



ADVANCED CARDIOVASCULAR LIFE SUPPORT

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 (ACLS) Instructor Essentials Course. The Instructor Essentials Course is designed to prepare instructor candidates to teach AHA instructor-led and blended-learning course formats. 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. The course covers core content and discipline-specific content required to teach AHA courses.

Educational Design

The ACLS Instructor Essentials Course is taught in a blended-learning format. To become an AHA ACLS Instructor, candidates must complete the online portion, followed by the hands-on session, which is classroom based. The online portion of the course contains both core content and discipline-specific modules to prepare the instructor candidates for the hands-on session. In the classroom, Faculty will continue preparing instructor candidates to become AHA Instructors by focusing on in-depth material about the ACLS 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 4 steps to become a ACLS Instructor. For successful completion, instructor candidates must

1. Be accepted by an AHA Training Center (TC) before enrolling in an Instructor Essentials Course and have a completed Instructor Candidate Application on file with that TC
 2. Have current AHA Provider status in the discipline for that Instructor Essentials Course and be proficient in all the skills of that discipline
 3. Successfully complete the Instructor Essentials Course, including both the online and hands-on session
 4. Successfully be monitored teaching within 6 months of completing the hands-on session of the Instructor Essentials Course (Training Center Coordinators [TCCs] may require additional monitoring, if needed)
-

Role of Faculty

This guide, including the Lesson Plans, is for ACLS Faculty—Regional or TC—who will be teaching the hands-on session of the ACLS 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 the hands-on session of Instructor Essentials.

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

- Facilitate discussions with a focus on desired 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 Instructor Essentials Course is flexible, but it is ideal that 1 Faculty member conduct an Instructor Essentials Course with up to 7 instructor candidates, so as not to exceed a 1:7 ratio. This ratio is ideal because throughout the course, there are group activities where 1 instructor candidate would play the role of instructor and the other candidates would play the role of students. Two manikin stations would be needed for an instructor course of 7 candidates.

Room Requirements

When selecting a location for the ACLS 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 Instructor Essentials Faculty Guide</i> with Lesson Plans
	<i>Program Administration Manual</i>
	ACLS Provider Course materials: <i>ACLS Instructor Manual</i> , Lesson Plans, and videos (or course DVD)
	ACLS 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
	Cardiac Arrest, Bradycardia, Tachycardia, and Post-Cardiac Arrest Learning Station Checklists (have at least 2 copies of each)
	Megacode Testing Checklist
	ACLS Instructor Essentials Exam
	Instructor Candidate Workbook
	<i>ACLS Instructor Manual</i> and <i>ACLS Provider Manual</i>
Course equipment per learning station practice	ACLS Provider Course Exam
	Refer to the following sections in the ACLS Provider Course Equipment List for quantity and items: • 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 Instructor Essentials Course is an intensive course for instructor candidates who have already successfully completed the ACLS Provider Course. 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 instructor candidates must meet certain requirements before taking the Instructor Essentials Course. Before attending the hands-on session (facilitated by Faculty), all instructor candidates must

- Be at least 18 years of age
- Be aligned with an AHA TC
 - Instructor candidates must have a TC that has agreed to accept them as an instructor once they have completed Instructor Essentials and their monitoring is completed.
- Have a current AHA ACLS Provider course completion card
- Be proficient in the skills of ACLS
 - 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 skills of ACLS, you can include this as part of the Instructor Essentials Course.
- Complete an Instructor Candidate Application
- Successfully complete the online portion of Instructor Essentials

If you have any questions about prerequisites, please consult your TCC 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 hands-on session of the ACLS Instructor Essentials Course.

(Date)

Dear Instructor Candidate:

Welcome to the hands-on session of the _____ Instructor Essentials Course. Enclosed are the agenda and your copy of the _____ *Instructor Manual* and *Instructor Candidate Workbook*. Please bring your Instructor Manual 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.

The class is scheduled for

Date: _____

Time: _____

Location: _____

Please wear loose, comfortable clothing. You will be practicing skills that require working on your hands and knees, bending, standing, and lifting. 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.

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, in this manual, and in the ACLS course video 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	Review the Lesson Plans to understand • Objectives for each lesson • Your role for each lesson • Resources that you need for each lesson Make notes of things you want to remember or add, and consider preparing a list of questions and answers to use during a debrief of the lessons.
During the course	• Follow each Lesson Plan as you conduct the course. • Make sure you have all the resources, equipment, and supplies ready for each lesson. • Help the instructor candidates achieve the objectives identified for each lesson.

ACLS Instructor Essentials Course Outline

Approximate course duration without breaks: 8.5 hours

(Instructor candidate-Faculty ratio 7:1; instructor candidate-manikin ratio 3:1)

Lesson times below are estimates and can vary from course to course.

Lesson	Course Event	Lesson Plan Actions and Time Estimate (in Minutes)
1	Course Introduction	  10
2	AHA Introduction Part I: American Heart Association Mission Part II: Instructor Core Competencies	 15
3	ACLS Provider Course Preparation Part I: Course Paperwork Part II: Course Preparation	  25
4	ACLS Provider Course Overview (Instructor-Led) Part I: Course Formats Part II: Instructor Materials Part III: Learning Objectives and Course Completion Requirements	 15
5	Life Is Why® Activity	  5
6	ACLS Provider Course: Lessons 2-4B Part I: Lesson 2: Learning Station: The Science of Resuscitation Part II: Lesson 3: Systematic Approach Part III: Lessons 4A and 4B: Learning/Testing Station: High-Quality BLS	 20
7	ACLS Skills Testing and Remediation Part I: ACLS Skills Testing Part II: Remediation	   25
8	ACLS Provider Course: Lessons 5A-6 Part I: Lessons 5A-5B: Learning/Testing Station: Airway Management Part II: Lesson 5C: Learning/Testing Station: Airway Management–Student Practice Details Part III: Lesson 6: Technology Review	  30

Lesson	Course Event	Lesson Plan Actions and Time Estimate (in Minutes)
9	ACLS Provider Course: Lessons 7A-9 Part I: Lessons 7A-7C: Learning Station: Acute Coronary Syndromes Part II: Lessons 8A-8D: Learning Station: Acute Stroke Part III: Lesson 9: Team Dynamics and Megacode	   40
10	ACLS Provider Course: Lessons 10A-12 Part I: Lessons 10A-10C: Learning Station: Cardiac Arrest (VF/Pulseless VT/Asystole/PEA) Part II: Lesson 11: Learning Station: Vascular Access Part III: Lesson 12: Learning Station: Coping With Death	  60
11	ACLS Provider Course: Lessons 13A-15C Part I: Lessons 13A-13C: Learning Station: Bradycardia Part II: Lessons 14A-14C: Learning Station: Tachycardia, Stable and Unstable Part III: Lessons 15A-15C: Learning Station: Immediate Post-Cardiac Arrest Care	  75
12	ACLS Provider Course: Lessons 16A-T6 Part I: Lessons 16A-16D: Learning Station: Megacode Practice Part II: Lessons T1-T4: Megacode Testing Part III: Lessons T5-T6: Exam and Exam Details	   125
13	HeartCode ACLS and Update Course Part I: HeartCode ACLS Overview Part II: HeartCode ACLS Hands-on Session Part III: ACLS Update Course	  15
14	AHA Instructor Resources Part I: <i>Program Administration Manual</i> Part II: Instructor Network Part III: Training Center-Specific Policies	 20
15	Course Conclusion and Exam Part I: Course Conclusion Part II: ACLS Instructor Essentials Exam	  30

Sample ACLS Instructor Essentials Course Agenda

7 Instructor Candidates, 1 Faculty

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

Total time: Approximately 10 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
8:25-8:50	Lesson 3: ACLS Provider Course Preparation Part I: Course Paperwork Part II: Course Preparation
8:50-9:05	Lesson 4: ACLS Provider Course Overview (Instructor-Led) Part I: Course Format Part II: Instructor Materials Part III: Learning Objectives and Course Completion Requirements
9:05-9:10	Lesson 5: Life Is Why® Activity
9:10-9:30	Lesson 6: ACLS Provider Course: Lessons 2-4B Part I: Lesson 2: Learning Station: The Science of Resuscitation Part II: Lesson 3: Systematic Approach Part III: Lessons 4A and 4B: Learning/Testing Station: High-Quality BLS
9:30-9:45	Break
9:45-10:10	Lesson 7: ACLS Skills Testing and Remediation Part I: ACLS Skills Testing Part II: Remediation
10:10-10:40	Lesson 8: ACLS Provider Course: Lessons 5A-6 Part I: Lessons 5A-5B: Learning/Testing Station: Airway Management Part II: Lesson 5C: Learning/Testing Station: Airway Management–Student Practice Details Part III: Lesson 6: Technology Review
10:40-11:20	Lesson 9: ACLS Provider Course: Lessons 7A-9 Part I: Lessons 7A-7C: Learning Station: Acute Coronary Syndromes Part II: Lessons 8A-8D: Learning Station: Acute Stroke Part III: Lesson 9: Team Dynamics and Megacode
11:20-12:20	Lunch
12:20-1:20	Lesson 10: ACLS Provider Course: Lessons 10A-12 Part I: Lessons 10A-10C: Learning Station: Cardiac Arrest (VF/Pulseless VT/Asystole/PEA) Part II: Lesson 11: Learning Station: Vascular Access Part III: Lesson 12: Learning Station: Coping With Death
1:20-2:35	Lesson 11: ACLS Provider Course: Lessons 13A-15C Part I: Lessons 13A-13C: Learning Station: Bradycardia Part II: Lessons 14A-14C: Learning Station: Tachycardia, Stable and Unstable Part III: Lessons 15A-15C: Learning Station: Immediate Post–Cardiac Arrest Care

2:35-4:40	Lesson 12: ACLS Provider Course: Lessons 16A-T6 Part I: Lessons 16A-16D: Learning Station: Megacode Practice Part II: Lessons T1-T4: Megacode Testing Part III: Lessons T5-T6: Exam and Exam Details
4:40-4:55	Lesson 13: HeartCode ACLS and Update Course Part I: HeartCode ACLS Overview Part II: HeartCode ACLS Hands-on Session Part III: ACLS Update Course
4:55-5:10	Break
5:10-5:30	Lesson 14: AHA Instructor Resources Part I: <i>Program Administration Manual</i> Part II: Instructor Network Part III: Training Center-Specific Policies
5:30-6:00	Lesson 15: Course Conclusion and Exam Part I: Course Conclusion Part II: ACLS Instructor Essentials Exam



Lesson Plans

ACLS Instructor Essentials Course Faculty Lesson Plans

Precourse

Faculty Tips

Prepare for your role as an ACLS Faculty Instructor well. Thoroughly review the ACLS Provider Course instructor materials and the ACLS 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 Course and HeartCode® ACLS Provider Course materials, including
 - ACLS Provider Course video
 - *ACLS Provider Manual*
 - *ACLS Instructor Manual*, including “Part 1: Preparing for the Course,” “Part 2: Teaching the Course,” “Part 3: Testing and Remediation,” “Part 4: Additional Resources,” “Part 5: Appendixes,” and “Part 6: ACLS Lesson Plans”
 - HeartCode ACLS online portion
 - Read through the Faculty Guide and Lesson Plans.
 - Prepare any questions for each lesson in advance.
 - Review the *Program Administration Manual*.
 - Send participating instructor candidates precourse letters, course materials, and the course agenda.
-

1 Week Before 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.
 - Verify that instructor candidates have successfully passed the ACLS Provider Course by viewing proof of their current ACLS course completion card.
-

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 Instructor Essentials Course content. Knowing what you want to communicate, why it's important, and what you want to happen as a result is 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 Provider Course with extensive practice demonstrating instructor skills.
 - Use and reference of the Instructor Manual, Lesson Plans, 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 students what they will learn during the course. At the end of the ACLS Instructor Essentials Course, instructor candidates will be able to
 - Identify the prerequisites to becoming an AHA Instructor
 - Describe the usability of the *Program Administration Manual*
 - Describe the core competencies of an AHA Instructor
 - Describe the 5 steps of the AHA Instruction Cycle: prepare, teach, test and remediate, close, and keep current
 - Identify resources available to an AHA Instructor
 - Describe how to use discipline-specific AHA instructor materials: the Instructor Manual, Lesson Plans, course videos, and skills testing checklists
 - Identify discipline-specific course formats available to students for completion of the course

- Describe discipline-specific course completion requirements
 - Describe discipline-specific flexibility options available to an AHA Instructor within the course
 - Describe the requirements for how to maintain an AHA Instructor status
 - Demonstrate structured debriefing skills
 - Demonstrate effective AHA Instructor feedback and remediation techniques
 - Demonstrate the administration of skills testing with the use of the skills testing check-lists
- 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 Instructor Essentials Course video menu for an overview of the ACLS Instructor Essentials Course.

- Inform instructor candidates that all elements of teaching an ACLS Provider Course in the video will be discussed in this 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

Learning Objective

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

- Describe the core competencies of an AHA Instructor

Faculty Tip

- Become familiar with the AHA Mission, Global Mission, and Emergency Cardiovascular Care (ECC) Mission and with 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 Emergency Cardiovascular Care (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 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 competencies were discussed in the online course and are referenced 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 Provider Course
Preparation

Lesson 3

ACLS Provider Course Preparation

25 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 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 Instructor Manual* accessible during this lesson.



Discussion: Course Paperwork

Let instructor candidates know 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; exams 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 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, which include students, equipment, and the classroom. Emphasize that instructor preparation for each course is essential to successful student outcomes. Review the following key steps to course preparation:

Student Preparation

- Be sure to know your course audience, including professions and the size of your class.
 - Instructor candidates can refer to the Course Prerequisites section in “Part 1: Preparing for the Course” of the Instructor Manual for detailed information on who can take the ACLS Provider Course.
- Remind instructor candidates that providers must take the mandatory Precourse Self-Assessment before the course, which is found on the ACLS Student Website. The Precourse Self-Assessment helps evaluate a student’s proficiency and determine the need for additional review and practice before the course.

Classroom Preparation

- Reserve a room per the room requirements found in “Part 1: Preparing for the Course” in the *ACLS Instructor Manual* 30 to 60 days before the course.
- Review all course materials, including Lesson Plans and 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.

Equipment Preparation

- Reserve all needed equipment to teach the course found on the equipment list in “Part 1: Preparing for the Course” in the *ACLS Instructor Manual* at least 30 to 60 days before the course.
- Ensure that course equipment is in good working order and is properly set up before students arrive to class.



Instructor Candidates Practice: Assembling the Manikins

To provide instructor candidates with hands-on practice with assembling the equipment needed to teach an ACLS Provider Course, 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 Manikin Cleaning Options section of “Part 1: Preparing for the Course” in the *ACLS Instructor Manual*.

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

Next

ACLS Provider Course
Overview (Instructor-Led)

Lesson 4

ACLS Provider Course Overview (Instructor-Led)

15 minutes

Part I: Course Formats

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 course completion requirements
- Describe discipline-specific flexibility options available to an AHA Instructor within the course
- Describe how to use discipline-specific AHA instructor materials, the Instructor Manual, Lesson Plans, course videos, and skills testing checklists

Faculty Tips

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



Instructor Candidate Materials

All instructor candidates need to have their *ACLS Instructor Manual* and “Part 6: ACLS Lesson Plans” accessible during this lesson.



Discussion: ACLS Course Formats

Discuss with instructor candidates that this lesson specifically pertains to the instructor-led training format of ACLS. Inform instructor candidates that in addition to instructor-led training, there are 2 other course formats that providers can use to obtain an ACLS Provider course completion card:

- **Instructor-Led Training:** Classroom-based course taught by an instructor
- **Blended Learning:** eLearning portion followed by a hands-on session of practice and skills testing that can be completed by an instructor or a computer-based module with a voice-assisted manikin

- **Resuscitation Quality Improvement® (RQI®):** Maintenance of competence training for employed healthcare providers in clinical environment; not led by an instructor
 - Instructor candidates can refer to **www.heart.org/RQI** for further information about RQI.
-



Discussion: Instructor-Led ACLS Instructor Materials

Discuss the following overview of the ACLS Provider Course video (or DVD) and ACLS Lesson Plans with instructor candidates, emphasizing how they are aligned for ease of use and navigation while teaching. Use the ACLS Provider Course video during this discussion to show instructor candidates the menu navigation options.

ACLS Provider Course Video Overview

- Organization of the video (or DVD)
 - There are 2 sets of videos. One set of videos is used to teach the instructor-led format of the course, and the other set is used to teach HeartCode ACLS and the Update Course.
 - Inform instructor candidates that they will learn more about the second set of videos when discussing HeartCode ACLS in this course.
 - The videos for the instructor-led class are organized by lessons that correspond with the Lesson Plans.
 - The Megacode menu has an In-Facility Provider or Prehospital Provider option.
 - The Algorithms menu leads to the videos used for each learning station.

Lesson Plans Overview

- Lesson Plan design
 - The Lesson Plan titles and icons, which indicate instructor actions, correspond with the course video.
 - The Lesson Plans contain the following elements to help instructors teach the course. Emphasize that instructors need to review and use these elements:
 - Learning Objectives
 - Instructor Tips
 - Key points listed in student practice sections for instructors to provide feedback
 - Instructor Notes
 - Instructor flexibility
 - There are optional lessons and optional practice sessions featured throughout the ACLS Lesson Plans to help instructors tailor the course to audience needs.
 - Instructor-led practice and discussions are included in the ACLS Lesson Plans to promote student-instructor interaction.
 - Instructors have the option in the course to adjust the flow of lessons after the first 3 lessons are taught and after the testing of BLS and airway management skills.
-



Discussion: Learning Objectives and Course Completion Requirements

Have instructor candidates locate the learning objectives on the Lesson Plans, and explain that they are featured on all lessons, where applicable.

- Explain to instructor candidates that learning objectives are the measurable outcomes of a student's completion of the course and are listed on each lesson. The learning objectives and course completion requirements need to be met for a student to receive an ACLS course completion card.
 - Instructor candidates can refer to the Learning Objectives section in “Part 1: Preparing for the Course” in the Instructor Manual for a complete list of learning objectives for the ACLS Provider Course.
- Let instructor candidates know that the Skills Testing and Exam Requirements table is in the Course Completion Requirements section of “Part 3: Testing and Remediation” of the *ACLS 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 Instructor Manual* to share your Why with instructor candidates.
- Have the ACLS Provider Course video set to the Life Is Why menu option on the main menu screen and play the video if instructor candidates did not complete the Life Is Why activity in their ACLS Provider Course.



Instructor Candidate Materials

All instructor candidates need to have the Life Is Why activity located in the front of the *ACLS Instructor Manual* and the Life Is Why Lesson in “Part 6: ACLS Lesson Plans” 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 Provider Course. If instructor candidates did not, have them complete the activity to prepare them to use it when teaching the ACLS Provider 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 the option of students 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 and Lesson Plan to become familiar with the activity and the Life Is Why icon that is featured in the *ACLS Provider Manual*.
- 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 and Lesson Plan back into their Instructor Manuals.
 - Encourage instructor candidates to complete this activity in their ACLS Provider courses by using the Why that they completed in class.

Next

ACLS Provider Course:
Lessons 2-4B

Lesson 6

ACLS Provider Course: Lessons 2-4B

20 minutes

Part I: Lesson 2: Learning Station: The Science of Resuscitation

Part II: Lesson 3: Systematic Approach

Part III: Lessons 4A and 4B: Learning/Testing Station: High-Quality BLS

Faculty Tip

- Before teaching this lesson, thoroughly review Lessons 2 through 4B in “Part 6: ACLS Lesson Plans” in the *ACLS Instructor Manual* and the corresponding lessons on the ACLS Provider Course video.



Instructor Candidate Materials

All instructor candidates need to have Lessons 2 through 4B from “Part 6: ACLS Lesson Plans” in the *ACLS Instructor Manual* accessible during this lesson.



Discussion: Lesson 2: Learning Station: The Science of Resuscitation

Have instructor candidates turn to Lesson 2. Discuss with instructor candidates that during this lesson, they can see how the Lesson Plans and course videos are aligned with the integration of instruction and instructor-led discussion. Remind instructor candidates that when they are leading a discussion with students, it is important to

- Use transitional language when providing a recap of what the video has covered
- Ask open-ended questions to help facilitate discussion
- Avoid lecturing and allow students to speak

Optional: You can play the Science of Resuscitation video from the ACLS Provider Course menu if instructor candidates in your class did not view the 2015 Science of Resuscitation video in the ACLS Provider Course.



Discussion: Lesson 3: Systematic Approach

Have instructor candidates turn to Lesson 3. Discuss with instructor candidates that, similar to Lesson 2, this is another lesson that uses instructor-led discussion.

- Emphasize the use of the BLS Assessment/Primary Assessment table in Lesson 3 to help answer student questions while teaching.
 - 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.
-



Discussion: Lessons 4A and 4B: Learning/Testing Station: High-Quality BLS

Have instructor candidates turn to Lessons 4A and 4B. Discuss with instructor candidates that these lessons are an example of a learning station format with video instruction, practice, and then testing. Remind instructor candidates that when students are practicing, it is important to keep the following in mind:

- When providing feedback to students who are practicing, remember to provide feedback in a positive tone, focusing on what you *do* want rather than what you *don't* want.
- At the end of any practice segment, ask all students if they are ready to move forward to the next skill or if they would like to repeat the practice. This is especially important before skills testing.

Inform instructor candidates that before having the opportunity to practice Lesson 4B, the next portion of the course will be discussing skills testing and remediation in the ACLS Provider Course.

Next

ACLS Skills Testing and Remediation

Lesson 7

ACLS Skills Testing and Remediation

25 minutes

Part I: ACLS Skills Testing

Part II: Remediation

Learning Objective

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
 - Adult High-Quality BLS Skills Testing Checklist, along with critical skills descriptors
 - Lesson 4B: High-Quality BLS Testing
 - Lesson REM: Remediation
- Have at least 2 copies of the Adult High-Quality BLS skills testing checklist for instructor candidates to practice with for this lesson. Be sure to have 3 copies if practicing the optional skills scenario.
- This lesson requires the use of the ACLS Instructor Essentials Course videos.



Instructor Candidate Materials

All instructor candidates need to have the Adult High-Quality BLS Skills Testing Checklist in “Part 3: Testing and Remediation” and Lesson 4B from Part 6 of the *ACLS Instructor Manual*.



Discussion: Skills Testing

Remind instructor candidates that in the ACLS Provider Course, there are multiple skills testing requirements in addition to BLS. These include

- Bag-Mask Ventilation Skills Test with OPA/NPA insertion
- Learning station competencies
- Megacode Test

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 Adult High-Quality BLS 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 need 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
 - Sections in “Part 3: Testing and Remediation” of the *ACLS Instructor Manual on Understanding the Adult High-Quality BLS Skills Testing Checklist* and the ACLS Megacode
-



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 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 Provider Course video and the Provider Manual 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: 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 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 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.

Next

ACLS Provider Course:
Lessons 5A-6

Lesson 8

ACLS Provider Course: Lessons 5A-6

30 minutes

Part I: Lessons 5A-5B: Learning/Testing Station: Airway Management

Part II: Lesson 5C: Learning/Testing Station: Airway Management–Student Practice Details

Part III: Lesson 6: Technology Review

Faculty Tips

- Before teaching this lesson, thoroughly review Lessons 5A through 6 in “Part 6: ACLS Lesson Plans” in the *ACLS Instructor Manual* and the corresponding lessons on the ACLS Provider Course video.
- Before teaching this lesson, thoroughly review the Airway Management Skills Testing Checklist.
- Have at least 1 copy of the Airway Management Skills Testing Checklist for instructor candidates to practice with for this lesson.



Instructor Candidate Materials

All instructor candidates need to have Lessons 5A through 6 from “Part 6: ACLS Lesson Plans” in the *ACLS Instructor Manual* accessible during this lesson and 1 copy of the Airway Management Skills Testing Checklist.



Discussion: Lessons 5A and 5B: Learning/Testing Station: Airway Management

Have instructor candidates turn to Lessons 5A and 5B. Discuss with instructor candidates that this learning station introduces the use of case scenarios during testing.

- Case scenarios can be found in the Case Scenarios for the Learning Stations section in “Part 2: Teaching the Course” of the *ACLS Instructor Manual*.
- Multiple case scenarios are provided for instructors to expand their learning stations to incorporate more in-depth and varied scenarios for learners.
- Inform instructor candidates that the case scenarios for each learning station are ranked by level of difficulty from 1 (lowest) to 3 (highest).
 - The level of difficulty for students should be chosen based on the experience and scope of practice of each provider.
- For respiratory arrest cases, instructors need to use only the initial information to lead students through skills testing. If instructors want to go deeper into respiratory skills, the whole scenario can be used, and the learning station will need to be expanded to accommodate this approach.

Also, let instructor candidates know that they are encouraged to debrief and discuss with students in the initial learning stations of the course, but students should become more independent as the course progresses.



Instructor Candidates Practice: Airway Management Skills Testing

Let instructor candidates know they will now practice administering the Airway Management Skills Testing in groups of 2.

- Have instructor candidates read Lesson 5B and the Airway Management Skills Testing Checklist before practicing.
- Split instructor candidates into groups of 2 and have each one practice playing the role of the instructor, with the remaining instructor candidates playing the role of the student.
 - 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.



Discussion: Lesson 5C: Learning/Testing Station: Airway Management–Student Practice Details

Have instructor candidates turn to Lesson 5C. Discuss with instructor candidates that this lesson is *optional* and can be administered based on their students' scope of practice and what they are performing in real-world settings.

- If not applicable to the scope of practice of the providers in the class, this lesson can also be administered to expose students to a new advanced airway technique that they may not be familiar with.



Discussion: Lesson 6: Technology Review

Have instructor candidates turn to Lesson 6. Discuss with instructor candidates that this lesson is completely instructor-led without the use of video.

- Depending on class size, this lesson can be taught either to the entire class or in groups of 2 if there is more than 1 instructor.
- Before they begin practicing, make sure that all instructor candidates are familiar with and comfortable discussing all equipment featured in Lesson 6: Technology Review.



Instructor Candidates Practice: Technology Review

Let instructor candidates know they will now practice leading the Technology Review discussion and demonstration.

- Have instructor candidates read Lesson 6 before practicing.
- Split instructor candidates into groups of 2 to 4. Depending on availability of equipment, group sizes can be larger.
 - Explain to instructor candidates that there are different versions of equipment used in the ACLS Provider Course and that it is beneficial to be familiar with multiple versions of equipment to answer student questions in their class.
 - **Optional:** Provide different versions of equipment in the course for instructor candidates to have exposure to equipment that they may not be familiar with.
- Assign roles of instructors and students to the instructor candidates. Have each one practice playing the role of the instructor, with the remaining instructor candidates playing the role of the student.

- Encourage instructor candidates in the student role to participate in discussion and ask questions of the instructor role during the lesson.
- Repeat the practice at least twice or as many times as necessary until everyone feels comfortable with the lesson.

Next

ACLS Provider Course:
Lessons 7A-9

Lesson 9

ACLS Provider Course: Lessons 7A-9

40 minutes

Part I: Lessons 7A-7C: Learning Station: Acute Coronary Syndromes

Part II: Lessons 8A-8D: Learning Station: Acute Stroke

Part III: Lesson 9: Team Dynamics and Megacode

Faculty Tip

- Before teaching this lesson, thoroughly review Lessons 7A through 9 in “Part 6: ACLS Lesson Plans” in the *ACLS Instructor Manual* and the corresponding lessons on the ACLS Provider Course video.



Instructor Candidate Materials

All instructor candidates need to have Lessons 7A through 9 from “Part 6: ACLS Lesson Plans” in the *ACLS Instructor Manual* accessible during this lesson.



Play Video: Debriefing

Navigate to the Debriefing video within the ACLS Instructor Essentials Course video menu for an overview of how to debrief with the Gather-Analyze-Summarize model.

- Explain that the debriefing tool is located behind each case scenario and that instructor candidates will have the opportunity to practice debriefing after each case scenario during this course.
 - Remind instructor candidates that debriefing is not performed after Megacode or skills tests during the ACLS Provider Course.
- Make sure to review the Cardiac Arrest Algorithm with instructor candidates as needed.
- Ask instructor candidates if they have any questions before proceeding with the course.



Discussion: Lessons 7A-7C: Learning Station: Acute Coronary Syndromes

Have instructor candidates turn to Lessons 7A through 7C. Discuss with instructor candidates that this learning station uses video instruction, followed by an instructor-led discussion.

- Inform instructor candidates that the Acute Coronary Syndromes video will pause 3 times over the course of Lessons 7A through 7C.
 - Each lesson corresponds with a pause that allows instructors to engage with students and ask questions about the material covered.
 - The questions featured on the Lesson Plan for each discussion pause are meant to be used as a guide. The conversation can adapt to student questions and discussion, if needed, as long as they remain on topic.
 - Remind instructor candidates that during these discussions, it is helpful to have students use their Provider Manual for reference.
-



Play Video: Video-Driven Learning Stations

Navigate to the Video-Driven Learning Stations video within the ACLS Instructor Essentials Course video menu for a demonstration of a video-driven lesson with leading a discussion.

- Ask instructor candidates if they have any questions before proceeding with the practice of a video-driven lesson.



Instructor Candidates Practice: Acute Coronary Syndromes

Let instructor candidates know they will now practice leading the Acute Coronary Syndromes Learning Station discussion.

- Assign an instructor role for each question featured during the discussion pauses in the video. Depending on class size, everyone may not have the opportunity to practice leading a discussion question. All remaining instructor candidates will need to play the role of student during each discussion.
 - As an option, you can repeat the practice as many times as necessary until everyone feels comfortable.
- Allow the instructor roles to choose which discussion question they would like to lead from Lessons 7A through 7C and to prepare for their discussion pause.
 - Make sure instructor candidates read their discussion question and are comfortable with it before practicing.



Play Video: Acute Coronary Syndromes

Navigate to the Acute Coronary Syndromes video in the ACLS Instructor Essentials Course video menu.

- The video will pause 3 times, as indicated on Lessons 7A through 7C. Have each instructor role lead his or her discussion question during the pause.
- Encourage those instructor candidates playing the role of student to participate and ask questions during each discussion.



Discussion: Lessons 8A-8D: Learning Station: Acute Stroke

Have instructor candidates turn to Lessons 8A through 8D. Discuss with instructor candidates that, similar to lessons 7A through 7C, these lessons also feature video and discussion pauses.

- The Acute Stroke video will pause 3 times over the course of Lessons 8A through 8C.
- Lesson 8D does not feature a discussion pause but is a summary of Acute Stroke.
 - This summary discussion can be discussed as a class, with all students.



Discussion: Lesson 9: Team Dynamics and Megacode

Have instructor candidates turn to Lesson 9. Discuss with instructor candidates that the material covered in this lesson is essential to student achievement in the learning stations featured in Lessons 10A through 15C and in Megacode practice and testing.

- Remind instructor candidates that they will have the option to play either an in-hospital or out-of-hospital scenario in the Megacode video, depending on class audience.

Next

ACLS Provider Course:
Lessons 10A-12

Lesson 10

ACLS Provider Course: Lessons 10A-12

60 minutes

Part I: Lessons 10A-10C: Learning Station: Cardiac Arrest (VF/Pulseless VT/Asystole/PEA)

Part II: Lesson 11: Learning Station: Vascular Access

Part III: Lesson 12: Learning Station: Coping With Death

Faculty Tips

- Before teaching this lesson, thoroughly review Lessons 10A through 12 in “Part 6: ACLS Lesson Plans” in the *ACLS Instructor Manual* and the corresponding lessons on the ACLS Provider Course video.
- Be sure to also review the Cardiac Arrest Care Learning Station Checklist.
 - Have at least 2 copies for instructor candidates playing the role of instructor during the learning stations practice in this lesson.



Instructor Candidate Materials

All instructor candidates need to have Lessons 10A through 12 from “Part 6: ACLS Lesson Plans” in the *ACLS Instructor Manual* accessible during this lesson.



Discussion: Lessons 10A-10C: Learning Station: Cardiac Arrest (VF/Pulseless VT/Asystole/PEA)

Have instructor candidates turn to Lessons 10A through 10C. Discuss with instructor candidates that this learning station uses video instruction, followed by practice with case scenarios and student rotations.

Lesson 10A

- The purpose of this lesson is to guide instructors through playing the Cardiac Arrest Algorithm video, followed by a discussion.
 - It is important to note that instructors can allow students to refer to the *2015 Handbook of ECC*, pocket reference cards, posters, and crash cart cards during the discussion.
 - Remind instructor candidates that team roles are divided into 3 categories: Team Leader, team members, and Timer/Recorder.

Lesson 10B

- This lesson aids instructors when assigning team roles to students and rotating students through each case scenario.

Lesson 10C

- This lesson provides an overview of the administration and flow of each case scenario, once student roles are assigned.
- Refer instructor candidates to the table row on case debriefing, which is estimated to last 6 minutes.
- Have instructor candidates refer to the Structured and Supported Debriefing Process

table in the Debriefing After Practice section in “Part 2: Teaching the Course” of the *ACLS Instructor Manual*. Review the following components with instructor candidates:

- Gather
- Analyze
- Summarize



Play Video: Learning Stations

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

- Make sure to review the Cardiac Arrest Algorithm with instructor candidates as needed.
- Ask instructor candidates if they have any questions before proceeding with the learning station practice.



Instructor Candidates Practice: Learning Station: Cardiac Arrest

Let instructor candidates know they will now practice the roles of instructor and students for the Cardiac Arrest Learning Station.

- Split instructor candidates into groups of 7, depending on class size.
- Assign each instructor candidate an instructor number 1 through 7. At least 2 instructor candidates will practice a case for the Cardiac Arrest Learning Station. For organizational purposes, feel free to use name tags for instructor candidates, labeled with their designated number.
 - Let instructor candidates know that if they do not have the opportunity to perform the role of instructor during this learning station, they will be able to in the remaining learning stations.
 - Every instructor candidate will have the opportunity to play the role of instructor for at least 1 learning station and 1 Megacode Test in this course.
 - Depending on the class size, the rotation of instructor candidates playing the role of instructor can be modified. If the rotation is modified, make sure that each instructor candidate has the opportunity to practice at least 1 learning station and 1 Megacode Testing Station.
- Before they begin practice, help the instructor candidates choose their case scenario and make sure they are properly assigning team roles.
- Make sure that the instructor candidate in the instructor role is following all steps detailed in the Directions for Case Rotations table, including the case debriefing, located on Lesson Plan 10C.

- Refer to the chart below when assigning instructor roles* for each group of instructor candidates per each learning station. The text in bold applies to this learning station.

	Learning Station 1	Testing Station 2
Instructor Role 1	Cardiac Arrest	Megacode
Instructor Role 2	Cardiac Arrest	Megacode
Instructor Role 3	Bradycardia (Unstable Case)	Megacode
Instructor Role 4	Tachycardia	Megacode
Instructor Role 5	Tachycardia	Megacode
Instructor Role 6	Post-Cardiac Arrest	Megacode
Instructor Role 7	Post-Cardiac Arrest	Megacode

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



Discussion: Lesson 11: Learning Station: Vascular Access

Have instructor candidates turn to Lesson 11. Discuss with instructor candidates that this lesson is optional and can be taught if it is in their students' scope of practice.

- Remind instructor candidates that it is important to exercise caution and use safety procedures when practicing intraosseous needle insertion in the provider course with their students.



Discussion: Lesson 12: Learning Station: Coping With Death

Have instructor candidates turn to Lesson 12. Discuss with instructor candidates that this lesson is optional if it is in their students' scope of practice.

- Inform instructor candidates that some students may be sensitive to the content of this video and Lesson Plan if they have recently experienced the loss of a loved one. Express the importance of knowing your audience and the members' ability to view the content if teaching this lesson.

Next

ACLS Provider Course:
Lessons 13A-15C

Lesson 11

ACLS Provider Course: Lessons 13A-15C

75 minutes

Part I: Lessons 13A-13C: Learning Station: Bradycardia

Part II: Lessons 14A-14C: Learning Station: Tachycardia, Stable and Unstable

Part III: Lessons 15A-15C: Learning Station: Immediate Post–Cardiac Arrest Care

Faculty Tips

- Before teaching this lesson, thoroughly review Lessons 13A through 15C in “Part 6: ACLS Lesson Plans” in the *ACLS Instructor Manual* and the corresponding lessons on the ACLS Provider Course video.
- Be sure to also review the Bradycardia, Tachycardia, and Immediate Post–Cardiac Arrest Care Learning Station Checklists.
 - Have at least 2 copies of each checklist for instructor candidates playing the role of instructor during the learning stations practice in this lesson.



Instructor Candidate Materials

All instructor candidates need to have Lessons 13A through 15C from “Part 6: ACLS Lesson Plans” in the *ACLS Instructor Manual* accessible during this lesson.



Discussion: Lessons 13A-13C: Learning Station: Bradycardia

Have instructor candidates turn to Lessons 13A through 13C. Discuss with instructor candidates that, similar to Lessons 10A through 10C, this learning station also uses video instruction, followed by practice with case scenarios and student rotations. Discuss the following key points:

- This learning station uses 3 case scenarios.
- The responsibility of the Timer/Recorder is slightly different, with the role checking off action boxes on the Bradycardia Learning Station Checklist.
 - This checklist can be found in “Part 5: Appendixes” of the *ACLS Instructor Manual*.



Instructor Candidates Practice: Learning Station: Bradycardia

Let instructor candidates know they will now practice the roles of instructor and students for the Bradycardia Learning Station.

- Split instructor candidates into groups of 7, depending on class size.
- Remind instructor candidates of their assigned instructor role number. Instructor candidates will be practicing 1 case (Unstable) for the Bradycardia Learning Station.
- Before they practice, help the instructor candidates choose their case scenario, if needed.
- Make sure that the instructor candidate in the instructor role is following all steps detailed in the Directions for Case Rotations table, including the case debriefing, located on Lesson Plan 13C.

- Refer to the chart below when assigning instructor roles* for each group of instructor candidates per each learning station. Text in bold applies to this learning station.

	Learning Station 1	Testing Station 2
Instructor Role 1	Cardiac Arrest	Megacode
Instructor Role 2	Cardiac Arrest	Megacode
Instructor Role 3	Bradycardia (Unstable Case)	Megacode
Instructor Role 4	Tachycardia	Megacode
Instructor Role 5	Tachycardia	Megacode
Instructor Role 6	Post-Cardiac Arrest	Megacode
Instructor Role 7	Post-Cardiac Arrest	Megacode

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



Discussion: Lessons 14A-14C: Learning Station: Tachycardia, Stable and Unstable

Have instructor candidates turn to Lessons 14A through 14C. Discuss with instructor candidates that, similar to previous learning stations, Tachycardia also uses the same format. Discuss the following key points:

- This learning station uses 3 case scenarios.
- The responsibility of the Timer/Recorder is slightly different, with the role checking off action boxes on the Tachycardia Learning Station Checklist.
 - This checklist can be found in “Part 5: Appendixes” of the *ACLS Instructor Manual*.
- Remind instructor candidates that when administering the Bradycardia and Tachycardia Learning Stations, it is important to make sure that all students have the opportunity to play the role of Team Leader between the 2 learning stations.



Instructor Candidates Practice: Learning Station: Tachycardia, Stable and Unstable

Let instructor candidates know they will now practice the roles of instructor and students for the Tachycardia Learning Station.

- Instructor candidates should still be in their groups of 7.
- Remind instructor candidates of their assigned instructor role number. Instructor candidates will practice 2 cases for the Tachycardia Learning Station.
- Allow instructor candidates to choose their own case scenarios for this learning station.
- Make sure that the instructor candidate in the instructor role is following all steps detailed in the Directions for Case Rotations table, including the case debriefing, located on Lesson Plan 14C.

- Refer to the chart below when assigning instructor roles* for each group of instructor candidates per each learning station. Text in bold applies to this learning station.

	Learning Station 1	Testing Station 2
Instructor Role 1	Cardiac Arrest	Megacode
Instructor Role 2	Cardiac Arrest	Megacode
Instructor Role 3	Bradycardia (Unstable Case)	Megacode
Instructor Role 4	Tachycardia	Megacode
Instructor Role 5	Tachycardia	Megacode
Instructor Role 6	Post-Cardiac Arrest	Megacode
Instructor Role 7	Post-Cardiac Arrest	Megacode

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



Discussion: Lessons 15A-15C: Learning Station: Immediate Post-Cardiac Arrest Care

Have instructor candidates turn to Lessons 15A through 15C and inform them that this learning station also follows the same format as previous ones. Discuss the following key points:

- This learning station uses 3 case scenarios.
- The responsibility of the Timer/Recorder is slightly different, with the role checking off action boxes on the Immediate Post-Cardiac Arrest Care Learning Station Checklist.
 - This checklist can be found in “Part 5: Appendixes” of the *ACLS Instructor Manual*.



Instructor Candidates Practice: Learning Station: Immediate Post-Cardiac Arrest Care

Let instructor candidates know they will now practice the roles of instructor and students for the Immediate Post-Cardiac Arrest Care Learning Station.

- Instructor candidates should still be in their groups of 7.
- Remind instructor candidates of their assigned instructor role number. Instructor candidates will practice 2 cases for the Immediate Post-Cardiac Arrest Care Learning Station.
- Allow instructor candidates to choose their own case scenarios for this learning station.
- Make sure that the instructor candidate in the instructor role is following all steps detailed in the Directions for Case Rotations table, including the debriefing, located on Lesson Plan 15C.

- Refer to the chart below when assigning instructor roles* for each group of instructor candidates per each learning station. The text in bold applies to this learning station.

	Learning Station 1	Testing Station 2
Instructor Role 1	Cardiac Arrest	Megacode
Instructor Role 2	Cardiac Arrest	Megacode
Instructor Role 3	Bradycardia (Unstable Case)	Megacode
Instructor Role 4	Tachycardia	Megacode
Instructor Role 5	Tachycardia	Megacode
Instructor Role 6	Post-Cardiac Arrest	Megacode
Instructor Role 7	Post-Cardiac Arrest	Megacode

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

Next

ACLS Provider Course:
Lessons 16A-T6

Lesson 12

ACLS Provider Course: Lessons 16A-T6

125 minutes

Part I: Lessons 16A-16D: Learning Station: Megacode Practice

Part II: Lessons T1-T4: Megacode Testing

Part III: Lessons T5-T6: Exam and Exam Details

Faculty Tips

- Before teaching this lesson, thoroughly review
 - Lessons 16A through T6 in “Part 6: ACLS Lesson Plans” in the *ACLS Instructor Manual* and the corresponding lessons on the ACLS Provider Course video
 - Megacode Testing Checklist found in “Part 5: Appendixes” of the *ACLS Instructor Manual*
 - Have at least 1 copy of the Megacode Testing Checklist for each instructor candidate playing the role of instructor.
 - ACLS Provider Course exam
 - Have at least 1 copy of the ACLS Provider Course exam for instructor candidates to view (make sure to collect this after class).



Instructor Candidate Materials

All instructor candidates need to have Lessons 16A through T6 from “Part 6: ACLS Lesson Plans” in the *ACLS Instructor Manual* accessible during this lesson and one copy of the Megacode Testing Checklist.



Discussion: Lessons 16A-16D: Learning Station: Megacode Practice

Have instructor candidates turn to Lessons 16A through 16D. Discuss with instructor candidates that the Megacode practice begins with a discussion, followed by an instructor demonstration and then student practice with case scenarios. These lessons will prepare students for Megacode Skills Testing.

Lesson 16A

- The purpose of this lesson is to guide instructors in conducting a Megacode practice with the selection of case scenarios and applicable student resources.

Lesson 16B

- Unlike previous learning stations, the Megacode Learning Station features a demonstration where the instructor performs the role of Team Leader first.

Lessons 16C-D

- These lessons provide an overview of the administration and flow of each case scenario, including the assignment of student roles.
 - Students participate in 6 case scenarios, followed by 6 minutes of debriefing for each case.

Let instructor candidates know that instead of practicing the role of instructor in the Megacode Practice Lesson, they will be practicing the role of instructor for the Megacode Testing Lessons of T1-T4.



Discussion: Lessons T1-T4: Learning Station: Megacode Testing

Have instructor candidates turn to Lessons T1 through T4. Discuss with instructor candidates that these lessons are for administering the Megacode Testing Station.

Lesson T1

- The purpose of this lesson is to guide instructors on how to set up the Megacode Testing Stations to accommodate 6 students per station with 1 or 2 instructors.
- The Megacode Testing Station can be done simultaneously with the ACLS exam, so that groups of students are rotating in the classroom between taking the exam and completing Megacode Testing.

Lessons T2, T3, T4

- These lessons serve as a guide to administer the Megacode Skills Testing Station.
- Students will be tested one at a time as they function as Team Leader.
- Remind instructor candidates they are not to give hints or coaching during skills testing.
- Inform instructor candidates that students in their provider course can use the *2015 Handbook of ECC*, which includes algorithms.
- Let instructor candidates know that if remediation is needed, they can refer to Lesson REM and the Remediation section of “Part 3: Testing and Remediation” of the *ACLS Instructor Manual*.



Play Video: Megacode Test

Navigate to the Megacode Test video within the ACLS Instructor Essentials Course video menu for an overview of conducting a Megacode Test.

- Ask instructor candidates if they have any questions before proceeding with the Megacode Test practice.



Instructor Candidates Practice: Megacode Test

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 7.
- Remind instructor candidates of their assigned instructor role number. Instructor candidates will practice 7 testing cases for the Megacode Testing.
- Make sure each instructor role has a copy of the Megacode Testing Checklist.
- Refer to the chart below when assigning instructor roles* for each group of instructor candidates per each learning station. Text in bold applies to this testing station.

	Learning Station 1	Testing Station 2
Instructor Role 1	Cardiac Arrest	Megacode
Instructor Role 2	Cardiac Arrest	Megacode
Instructor Role 3	Bradycardia (Unstable Case)	Megacode
Instructor Role 4	Tachycardia	Megacode
Instructor Role 5	Tachycardia	Megacode

(continued)

(continued)

Instructor Role 6	Post-Cardiac Arrest	Megacode
Instructor Role 7	Post-Cardiac Arrest	Megacode

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



Discussion: Lessons T5-T6: Exam and Exam Details

Have instructor candidates turn to Lessons T5 and T6. Discuss with instructor candidates that, in addition to the skills testing checklists, there is also a required ACLS exam to measure students' understanding of course learning objectives. Provide instructor candidates with a copy of the ACLS Provider Course exam and discuss the following key points:

- In the instructor-led ACLS Provider Course, the exam is administered in the classroom. In HeartCode ACLS, the exam is administered at the end of the online course.
- Use the current version of course exams and obtain them from your TCC in advance. Exams are available only through the TCC.
- The ACLS exam consists of 50 questions.
- The exam has a minimum passing score of 84%.
- The use of scenarios in the exam is to stimulate critical thinking and allow students to have real-world examples when measuring their ACLS knowledge.
- The exam is open resource.
 - Have instructor candidates refer to the Exam section in “Part 3: Testing and Remediation” in the *ACLS Instructor Manual* for examples of appropriate resources.
- The AHA does not mandate a time limit for completion and considered the Americans With Disabilities Act in the decision not to mandate a course exam time limit. This does not mean that students should be given unlimited time to complete course exams.
 - The amount of time allotted for taking the course exam can be determined by the AHA Instructor/TC.
- Make sure to collect the copies of the ACLS Provider Course exam after the discussion.

Next

HeartCode ACLS and
ACLS Update Course

Lesson 13

HeartCode ACLS and ACLS Update Course

15 minutes

Part I: HeartCode ACLS Overview

Part II: HeartCode ACLS Hands-on Session

Part III: ACLS Update Course

Faculty Tips

- Before teaching this lesson, thoroughly review
 - Benefits of Blended Learning and Preparing to Teach Blended-Learning Courses in “Part 1: Preparing for the Course” in the *ACLS Instructor Manual*
 - HeartCode ACLS online portion
 - HeartCode ACLS and ACLS Update Lesson Plans, course agendas, and outlines
 - ACLS Provider Course video for HeartCode ACLS
- This lesson requires the use of the ACLS Instructor Essentials Course video.



Instructor Candidate Materials

All instructor candidates need to have the HeartCode and Update Lesson Plans, course agendas, and outlines accessible from the *ACLS Instructor Manual*.



Discussion: HeartCode ACLS Overview

Remind instructor candidates that HeartCode ACLS is the blended-learning format of ACLS and that students must first complete an online portion before completing the hands-on session with an instructor. Students also have the option of completing the hands-on session with a voice-assisted manikin. Discuss the following key points with instructor candidates:

- Students completing HeartCode ACLS must present a certificate of completion to an instructor to complete the hands-on session.
 - This certificate of completion is also validation that students passed the required ACLS exam, which is taken online (not in the classroom) for HeartCode ACLS students.
 - Refer instructor candidates to the Validation of Online Course Certificates in “Part 1: Preparing for the Course” in the *ACLS Instructor Manual* for further detail.
- The same course completion requirements are required for both the instructor-led and blended-learning ACLS Course formats.



Play Video: HeartCode ACLS Online Course

Inform instructor candidates that they will now have the opportunity to watch an overview of the HeartCode ACLS online portion.

- Play the HeartCode ACLS Online demonstration from the ACLS Instructor Essentials Course video.
-



Discussion: HeartCode ACLS Hands-on Session

Discuss the following overview of the HeartCode ACLS hands-on session, including the videos and outline.

HeartCode ACLS Videos

Have the HeartCode ACLS Provider Course video accessible during this discussion to show instructor candidates the menu navigation options.

- Organization of the videos
 - HeartCode ACLS videos for Airway Management, High-Quality BLS, Team Dynamics, and Megacode
 - Videos are used in the HeartCode ACLS hands-on portion for those students needing additional guidance and/or remediation, depending on the skill levels of students, for practice and testing.

HeartCode ACLS Outline

- Have instructor candidates locate the Outline for HeartCode ACLS found in “Part 2: Teaching the Course” of the *ACLS Instructor Manual*.
- Inform instructor candidates that, during the hands-on session, it is their opportunity to bridge the gap between online learning and skills testing. It is important to adapt to the skill levels of students based on their performance during practice.
 - High-Quality BLS
 - Airway Management
 - Technology Review
 - Megacode Practice and Testing



Discussion: ACLS Update Course

Discuss the following overview of the ACLS Update Course, including the videos and outline.

ACLS Update Course Video

- Continue with the video to show instructor candidates what videos are featured in the Update Course.
- The videos used in the ACLS Update Course are Science of Resuscitation, Systematic Approach, Technology Review, Team Dynamics, and Megacode.
 - High-Quality BLS and Airway Management videos can be played, depending on the skill level of students, for practice before testing.

ACLS Update Course Outline

- Have instructor candidates locate the Outline for ACLS Update Course found in “Part 2: Teaching the Course” of the *ACLS Instructor Manual*.
- Inform instructor candidates that during the update course, the skills of High-Quality BLS and Airway Management can be accelerated by directly going to practice, instead of playing the video.
- The update course does not administer the lessons of Acute Stroke, Cardiac Arrest, Bradycardia, Tachycardia, and Post-Cardiac Arrest Care Learning Stations.

- The remaining lessons below need to be taught in their entirety from the instructor-led ACLS Provider Course. Remind instructor candidates to follow the Outline for ACLS Update Course in “Part 2: Teaching the Course” in the *ACLS Instructor Manual* for the order of these lessons.
 - Technology Review
 - Team Dynamics and Megacode
 - Learning Station: Megacode Practice
 - Megacode Test
 - Exam

Next

AHA Instructor
Resources

Lesson 14

AHA Instructor Resources

20 minutes

Part I: *Program Administration Manual*

Part II: Instructor Network

Part II: Training Center–Specific Policies

Learning Objectives

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

- Describe the usability of the *Program Administration Manual* (PAM)
- Identify resources available to an AHA Instructor

Faculty Tips

- This lesson requires knowledge of the PAM. To access the PAM, visit the Instructor Network and make sure 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



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/Continuing Medical Education Credit for Courses in “Part 3: Testing and Remediation” in the *ACLS 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

Next

Course Conclusion and Exam

Lesson 15

Course Conclusion and Exam

30 minutes

Part I: Course Conclusion

Part II: ACLS Instructor Essentials Exam

Faculty Tip

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



Discussion: Course Conclusion

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

- Encourage instructor candidates to become familiar with the ACLS 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 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 Instructor, he or she must first pass the ACLS Instructor Essentials exam and then be monitored teaching the first course within 6 months of completing the ACLS Instructor Essentials Course.
 - Instructor candidates can refer to the Recruiting and Mentoring Instructors section in “Part 4: Additional Resources” of the *ACLS Instructor Manual* for information on how to encourage students in the ACLS Provider 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 Instructor Essentials exam.



ACLS 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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