instructor candidates are prepared with their assigned case before conducting this lesson, and print 1 Learning Station Feedback Tool per each instructor candidate for each learning station conducted.
- This lesson requires the use of the ACLS EP Instructor Essentials Course video and the ACLS EP Course video.



Instructor Candidate Materials

All instructor candidates need to have their assigned case prepared for this lesson and 1 Learning Station Feedback Tool per each learning station conducted.



Play Video: ACLS EP Learning Station Examples

Navigate to the ACLS EP Learning Station Examples video in the ACLS EP Instructor Essentials Course video menu for examples of how to conduct a learning station.

- Play one or both learning station example videos for instructor candidates.
 - Cardiovascular EMS (28 minutes)
 - Respiratory and Metabolic ED (30 minutes)
- Ask instructor candidates if they have any questions before proceeding with the learning station practice.



Instructor Candidates Practice: Learning Stations

Let instructor candidates know they will now practice facilitating the learning stations with their assigned case that was sent in the precourse letter.

- Split instructor candidates into groups of 4 to 5, depending on class size.
- Based on each instructor candidate's assigned case, assign each instructor candidate an instructor number of 1 through 5, per group. For organizational purposes, feel free to use name tags, labeling each with the designated number.
 - Depending on course size, the rotation of instructor candidates playing the role of instructor can be modified, as well as the number of learning stations practiced. If you modify the rotation, make sure that each instructor candidate has the opportunity to practice playing the role of instructor for at least 1 learning station.
- Explain to instructor candidates that they will rotate, as a group, through all 4 learning stations of Cardiovascular, Clinical Pharmacology and Toxicology, Respiratory and Metabolic, and Post-Cardiac Arrest Care.
- Each case scenario should take approximately 30 minutes per instructor candidate.

Refer to the chart below for how to rotate instructor candidates through the learning stations.

	Learning Station Practice
Instructor Role 1	Cardiovascular Learning Station
Instructor Role 2	Clinical Pharmacology and Toxicology Learning Station
Instructor Role 3	Respiratory and Metabolic Learning Station
Instructor Role 4	Post–Cardiac Arrest Care Learning Station
Instructor Role 5	Post–Cardiac Arrest Care Learning Station

**When instructor candidates are not playing the role of instructor, they will play the role of students.*

Providing Feedback

After the presentation of each case scenario, have instructor candidates provide feedback to the instructor candidate playing the role of instructor. Have all instructor candidates fill out the Learning Station Feedback Tool for each case scenario presented in each learning station. In addition, you can use the following questions as a guide to obtain feedback from instructor candidates playing the role of students:

- How was the overall experience as a student during the discussion?
- Were you comfortable providing your perspective during the discussion?
- Were facilitation techniques demonstrated effectively by the instructor?
- Is there anything that the instructor could have done differently to guide the discussion?

Next

AHA Instructor
Resources

Lesson 12

AHA Instructor Resources

20 minutes

Part I: *Program Administration Manual*

Part II: Instructor Network

Part III: TC-Specific Policies

Learning Objective

Tell instructor candidates that at the end of this lesson, they will be able to

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

Faculty Tips

- This lesson requires knowledge of the *Program Administration Manual* (PAM). To access the PAM, visit the Instructor Network and make sure 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.



Discussion: *Program Administration Manual*

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

- Usability of the PAM
 - The PAM covers all aspects of program administration and training for the educational courses of the AHA's ECC Programs. It provides TCs and instructors with rules affecting TCs, instructors, and volunteers.
- TC Organization
 - The Role of the TC
 - Regional Faculty, TC Faculty, TCC, and Instructors
- TC Policies and Procedures
 - Following AHA Policies and Procedures
 - Managing Records—Types of Records
 - Course Completion Card Management
 - Exam and Skills Tests
 - Course Fees, Materials, and Equipment
- Instructor Alignment
- 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.



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. 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 second alignment can be added to an existing profile.
- Inform instructor candidates that they can also visit the Instructor Network for which classroom courses offer continuing education credit.
 - Instructor candidates can refer to the section Application for Continuing Education in “Part 3: Testing and Remediation” in the *ACLS EP Instructor Manual*.



Discussion: TC-Specific Policies

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

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

Maintaining Instructor Status

- Inform instructor candidates about the requirements for maintaining an AHA Instructor status for ACLS EP.
 - Instructors need 4 credits during each 2 years of instructor recognition.
 - Inform instructor candidates that a detailed list of the courses that can be taught to maintain an ACLS EP instructor status can be found in the Maintaining Instructor Status in “Part 4: Additional Resources” of the *ACLS EP Instructor Manual*.

Next

Course Conclusion and Exam

Lesson 13

Course Conclusion and Exam

30 minutes

Part I: Course Conclusion

Part II: ACLS EP Instructor Essentials Exam

Faculty Tip

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



Discussion: Course Conclusion

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

- Encourage instructor candidates to become familiar with the ACLS EP instructor materials discussed throughout this course.
 - Instructor candidates can also refer to the FAQ found in their Instructor Candidate Workbook and FAQ for the ACLS EP Course found on the Instructor Network.
 - Answer any questions that the instructor candidates have about the instructor materials, the courses, or AHA protocols and procedures.
 - Summarize what instructor candidates have learned, referencing the learning objectives featured in Lesson 1: Course Introduction in this Faculty Guide.
 - Remind instructor candidates that, to become an ACLS EP Instructor, he or she must first pass the ACLS EP Instructor Essentials exam and then be monitored teaching the first course within 6 months of completing the ACLS EP Instructor Essentials Course.
 - Instructor candidates can refer to the Recruiting and Mentoring Instructors section in “Part 4: Additional Resources” of the *ACLS EP Instructor Manual* for information on how to encourage students in the ACLS EP Course to become instructors.
 - Discuss any TC-specific policies or protocols with instructor candidates, and remind them of the importance of registering on the Instructor Network after being monitored teaching their first class.
 - **Optional:** Have instructor candidates turn to the Quick Self-Quiz found in their Instructor Candidate Workbook and discuss the questions with them as a review before taking the exam.
 - Distribute and collect course evaluations either before or after the ACLS EP Instructor Essentials exam.
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ACLS EP Instructor Essentials Exam

- Distribute an answer sheet and exam to each instructor candidate.
- As instructor candidates complete the exam, collect their exams and grade them.
- Regardless of their score, all instructor candidates should be given their exam results and be allowed the opportunity to review and ask questions.
- For instructor candidates who need remediation, follow these steps:
 - Instructor candidates who scored less than 84% need immediate remediation.

- Provide remediation by giving a second exam or by having instructor candidates verbally answer each item they got incorrect, showing understanding of 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.



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