



Faculty Guide for the ACLS Instructor Course

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Part 1: Preparing for the Course

Course Objectives and Competencies

Introduction This manual is to be used by the ACLS Regional Faculty and Training Center (TC) Faculty in conducting the ACLS Instructor Course. The ACLS Instructor Course is classroom based and open to instructor candidates who have met the admission criteria.

Course Goal The American Heart Association designed the ACLS Instructor Course to prepare individuals to become instructors in advanced cardiovascular life support.

Objectives By the end of the ACLS Instructor Course, instructor candidates will be able to teach an ACLS course using the video and lesson maps in the ACLS course instructor materials. Candidates will also be able to use the new testing materials to conduct skills testing.

Exit Criteria For successful completion of the ACLS Instructor Course, the instructor candidate must

- attend the entire course
- instruct a group on the team concept
- successfully evaluate another student running a Megacode while correctly using the skills testing checklist
- successfully remediate another student

The TC Faculty will use the American Heart Association Emergency Cardiovascular Care Instructor Competency Checklist found at the end of this manual. This checklist serves as a guide for assessing an instructor candidate's proficiency in the AHA Core Course competencies during the practice session in the discipline-specific course. Not all competencies can be assessed in a single instructor candidate demonstration.

Course Audience and Prerequisites

Who Can Take the Course Anyone who wants to become an AHA ACLS instructor can take this course. The ideal candidate will be motivated to

- teach
- facilitate learning
- ensure that students acquire the skills necessary for successful course completion
- view student assessment as a way to improve individual knowledge and skills

Course Prerequisites

Prospective instructors must

- have completed the AHA Core Instructor Course
 - be aligned with an AHA TC
 - have current AHA ACLS provider status
-

Educational Design

Lesson-Based and Video-Based Structure

The ACLS Instructor Course is instructor led and video based. The course is divided into multiple lessons.

Resuscitation Team Concept

Successful resuscitations are the result not only of medical expertise and mastery of resuscitation skills but also of effective communication and teamwork. The ACLS Instructor Course gives instructor candidates an opportunity to practice teaching the dynamics of responding to resuscitation as part of a team in simulated cases.

Faculty Needs

Who Can Teach the Course

Any current AHA ACLS TC or Regional Faculty member may teach the ACLS Instructor Course. All instructor course faculty members must be current AHA instructors in the discipline being taught.

A current physician instructor *must be present* during every ACLS Instructor Course. If that is impossible because of extraordinary circumstances, the physician instructor should be immediately available by phone or other means of communication to answer questions.

TC Faculty-to-Student Ratio

The size of each ACLS Instructor Course is flexible, and there is currently no research-based best instructor-to-student ratio. The ACLS Instructor Course has been designed for 14 students: This will create 2 groups of 7 students each. During practice and role-playing sessions, one instructor candidate in each group will play the role of instructor and the other 6 instructor candidates will play the role of students. This mimics the suggested instructor-to-student ratio of a provider course.

Attendance Requirements

Attendance Requirements Students must successfully complete the entire course to be eligible to be monitored as a new instructor. An instructor card will be issued only after successful monitoring.

Course Planning Checklist and Timeline

Notifying ECC Service Center of Pending Course To provide better customer service, the TC should submit a list of planned instructor courses that are open to the public to the AHA Service Center. The list should include course dates, location, and name of the person to contact about registration. The Service Center will make this information available to people seeking course information.

Ordering Materials To help with the distribution of ECC materials, the AHA has partnered with several companies that provide high-quality customer service and support. To order materials, contact one of the companies listed on the back cover of any ECC book or visit the ECC website at www.americanheart.org/cpr.

Instructors can order books or support materials directly from any of the AHA distributors. Only a TC Coordinator can order cards.

Room Requirements An average instructor course of 14 instructor candidates can be taught by 2 TC faculty members in 1 large room and 2 small rooms. The large room should comfortably hold at least 20 people. The smaller rooms must hold up to 8 students plus an instructor and the required manikins and equipment.

The room should have

- good acoustics
- good lighting that can be dimmed or adjusted for video presentations
- an instructor-controlled video player (DVD or VCR) and a monitor large enough to be viewed by all students. (Although a TV may be acceptable for small classes with only a few groups, a large-screen TV or TV projector may be required for larger classes with several manikins. See the sample floor plan on the next page.)
- ideally, carpeted floors for skills practice
- a chair for each student

**Sample Room
Layout**

The following is a sample room layout for the ACLS Instructor Course:



**Sample
Precourse
Letter to
Students**

The following letter is a sample that you may modify and send to students.

Sample Precourse Letter to Students

(Date)

Dear ACLS Instructor Course Student:

Welcome to the ACLS Instructor Course.

When and Where

The class will be

Date: _____

Time: _____

Location: _____

Please plan to be on time because it will be hard for students who are late to catch up once we start.

How to Get Ready

The ACLS Instructor Course covers a lot of material in a short time. Please bring your *ACLS Instructor Manual* with lesson maps and your *ACLS Provider Manual* with you to class. We also strongly encourage you to bring a copy of the *ECC Handbook*. You will be using these materials throughout the course.

Make sure that you review the ACLS instructor materials and be prepared to participate in or lead any lesson or discussion in the ACLS course.

What to Wear

Please wear loose, comfortable clothing. You will be practicing skills that will require that you work on your hands and knees, bend, stand, and lift. If you have any physical conditions that might prevent these activities, please tell one of the instructors. The instructor may be able to adjust the equipment if you have back, knee, or hip problems. Also, please tell your instructor if you are allergic to latex.

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,

(Title)

Instructor Course Support Materials

TC Faculty Materials

The following materials are available for teaching the ACLS Instructor Course:

Item	Description	Use
<i>Faculty Guide for the ACLS Instructor Course</i>	Text with information about how to teach the ACLS Instructor Course. Available on the instructor portal.	Review before class to understand your role and the necessary equipment
<i>ACLS Instructor Update and Instructor Course Tools DVD</i>	<ul style="list-style-type: none"> • ACLS Course Briefing • ACLS Science Update • ACLS Instructor Course Update • BLS Skills Testing 	<ul style="list-style-type: none"> • Review before class to understand the videos • Show during class
<i>Instructor Manual and videos for the ACLS Provider Course</i>	Manual and videos (DVD or VHS format) for ACLS course	Ask students to use the appropriate lesson maps from the course for role-playing lessons
<i>AHA Core Instructor Workbook and CD</i>	Workbook and CD	Refer to these materials if students ask questions covered in the AHA Core Instructor Course
ACLS posters	Nine 4-color, 22" × 34" wall posters: <ul style="list-style-type: none"> • BLS Adult Healthcare Provider Algorithm • ACLS Pulseless Arrest Algorithm (2) • ACLS Acute Coronary Syndromes Algorithm • ACLS Algorithm for Suspected Stroke • ACLS Tachycardia Algorithm • ACLS Bradycardia Algorithm • Pulseless Arrest Diagram • Relationship of 12-Lead ECG to Coronary Artery Anatomy 	Place posters in the area where you will conduct role-playing lessons

Note: *The ACLS Instructor Update and Instructor Course Tools DVD* has 2 additional video clips that you may choose to show to your class:

- ACLS National Faculty Panel Discussion
- ACLS Training Seminar/ECCU 2005

Equipment List

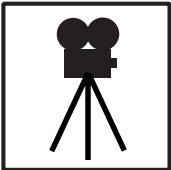


The following table lists the equipment and supplies needed for this course. Use the learning station equipment checklists on the ACLS instructor CD as you set up the classroom to make sure you have all the equipment you need for the course. The equipment used for this course includes a code cart for in-hospital providers and a code kit for out-of-hospital providers. The code cart/kit should contain the following equipment and supplies:


Equipment and Supplies	Quantity Needed
Paperwork	
Course roster	1/course
Name tags	1/student and instructor
Course agenda	1/student and instructor
Course completion card	1/student
<i>ACLS Provider Manual</i>	1/student and instructor
<i>ECC Handbook</i> (optional)	1/student and instructor
ACLS posters	1 set per class
Precourse letter	1/student
Megacode testing checklist	1/student
ACLS Provider Course written test	1/student
Blank test answer sheet	1/student
Written test answer key	1/course
<i>ACLS Instructor Manual</i> and ACLS lesson maps	1/student
AV equipment	
TV with DVD player or VCR or Computer with projector and screen	2/course
Course DVD(s) or videotape(s)	2/course
CPR/AED equipment	
Adult CPR manikins with shirt	1/every 3 students
Adult airway manikin	1/every 3 students
Stopwatch	1/instructor
Countdown timer	1/instructor
AED trainer with adult AED training pads	1/every 3 students
Stools to stand on for CPR	1/every 3 students
Airway and Ventilation	
Adult pocket mask	1/every 3 students or 1/student
1-way valve	1/student
Bag mask, reservoir, and tubing	1/every 3 students
Oral and nasal airways	1 set for each station
Water-soluble lubricant	1/station
Nonrebreathing mask	1/every 3 students
Rhythm Recognition and Electrical Therapy	
ECG simulator	1/station

Equipment and Supplies	Quantity Needed
Electrodes	1 set/station
Rhythm generator	1/station
Monitor capable of defibrillator/synchronized cardioversion, transcutaneous pacing	1/station
Pacing pads, defibrillator pads, or defibrillator gel (if pads are not used)	1/station
Spare batteries or power cord	1/station
Spare ECG paper	1/station
Recommended drugs or drug package	
Epinephrine	1/station
Atropine sulfate	1/station
Amiodarone (or lidocaine)	1/station
Adenosine	1/station
Vasopressin	1/station
Saline fluid bags/bottles	1/station
IV pole	1/station
Safety	
Sharps container (if using real needles)	1/station

Understanding Icons Throughout the video and lesson maps you will see icons that remind you to take certain actions. This approach recognizes that the busy instructor may not be able to keep track of every important action to take.

These icons signal what to do throughout the course:

Icon	Action
	Show the video.
	Pause the video for questions and answers.
	Students practice skills.

Icon	Action
	Discuss the topics listed on the lesson map.
T	Give the written test and skills test.

Part 2: Teaching the Course

Using Lesson Maps

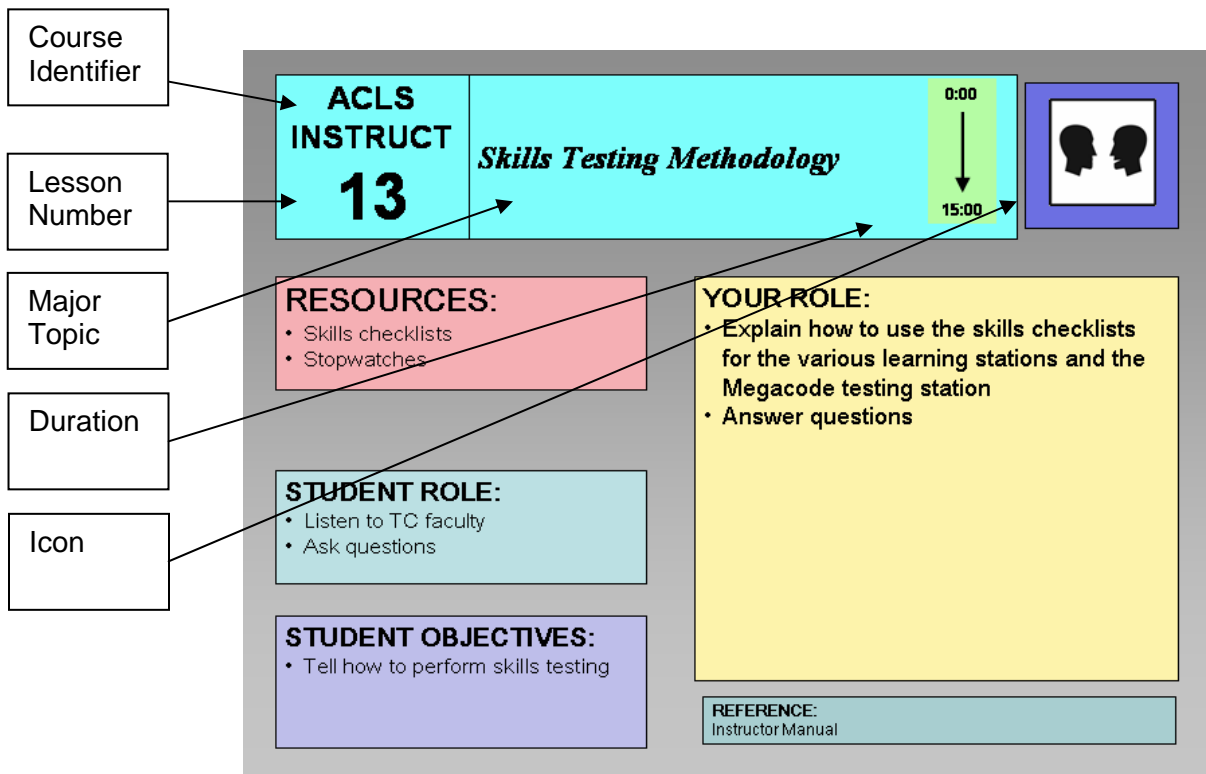
Understanding Lesson Maps

The AHA 2006 instructor materials include lesson maps to help our instructors better facilitate our courses. The lesson maps help ensure consistency from course to course and help keep the instructor focused on the main objectives for each lesson. Lesson maps are for instructor use only.

Each lesson map represents the main components for that lesson:

- Course identifier
- Lesson number
- Major topics
- Icon for type of lesson
- Reference to student workbook
- Resources needed
- Student role
- Student objectives
- Instructor role
- Duration (in minutes)

The following graphic is a sample lesson map:



Using Lesson Maps












There are many ways to use these lesson maps:














When	Then you can:
Before you teach	Review the maps to understand <ul style="list-style-type: none">• the objectives for each lesson• your role for each lesson• the resources that you need for each lesson
As you teach	Follow each lesson map as you conduct the course. <ul style="list-style-type: none">• Remind students what they will see in each video segment.• Make sure you have all resources and supplies ready for each lesson.• Make notes on your lesson maps, such as what page numbers to cite in student manuals


ACLS Instructor Course Outline

The following times are approximate. You may increase times for specific lessons if necessary.

Approximate course duration: 7½ hours
(Student-TC Faculty ratio: 7:1)

Lesson	Course Event	Time Estimate (in minutes)
ACLS INSTRUCT 1	Introduction	 5
ACLS INSTRUCT 2	ACLS Course Briefing	 10
ACLS INSTRUCT 3	ACLS Science Update (optional)	 15
ACLS INSTRUCT 4	New ACLS Course Design	 12
ACLS INSTRUCT 5	Instructor Materials	 10
ACLS INSTRUCT 6	ACLS Course Outline	 10
ACLS INSTRUCT 7	Lesson Maps	 12
ACLS INSTRUCT 8	Technology and Equipment	 5
ACLS INSTRUCT 9	Room Setup	 10
ACLS INSTRUCT 10	Provider Course Prerequisites	 5
ACLS INSTRUCT 11	BLS Skills Testing	 20

Lesson	Course Event	Time Estimate (in minutes)
ACLS INSTRUCT 12	Implementing Changes	 4
ACLS INSTRUCT 13	Following Lesson Maps	 4
ACLS INSTRUCT 14	ACLS Start	 4
ACLS INSTRUCT 15	Respiratory Arrest	 20
ACLS INSTRUCT 16	Pulseless Arrest VF/VT	 10
ACLS INSTRUCT 17	Role-Play: Pulseless Arrest VF/VT	 35
ACLS INSTRUCT 18	Acute Coronary Syndrome/Stroke	 15
ACLS INSTRUCT 19	Role-Play: ACS/Stroke	 30
ACLS INSTRUCT 20	Bradycardia/Tachycardia	 15
ACLS INSTRUCT 21	Putting It All Together	 20
ACLS INSTRUCT 22	Written Test	 5
ACLS INSTRUCT 23	Remediation	 5
ACLS INSTRUCT 24	Megacode Test	 12

Lesson	Course Event	Time Estimate (in minutes)
ACLS INSTRUCT 25	Role-Play: Megacode Test	 90
ACLS INSTRUCT 26	Self-Directed Learning and Blended Training	 5
ACLS INSTRUCT 27	Instructor Renewal	 5
ACLS INSTRUCT 28	Training Center Specifics	 30
ACLS INSTRUCT 29	Course Monitoring	 15

Part 3: Renewal

**Instructor
Renewal
Criteria**

There is no renewal version of this course. If you offer a “renewal course,” use the full agenda listed earlier in this manual. See the *Program Administration Manual* and instructor portal for renewal requirements.

Part 4: Lesson Maps

START

Welcome

0:00



3:00



RESOURCES:

STUDENT ROLE:

- Introduce self
- Listen to instructor

STUDENT OBJECTIVES:

YOUR ROLE:

- Introduce instructors
- Invite participants to introduce themselves
- Explain housekeeping issues, including restrooms
- Explain paperwork
- Explain how students will learn by instructor-led discussions, practice-while-watching lessons, and practice sessions
- Tell students:

“We are scheduled to end at ____.”

REFERENCE:

none

**ACLS
INSTRUCT
1**

Introduction

0:00



5:00



RESOURCES:

STUDENT ROLE:

- Listen to TC faculty

STUDENT OBJECTIVES:

- Become motivated to be an AHA instructor

YOUR ROLE:

- Introduce concepts of new courses
- Motivate instructors to teach using new methods

REFERENCE:

Instructor Manual

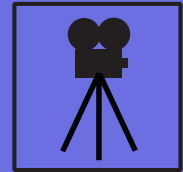
ACLS INSTRUCT 2

ACLS Course Briefing

0:00



10:00



RESOURCES:

- AV equipment
- *Introduction* video
- *ACLS Course Briefing* video

STUDENT ROLE:

- Watch video

STUDENT OBJECTIVES:

- Understand the main goals of the course

YOUR ROLE:

- Introduce video:
 “This video introduces the ACLS course.”
- Show *ACLS Course Briefing on ACLS Instructor Update and Instructor Course Tools* video
- Answer questions

REFERENCE:

Instructor Manual

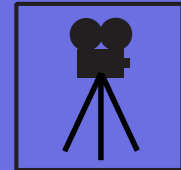
ACLS INSTRUCT 3

ACLS Science Update (optional)

0:00



15:00



RESOURCES:

- AV equipment
- *ACLS Science Update* video
(*Note: In the future this video may be omitted and other science updates may need to be included.*)

STUDENT ROLE:

- Watch video

STUDENT OBJECTIVES:

- List the key changes to science in *AHA 2005 Guidelines for CPR and ECC* that affect the ACLS course

YOUR ROLE:

- Evaluate instructor candidates to establish need to view in-depth *ACLS Science Update* video (omit this lesson if all students have cards taught to the *2005 Guidelines*)
- Introduce video:
 “This video will provide an overview of the new science in the 2005 Guidelines.”
- Show *ACLS Science Update* on *ACLS Instructor Update and Instructor Course Tools* video
- Refer students to *Currents in Emergency Cardiovascular Care* Winter 2005 issue and *AHA 2005 Guidelines for CPR and ECC*
- Answer questions

REFERENCE:

Instructor Manual, Currents in Emergency Cardiovascular Care Winter 2005, *AHA 2005 Guidelines for CPR and ECC*

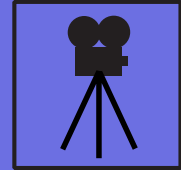
ACLS INSTRUCT 4

New ACLS Course Design

0:00



12:00



RESOURCES:

- AV equipment
- *More Effective Instruction and More Effective Course Design* videos

STUDENT ROLE:

- Watch video

STUDENT OBJECTIVES:

- List the major changes in course design and implementation based on educational research

YOUR ROLE:

- Introduce the video:
“This section of the video will explain the major changes in course design and implementation based on educational research.”
- Show *More Effective Instruction and More Effective Course Design on ACLS Instructor Update and Instructor Course Tools* video
- Answer questions

REFERENCE:

Instructor Manual

ACLS INSTRUCT 5

Instructor Materials

0:00



10:00



RESOURCES:

- Instructor materials

STUDENT ROLE:

- Listen to TC faculty
- Locate course outline and agenda

STUDENT OBJECTIVES:

- List the main parts of the instructor materials for the ACLS course

YOUR ROLE:

- Orient students to the instructor materials and how to use each piece:
 - *Instructor Manual*
 - Instructor CD
 - Course outline
 - Course agenda
 - Course videos
 - Lesson maps
 - Posters
- Answer questions

REFERENCE:

Instructor Manual

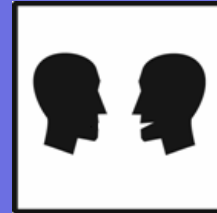
ACLS INSTRUCT 6

ACLS Course Outline

0:00



10:00



RESOURCES:

- ACLS course outline

STUDENT ROLE:

- Listen to TC faculty

STUDENT OBJECTIVES:

- Know how to use the course outlines to guide instruction

YOUR ROLE:

- Refer students to the ACLS course outline in the *Instructor Manual*
- Explain how to use the course outline
- Tell students to keep the outline available with sample agenda

REFERENCE:

Instructor Manual

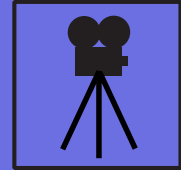
ACLS INSTRUCT 7

Lesson Maps

0:00



12:00



RESOURCES:

- AV equipment
- *Instructing Consistently With Lesson Maps* video

STUDENT ROLE:

- Watch video

STUDENT OBJECTIVES:

- Understand layout of lesson maps

YOUR ROLE:

- Introduce video:
“This section of the video introduces you to lesson maps, an instructor tool to help you teach courses.”
- Show *Instructing Consistently With Lesson Maps on ACLS Instructor Update and Instructor Course Tools* video
- Pause video
- Answer questions
- Review other lesson maps as needed

REFERENCE:

Instructor Manual

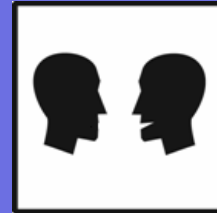
ACLS INSTRUCT 8

Technology and Equipment

0:00



5:00



RESOURCES:

- AV equipment
- *ACLS Instructor Manual*
- Code cart or code kit
- Manual defibrillator and simulator

STUDENT ROLE:

- Listen to TC faculty
- Ask questions

STUDENT OBJECTIVES:

- Tell how to learn what equipment is needed for a course
- Tell where to find equipment
- Be familiar with technology used in the course

YOUR ROLE:

- Explain where to find equipment list in *ACLS Instructor Manual*
- Emphasize the importance of having appropriate equipment available during each ACLS provider course
- Stress the importance of students becoming familiar with equipment before they have to use it
- Answer questions

REFERENCE:

Instructor Manual

ACLS INSTRUCT 9A

Room Setup

0:00



10:00



RESOURCES:

- AV equipment
- *ACLS Instructor Manual*

STUDENT ROLE:

- Listen to TC faculty
- Ask questions

STUDENT OBJECTIVES:

- Tell how to set up room to maximize student learning

YOUR ROLE:

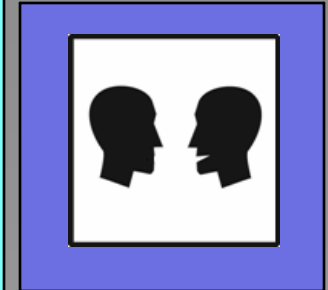
- Tell students to turn to room requirements in *ACLS Instructor Manual*
- Explain why it is critical to set up rooms appropriately

REFERENCE:

Instructor Manual

**ACLS
INSTRUCT
9B**

Room Setup
Discussion Details



Key Points to Emphasize

- Management of Respiratory Arrest lesson: need 1 airway manikin and equipment for every 3 students
- CPR Competency Test lesson: need 1 CPR manikin and AED trainer for every 3 students
- Other learning stations: refer to *ACLS Instructor Manual* for room setup

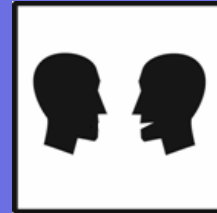
ACLS INSTRUCT 10

Provider Course Prerequisites

0:00



5:00



RESOURCES:

- *ACLS Instructor Manual*

STUDENT ROLE:

- Listen to TC faculty
- Ask questions

STUDENT OBJECTIVES:

- Tell where to find list of course prerequisites
- Explain the importance of these prerequisites

YOUR ROLE:

- Explain where to find list of course prerequisites in *ACLS Instructor Manual*
- Explain the importance of these prerequisites
- Answer questions

REFERENCE:

Instructor Manual

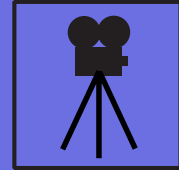
ACLS INSTRUCT 11

BLS Skills Testing

0:00



20:00



RESOURCES:

- AV equipment
- *Basic Life Support Skills Training* video
- Skills checklists
- Stopwatches

STUDENT ROLE:

- Watch video
- Participate with video

STUDENT OBJECTIVES:

- Tell how to perform skills testing

YOUR ROLE:

- Introduce video:
“This section of the video will explain how to perform CPR skills testing.”
- Show *Basic Life Support Skills Training* video on *ACLS Instructor Update and Instructor Course Tools* video
- Pause video
- Answer questions
- Optional: can do additional practice with live demonstration

REFERENCE:

Instructor Manual

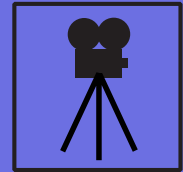
ACLS INSTRUCT 12

Implementing Changes

0:00



4:00



RESOURCES:

- AV equipment
- *Implementing Changes* video

STUDENT ROLE:

- Watch video

STUDENT OBJECTIVES:

- Explain the benefits of the new course design

YOUR ROLE:

- Introduce video:
“This section of the video will explain how to use the new course design.”
- Show *Implementing Changes on ACLS Instructor Update and Instructor Course Tools* video
- Pause video
- Answer questions

REFERENCE:

Instructor Manual

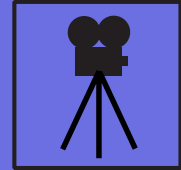
ACLS INSTRUCT 13

Following Lesson Maps

0:00



4:00



RESOURCES:

- AV equipment
- *Instructing Consistently With Lesson Maps* video

STUDENT ROLE:

- Watch video

STUDENT OBJECTIVES:

- Explain how to follow lesson maps

YOUR ROLE:

- Introduce video:
“This section of the video will explain how to follow the lesson maps.”
- Show *Instructing Consistently With Lesson Maps* on *ACLS Instructor Update and Instructor Course Tools* video
- Pause video
- Answer questions

REFERENCE:

Instructor Manual

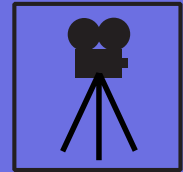
ACLS INSTRUCT 14

ACLS Start

0:00



4:00



RESOURCES:

- AV equipment
- *ACLS Start* video

STUDENT ROLE:

- Watch video

STUDENT OBJECTIVES:

- Explain how to start the ACLS course

YOUR ROLE:

- Introduce video:
“This section of the video will explain how to start the ACLS course.”
- Show *ACLS Start* on *ACLS Instructor Update and Instructor Course Tools* video
- Pause video
- Answer questions

REFERENCE:

Instructor Manual

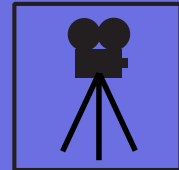
ACLS INSTRUCT 15A

Respiratory Arrest

0:00



20:00



RESOURCES:

- AV equipment
- *Respiratory Arrest* video

STUDENT ROLE:

- Watch video

STUDENT OBJECTIVES:

- Explain how to run the Management of Respiratory Arrest learning station

YOUR ROLE:

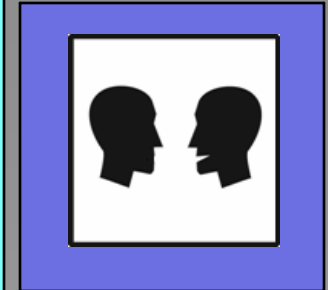
- Introduce video:
“This section of the video will explain how to run the management of respiratory arrest learning station.”
- Show *Respiratory Arrest* on *ACLS Instructor Update and Instructor Course Tools* video
- Pause video
- Answer questions
- Stress discussion points on 15B

REFERENCE:

Instructor Manual

**ACLS
INSTRUCT
15B**

Respiratory Arrest
Discussion Details



Key Points to Emphasize

- Assessment
 - Breathing technique and timing (5 to 10 seconds)
 - Pulse technique and timing (5 to 10 seconds)
- Respiration rate

Type of Airway	Rate	Breaths per Minute
No advanced airway	1 breath every 5 to 6 seconds	10 to 12
Advanced airway	1 breath every 6 to 8 seconds	8 to 10

- Each breath lasts 1 second
- Do not hyperventilate
- Use correct bag-mask technique
- Use correct OPA and NPA technique

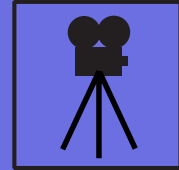
ACLS INSTRUCT 16

Pulseless Arrest VF/VT

0:00



10:00



RESOURCES:

- AV equipment
- *Pulseless Arrest VF/VT* video

STUDENT ROLE:

- Watch video

STUDENT OBJECTIVES:

- Explain how to run the Pulseless Arrest VF/VT learning station

YOUR ROLE:

- Introduce video:
“This section of the video will explain how to run the pulseless arrest VF/VT learning station.”
- Show *Pulseless Arrest VF/VT* on *ACLS Instructor Update and Instructor Course Tools* video
- Introduce video:
“This video explains how to handle rotations.”
- Show video on running rotations
- Pause video
- Answer questions

REFERENCE:

Instructor Manual

ACLS INSTRUCT 17A

Role-Play: Pulseless Arrest VF/VT

0:00



35:00



RESOURCES:

- AV equipment
- Lesson maps
- *Instructor Manual*

STUDENT ROLE:

- Participate in and lead Pulseless Arrest VF/VT learning station

STUDENT OBJECTIVES:

- Explain how to run the Pulseless Arrest VF/VT learning station

YOUR ROLE:

- Refer students to ACLS Lesson 8 lesson map
- One instructor candidate acts as instructor, teaching ACLS Lesson 8 – Learning Station: Pulseless Arrest VF/VT
- The instructor candidate in the recorder role of each case leads the case debriefing
- Provide positive and corrective feedback
- Switch roles for a second instructor candidate to act as station instructor during a second case
- Provide positive and corrective feedback
- TCF guides 2 or more team members to make errors during role-play of each case
- Answer questions

REFERENCE:

Instructor Manual

**ACLS
INSTRUCT
17B**

Pulseless Arrest VF/VT
Discussion Details



Key Points to Emphasize

- High-quality CPR
- Team leader role
- Team member role
- Team dynamics
- Everything works around 2-minute periods of CPR
- Switch compressor role every 2 minutes
- Early defibrillation and a single shock dose – monophasic vs biphasic
- Drugs are lower priority; epinephrine, vasopressin, and amiodarone are core drugs
- Airway is a lower priority; weigh need for advanced airway against interrupting chest compressions
- Pulseless arrest algorithm
- H's and T's for PEA and asystole

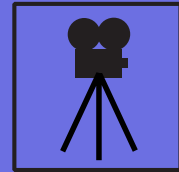
**ACLS
INSTRUCT
18**

*Acute Coronary Syndrome/
Stroke*

0:00



15:00



RESOURCES:

- AV equipment
- ACS video

STUDENT ROLE:

- Watch video

STUDENT OBJECTIVES:

- Explain how to run the ACS learning station

YOUR ROLE:

- Introduce video:
“This section of the video will explain how to run the ACS learning station.”
- Show ACS on *ACLS Instructor Update and Instructor Course Tools* video
- Pause video
- Explain that the Stroke lesson structure is very similar to the ACS lesson
- Answer questions

REFERENCE:

Instructor Manual

ACLS INSTRUCT 19

Role-Play: ACS/Stroke

0:00



30:00



RESOURCES:

- AV equipment
- Lesson maps
- *Instructor Manual*
- ACLS course video

STUDENT ROLE:

- Participate in and lead the ACS/Stroke learning station

STUDENT OBJECTIVES:

- Explain how to run the ACS/Stroke learning station

YOUR ROLE:

- One instructor candidate acts as instructor, showing the *ACLS Lesson 9 – Learning Station: ACS* video and leading the discussion after the first pause in the video
- Provide positive and corrective feedback
- Ask another instructor candidate to act as instructor, showing the *ACLS Lesson 12 – Learning Station: Stroke* video and leading the discussion after the first pause in the video
- Provide positive and corrective feedback
- Discuss techniques for leading discussions

REFERENCE:

Instructor Manual

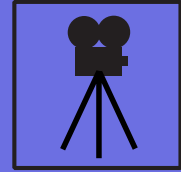
ACLS INSTRUCT 20A

Bradycardia/Tachycardia

0:00



15:00



RESOURCES:

- AV equipment
- *Bradycardia/Tachycardia* video

STUDENT ROLE:

- Watch video

STUDENT OBJECTIVES:

- Explain how to run the Bradycardia/Tachycardia learning station

YOUR ROLE:

- Introduce video:
“This section of the video will explain how to run the bradycardia/tachycardia learning station.”
- Show *Bradycardia/Tachycardia* on *ACLS Instructor Update and Instructor Course Tools* video
- Pause video
- Answer questions
- Stress discussion points on 20B
- Optional: you may add practice time here

REFERENCE:

Instructor Manual

**ACLS
INSTRUCT
20B**

Bradycardia/Tachycardia
Discussion Details



Bradycardia Key Points to Emphasize

- Atropine – core drug and pacemaker – pacemaker priority
- Stable vs unstable treatment
- Bradycardia algorithm

Tachycardia Key Points to Emphasize

- Adenosine – core drug
- Stable vs unstable treatment
- Tachycardia algorithm

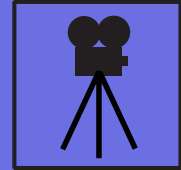
ACLS INSTRUCT 21A

Putting It All Together

0:00



20:00



RESOURCES:

- AV equipment
- *Putting It All Together* video

STUDENT ROLE:

- Watch video

STUDENT OBJECTIVES:

- Explain how the Megacode concept puts all the skills together

YOUR ROLE:

- Introduce video:
“This section of the video will explain how the course puts all the skills together with a Megacode.”
- Show *Putting It All Together* on *ACLS Instructor Update and Instructor Course Tools* video
- Pause video
- Answer questions
- Stress discussion points on 21B

REFERENCE:

Instructor Manual

**ACLS
INSTRUCT
21B**

Putting It All Together
Discussion Details



Key Points to Emphasize

- High-quality CPR
- Team leader role
- Team dynamics
- Pulseless arrest algorithm
- H's and T's for PEA and asystole
- Bradycardia algorithm
- Tachycardia algorithm

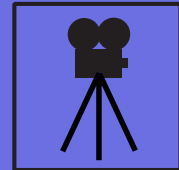
ACLS INSTRUCT 22

Written Test

0:00



5:00



RESOURCES:

- AV equipment
- *Written Test* video

STUDENT ROLE:

- Watch video

STUDENT OBJECTIVES:

- Explain how to administer written tests

YOUR ROLE:

- Introduce video:
“This section of the video will explain how to administer written tests.”
- Show *Written Test* on *ACLS Instructor Update and Instructor Course Tools* video
- Pause video
- Answer questions

REFERENCE:

Instructor Manual

ACLS INSTRUCT 23

Remediation

0:00



5:00



RESOURCES:

STUDENT ROLE:

- Listen to TC Faculty

STUDENT OBJECTIVES:

- Tell how to perform remediation

YOUR ROLE:

- Explain the importance of remediating students throughout the course
- Explain how to remediate written tests and that you should switch to Test B for written test remediation
- Answer questions

REFERENCE:

Instructor Manual

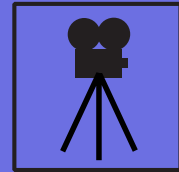
ACLS INSTRUCT 24

Megacode Test

0:00



12:00



RESOURCES:

- AV equipment
- *Megacode Test* video

STUDENT ROLE:

- Watch video

STUDENT OBJECTIVES:

- Explain how to conduct a Megacode test

YOUR ROLE:

- Introduce video:
“This section of the video will explain how to conduct a Megacode test.”
- Show *Megacode Test* on *ACLS Instructor Update and Instructor Course Tools* video
- Pause video
- Answer questions

REFERENCE:

Instructor Manual

ACLS INSTRUCT 25

Role-Play: Megacode Test

0:00



90:00



RESOURCES:

- AV equipment
- Lesson maps
- *Instructor Manual*

STUDENT ROLE:

- Participate in Megacode testing station

STUDENT OBJECTIVES:

- Explain how to run the Megacode testing station

YOUR ROLE:

- Refer students to lesson maps for ACLS Lesson 14
- One instructor candidate acts as instructor, teaching ACLS Lesson 14 – Megacode Test
- Provide positive and corrective feedback
- Each instructor candidate will teach this station
- Answer questions
- Remind students how to remediate and retest

REFERENCE:

Instructor Manual

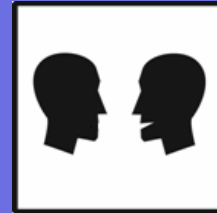
**ACLS
INSTRUCT
26**

*Self-Directed Learning and
Blended Training*

0:00



5:00



RESOURCES:

STUDENT ROLE:

- Listen to TC faculty

STUDENT OBJECTIVES:

- List self-directed learning offerings and related requirements
- List blended training offerings and related requirements

YOUR ROLE:

- List courses available for self-directed learning and blended training
- Explain how instructors can get more information
- Explain instructor's role in these courses; encourage participation
- Answer questions

REFERENCE:

Instructor Manual

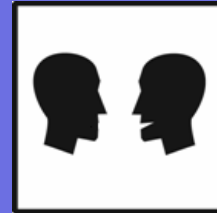
ACLS INSTRUCT 27

Instructor Renewal

0:00



5:00



RESOURCES:

STUDENT ROLE:

- Listen to TC faculty

STUDENT OBJECTIVES:

- Understand requirements for instructor renewal
- Tell where to find requirements

YOUR ROLE:

- Tell students requirements for instructor renewal
- Tell students how your TC will monitor instructors
- Refer students to the *Program Administration Manual* for information on this topic
- Answer questions

REFERENCE:

PROAD Manual

ACLS INSTRUCT 28

Training Center Specifics

0:00



30:00



RESOURCES:

- Essential Knowledge Resource Sheet from Core Instructor Course

STUDENT ROLE:

- Listen to TC faculty

STUDENT OBJECTIVES:

- Tell TC specifics for running courses

YOUR ROLE:

- Tell students issues specific to your TC:
 - Organizing and teaching courses
 - Course completion cards
 - Course evaluations
 - How to get tests
 - Updates
 - Registering with the AHA Instructor Network
 - Staying in touch with your TC
 - Postcourse paperwork
- Ask students to complete the Essential Knowledge Resource Sheet from Core Instructor Course
- Answer questions

REFERENCE:

Instructor Manual

ACLS INSTRUCT 29

Course Monitoring

0:00



15:00



RESOURCES:

STUDENT ROLE:

- Listen to TC faculty

STUDENT OBJECTIVES:

- Tell course monitoring requirements

YOUR ROLE:

- Explain course monitoring and how to set it up
- Remind students that they are not instructors until they complete course-monitoring requirement
- Answer questions

REFERENCE:

Instructor Manual

Appendix: Instructor Competency Checklist

Emergency Cardiovascular Care Instructor Competency Checklist

Instructions to TC Faculty: Use this form as a guide in assessing instructor candidate proficiency in the AHA Core Course competencies during the practice session in the discipline-specific course. Not all competencies can be assessed in a single instructor candidate demonstration. Share with the instructor candidate those competencies that are emphasized as well as the ones indicated with an asterisk (*).

Key	
Successful	Handled at least one instance in a manner consistent with the content of the AHA Core Instructor Course
Needs Remediation	Missed one or more opportunities to handle a situation that occurred in a manner consistent with the content of the AHA Core Instructor Course.

Instructor Candidate: _____

Competency	Successful	Needs Remediation	Not Applicable to This Scenario
Communicate Effectively: Communicates ideas and concepts clearly, maintains positive rapport with learners, uses appropriate nonverbal communication skills, uses appropriate terminology for audience			
Establish/Maintain Professional Credibility: Presents self in a professional and confident manner			
Prepare the Learning Environment: Arranges the learning space to best suit course needs, ensures adequate sight lines for viewing demonstrations or videos			
Manage Technology: Uses technology associated with teaching (such as manikins, rhythm generators, AED trainers, and other teaching aids) and/or uses audio/video technology effectively			
Stimulation and Motivation: Provides a stimulating learning environment that maintains interest of students			
Presentation Skills: Discusses or demonstrates course content effectively, uses appropriate teaching aid or supporting materials (including computer slides or video)			
Questioning: Interacts with students with appropriate questions to evaluate student understanding and thinking processes			

Clarification and Feedback: Recognizes students' need for additional information and provides appropriate feedback			
Promote Retention: Reinforces key points, follows course lesson maps			
Promote Transfer: Shows applicability of information to students' environment, encourages continued practice after course completion			
*Assess Learning and Performance: Evaluates student's skill performance and/or knowledge to determine ability or comprehension to meet course objectives			
*Remediation: Recognizes need for remediation and interacts with students to improve student performance to level consistent with course objectives			

Comments:

TCF: _____ Date: _____ Successful Demonstration: Yes No