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Introduction

Welcome to the American Heart Association (AHA) *Advanced Cardiovascular Life Support (ACLS) Instructor Course Faculty Guide*. This guide is for ACLS National Faculty, Regional Faculty, and Training Center Faculty who are teaching an ACLS Instructor Course.

At the AHA National Center, we often get questions about how the AHA works overall and where these courses fit into the broader AHA spectrum. The following information answers those questions, and you may find it useful to share with instructor candidates.
Background

- The Early Days
- AHA Mission
- AHA Global Mission
- Emergency Cardiovascular Care Mission
- The Science Process and Why Materials Change Every 5 Years
- Turning Science Into Training
- Making an Impact
- The Instructor-AHA Partnership
- How the ACLS Instructor Course Works
The Early Days

A pioneering group of physicians and social workers formed the first Association for the Prevention and Relief of Heart Disease in New York City in 1915. They were concerned about the lack of heart disease information. At that time, patients with heart disease were considered doomed, limited to complete bed rest. So these physicians conducted studies in New York City and Boston to find out whether patients with heart disease could safely return to work. Similar groups in Boston, Philadelphia, and Chicago evolved into heart associations in the 1920s.

Interest spread widely in other cities across the United States and Canada. Recognizing the need for a national organization to share research findings and promote further study, 6 cardiologists representing several groups founded the AHA in 1924. Here is a timeline of some key dates and events in the AHA’s history:

1924 The AHA was founded.
1948 The AHA was transformed from a scientific society into a voluntary health agency with national headquarters located in New York City.
1975 A rapidly growing AHA moved its National Center to Dallas, Texas, to better serve affiliates and local divisions nationwide.
1980s The AHA gained a foothold as a visible champion of public health. The AHA developed guidelines for the nation’s healthcare system and supported the federal government’s attempt to improve access to healthcare. The AHA focused its planning in 3 areas: cardiovascular science, cardiovascular education and community programs, and fundraising efforts.
1995 The AHA’s strategic driving force for moving into the 21st century became providing credible information about heart disease and stroke for effective prevention and treatment.

Mid-1990s The AHA’s scientific findings began to move more quickly from laboratories and clinics to physicians’ offices and American households.
**AHA Mission**

The AHA mission is to build healthier lives, free of cardiovascular diseases and stroke. That single purpose drives all we do.

The AHA is the nation’s oldest and largest voluntary health organization dedicated to saving people from heart disease and stroke, America’s No. 1 and No. 4 killers, respectively. The association is the trusted leader in emergency cardiovascular care and trains people around the world in how to save lives with CPR and first aid.

---

**AHA Global Mission**

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.

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**Emergency Cardiovascular Care Mission**

The AHA’s Emergency Cardiovascular Care (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 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 ECC Programs is to be the world’s premiere 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. Its programs, products, and services focus on maximizing survival from life-threatening cardiovascular emergencies.
Scientists and physicians from the International Liaison Committee on Resuscitation (ILCOR) continuously evaluate current and new evidence about resuscitation. Every 5 years, ILCOR holds an International Consensus Conference, during which these scientists and physicians discuss and debate and then come to a consensus about the best ways to apply the science in resuscitation. This is documented in the ILCOR *International Consensus on CPR and ECC Science With Treatment Recommendations*.

The AHA is a member council of ILCOR, and the AHA Guidelines are written on the basis of the ILCOR consensus.

![Diagram](image)

This process allows the AHA to incorporate the most current science into its materials, so that faculty, instructors, and students have up-to-date information on the best practices.
Turning Science Into Training

The 2010 AHA Guidelines for CPR and ECC are based on the most current and comprehensive review of resuscitation literature ever published, the ILCOR 2010 International Consensus on CPR and ECC Science With Treatment Recommendations. The 2010 evidence evaluation process included 356 resuscitation experts from 29 countries who reviewed, analyzed, evaluated, debated, and discussed research and hypotheses through in-person meetings, teleconferences, and online sessions (“webinars”) during the 36-month period before the 2010 International Consensus Conference. The experts produced 411 scientific evidence reviews on 277 topics in resuscitation and emergency cardiovascular care. The process included structured evidence evaluation, analysis, and cataloging of the literature. It also included rigorous disclosure and management of potential conflicts of interest.

The recommendations in the 2010 Guidelines confirm the safety and effectiveness of many approaches, acknowledge the ineffectiveness of others, and introduce new treatments based on intensive evidence evaluation and consensus of experts.

These new recommendations do not imply that care using past guidelines is either unsafe or ineffective. In addition, it is important to note that the new guidelines will not apply to all rescuers and all victims in all situations. The leader of a resuscitation attempt may need to adapt application of these recommendations to unique circumstances. The AHA may update courses if there is a published scientific breakthrough that impacts practices in our educational materials.

Part of the proceeds from AHA courses goes to funding research, which means that the AHA supports the scientists whose research may one day impact our course materials.

The AHA leads the charge in applying evidence-based science into every product it creates.
Making an Impact

Saving lives through training is only one way that the AHA reaches you. Here are some others:

- Childhood obesity prevention
- Heart-Check mark
- Go Red For Women®
- Patient and consumer educational materials
- Power To End Stroke®
- My Heart. My Life.™
- Advocacy—You’re the Cure
- The Guideline Advantage™
- Professional education and professional membership
- Mission: Lifeline®
- Research

For more information visit www.heart.org.
The Instructor-AHA Partnership

The process for developing course materials is elaborate. After consensus is reached at the ILCOR meetings, the AHA writes its guidelines, and then a wide array of volunteer medical professionals work together with AHA staff, the AHA training department, and discipline-specific consultants to produce the texts and DVDs used in courses.

Courses are tested by members of the AHA and AHA training network, and feedback from the test courses is incorporated into the final product. Every word and image in those texts and DVDs is evaluated, revised, and finally vetted by experts. It’s an extensive, detailed, and time-consuming process. The AHA undertakes this extensive process willingly to produce scientifically accurate and up-to-date course materials.

The AHA-instructor partnership is critical to the success of the courses. The AHA develops the DVD and texts that teach the students the science. The instructors are the hands-on implementers: they evaluate, coach, remediate, and help students learn the skills.

This is critical to the course’s success. The DVD can’t determine if candidates are practicing well—or learning well. The instructors are the ones who help students learn critical skills.

Thank you for helping us save lives.

How the ACLS Instructor Course Works

To become an AHA ACLS Instructor, candidates need to complete an online module. This module is essentially prework, or preparation, for the classroom course, which you teach. The prework allows candidates to maximize their hands-on and practice time with you in the classroom.

There are 4 steps to becoming an ACLS Instructor:

1. Candidates align with a Training Center.
2. Candidates take the online module.
3. Candidates take the classroom course.
4. Candidates are monitored as they teach.
Step 1: Prepare

- Prepare Yourself
- Find or List a Course
- Prepare the Materials and Paperwork
- Prepare the Equipment
- Prepare the Room
- Prepare the Instructor Candidate

Prepare Yourself

Faculty should review all course materials before teaching a course. This is especially true for faculty who have not taught the course recently.

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 Course is flexible, and there is currently no research-based best instructor-to-student ratio. The practice lessons of the course, however, are designed for a ratio of 7 candidates to 1 faculty member. This will create 1 team, with 1 candidate playing the role of team leader, 5 candidates playing the roles of team members, and 1 candidate acting as the instructor evaluating the “team members.”

To form a team for skills practice, you need at least 3 candidates in a class.
**Find or List a Course**

Use the AHA’s Find a Course online tool to list the Training Center profile and/or classes scheduled. Instructor candidates are able to access this information through the online tool or by phone at 1-877-AHA-4CPR (242-4277). This tool is for US courses only.

Training Center profile information is entered through the Training Center Coordinator’s access to the AHA Instructor Network. Scheduled classes can be entered through the AHA Instructor Network by either Training Center Coordinators or faculty; however, faculty should check with their Training Center Coordinators for any rules or restrictions the Training Center has established regarding faculty entering their classes.

Many Training Centers also have websites on which they post information about their courses.

**Find a Course Tool:** [www.heart.org/cpr](http://www.heart.org/cpr)

**AHA Instructor Network:** [www.ahainstructornetwork.org](http://www.ahainstructornetwork.org)
Prepare the Materials and Paperwork

Once you have decided when you’ll be teaching this course, order any materials you might need. Make sure you have 1 or more copies of all the books instructor candidates will refer to during the class. Also make sure that the candidates each have all the books and materials they will need.

Make sure you have all additional support materials, such as posters, pocket reference cards, or emergency crash cart cards.

If you need to order manikins, books, or support materials, contact an AHA distributor. The distributors are listed on the Instructor Network.

Only a Training Center Coordinator can order instructor cards.

The materials available for this course are listed here:

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
<th>Where to Get It</th>
<th>How to Use It</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training Center Faculty Guide with Lesson Maps for ACLS Instructor Course</td>
<td>Text with information about how to teach the ACLS Instructor Course</td>
<td>Your Training Center Coordinator</td>
<td>Review it before class and use it during class</td>
</tr>
<tr>
<td>ACLS Instructor Course DVD</td>
<td>The DVD contains the material that candidates need to learn and that faculty use to evaluate candidates</td>
<td>AHA distributors</td>
<td>Review it before class and play it during class</td>
</tr>
<tr>
<td>ACLS Provider Course materials: ACLS Instructor Manual with Lesson Maps and ACLS DVD</td>
<td>Manual, Lesson Maps, and DVD for the ACLS Course</td>
<td>AHA distributors</td>
<td>Review them before class and use them during class; ask candidates to take out appropriate Lesson Maps when it is time for role-play lessons</td>
</tr>
<tr>
<td>ACLS Instructor Candidate Workbook</td>
<td>Material covering the essential principles of teaching ACLS</td>
<td>Instructor Network</td>
<td>Refer to this if candidates ask questions covered in the online portion of this course</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>----------------------------------------------------------</td>
<td>--------------------</td>
<td>--------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>ACLS posters</td>
<td>Nine 4-color, 22 × 34-inch wall posters:</td>
<td>AHA distributors</td>
<td>Use these flowcharts during role-play lessons</td>
</tr>
<tr>
<td></td>
<td>• Cardiac Arrest Algorithm</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Cardiac Arrest Circular Algorithm</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Immediate Post–Cardiac Arrest Care Algorithm</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Bradycardia With a Pulse Algorithm</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Tachycardia With a Pulse Algorithm</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Acute Coronary Syndromes Algorithm</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Suspected Stroke Algorithm</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• BLS Healthcare Provider Algorithm</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Relationship of 12-Lead ECG to Coronary Artery Anatomy</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Prepare the Equipment

The following table lists the required equipment for the ACLS Instructor Course:

<table>
<thead>
<tr>
<th>Equipment and Supplies</th>
<th>Quantity Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Paperwork</strong></td>
<td></td>
</tr>
<tr>
<td>Course roster</td>
<td>1/course</td>
</tr>
<tr>
<td>Name tags</td>
<td>1/instructor candidate and instructor</td>
</tr>
<tr>
<td>Course agenda</td>
<td>1/instructor candidate and instructor</td>
</tr>
<tr>
<td>Course completion card</td>
<td>1/instructor candidate</td>
</tr>
<tr>
<td><strong>ACLS Provider Manual</strong></td>
<td></td>
</tr>
<tr>
<td>ECC Handbook (optional)</td>
<td>1/instructor candidate and instructor</td>
</tr>
<tr>
<td>ACLS posters</td>
<td>1 set/class</td>
</tr>
<tr>
<td>Precourse letter</td>
<td>1/instructor candidate</td>
</tr>
<tr>
<td>Megacode Testing Checklist</td>
<td>1/instructor candidate</td>
</tr>
<tr>
<td>ACLS Provider Course written exam</td>
<td>1/instructor candidate</td>
</tr>
<tr>
<td>Blank exam answer sheet</td>
<td>1/instructor candidate</td>
</tr>
<tr>
<td>Written exam answer key</td>
<td>1/course</td>
</tr>
<tr>
<td><strong>ACLS Instructor Manual and ACLS Lesson Maps</strong></td>
<td>1/instructor candidate</td>
</tr>
<tr>
<td><strong>Audiovisual Equipment</strong></td>
<td></td>
</tr>
<tr>
<td>TV with DVD player or Computer with projector and screen</td>
<td>2/course</td>
</tr>
<tr>
<td>Course DVD</td>
<td>2/course</td>
</tr>
<tr>
<td><strong>CPR and AED Equipment</strong></td>
<td></td>
</tr>
<tr>
<td>Adult CPR manikin with shirt</td>
<td>1/every 3 instructor candidates</td>
</tr>
<tr>
<td>Adult airway manikin</td>
<td>2/every 12 instructor candidates</td>
</tr>
<tr>
<td>Stopwatch</td>
<td>1/instructor</td>
</tr>
<tr>
<td>Countdown timer</td>
<td>1/instructor</td>
</tr>
<tr>
<td>AED trainer with adult AED training pads</td>
<td>1/every 3 instructor candidates</td>
</tr>
<tr>
<td>Stools to stand on for CPR</td>
<td>1/every 3 instructor candidates</td>
</tr>
<tr>
<td><strong>Airway and Ventilation</strong></td>
<td></td>
</tr>
<tr>
<td>Adult pocket mask</td>
<td>1/every 3 instructor candidates or 1/instructor candidate</td>
</tr>
<tr>
<td>1-way valve</td>
<td>1/instructor candidate</td>
</tr>
<tr>
<td>Bag-mask device, reservoir, and tubing</td>
<td>1/every 3 instructor candidates</td>
</tr>
<tr>
<td>Oral and nasal airways</td>
<td>1 set/station</td>
</tr>
<tr>
<td>Water-soluble lubricant</td>
<td>1/station</td>
</tr>
<tr>
<td>Nonrebreathing mask</td>
<td>1/every 3 instructor candidates</td>
</tr>
<tr>
<td>Waveform capnography</td>
<td>1/course</td>
</tr>
<tr>
<td><strong>Rhythm Recognition and Electrical Therapy</strong></td>
<td></td>
</tr>
<tr>
<td>ECG simulator/rhythm generator</td>
<td>1/station</td>
</tr>
<tr>
<td>Electrodes</td>
<td>1/station</td>
</tr>
<tr>
<td><strong>Equipment and Supplies</strong></td>
<td><strong>Quantity Needed</strong></td>
</tr>
<tr>
<td>-------------------------------------------------------------------------------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>Monitor capable of defibrillation/synchronized cardioversion, TCP</td>
<td>1/station</td>
</tr>
<tr>
<td>Pacing pads, defibrillator pads, or defibrillator gel (if pads are not used)</td>
<td>1/station</td>
</tr>
<tr>
<td>Spare batteries or power cord</td>
<td>1/station</td>
</tr>
<tr>
<td>Spare ECG paper</td>
<td>1/station</td>
</tr>
<tr>
<td><strong>Recommended Drugs, Drug Packages, or Drug Cards</strong></td>
<td></td>
</tr>
<tr>
<td>Epinephrine</td>
<td>1/station</td>
</tr>
<tr>
<td>Atropine sulfate</td>
<td>1/station</td>
</tr>
<tr>
<td>Amiodarone (or lidocaine)</td>
<td>1/station</td>
</tr>
<tr>
<td>Adenosine</td>
<td>1/station</td>
</tr>
<tr>
<td>Vasopressin</td>
<td>1/station</td>
</tr>
<tr>
<td>Saline fluid bags/bottles</td>
<td>1/station</td>
</tr>
<tr>
<td>IV pole</td>
<td>1/station</td>
</tr>
<tr>
<td><strong>Safety</strong></td>
<td></td>
</tr>
<tr>
<td>Sharps container (if using real needles)</td>
<td>1/station</td>
</tr>
<tr>
<td><strong>Advanced Airway (optional)</strong></td>
<td></td>
</tr>
<tr>
<td>Advanced airway skills (laryngeal mask airway, laryngeal tube, esophageal-tracheal tube, endotracheal tube) are not taught in the ACLS course but can be used by students within their scope of practice for the learning and testing stations.</td>
<td></td>
</tr>
<tr>
<td><strong>Cleaning Supplies for Use Between Instructor Candidate Practice and After Course</strong></td>
<td></td>
</tr>
<tr>
<td>Manikin cleaning supplies</td>
<td>Varies</td>
</tr>
</tbody>
</table>
Prepare the Room

You can teach an average instructor course of 7 instructor candidates with 1 faculty member in 1 large room. The room should comfortably accommodate the candidates with open space at the front of the classroom for manikins, candidates, chairs, tables, and space to move around easily. An average instructor course of 14 instructor candidates can be taught with 2 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 7 candidates plus an instructor and the required equipment.

The rooms should have

- Good acoustics
- Good lighting that can be dimmed or adjusted for video presentations
- An instructor-controlled DVD player and screen large enough to be viewed by all candidates
- Ideally, carpeted floors for skills practice
- A chair for each instructor candidate
Sample Room Floor Plan
Prepare the Instructor Candidate

Prerequisites
The instructor course is an intensive course for those individuals who have already successfully completed the discipline-specific provider course. This course is designed to train instructor candidates to conduct provider and update courses on the latest AHA guidelines and skills set for the specific discipline being taught. The role and scope of practice of healthcare providers vary greatly globally, 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 training.

Instructor candidates must meet certain requirements before taking the instructor course. Before attending the ACLS classroom portion of an instructor course, all instructor candidates must

- Be at least 18 years of age
- Be licensed or certified in a healthcare occupation in which ACLS skills are within their scope of practice
- Be aligned with an AHA Training Center
- Have a current/official AHA ACLS Provider course completion card
- Be proficient in the skills of ACLS
- Complete ACLS Instructor Essentials
- Complete an Instructor Candidate Application

This instructor course has 2 parts. The first part is the ACLS Instructor Essentials module, which contains essential information about teaching ACLS for the AHA. Every candidate must take this module. Faculty need to take the Instructor Essentials module as well so that they know what to expect from the instructor candidates.

The second part is the classroom portion, which you lead.

The goal of dividing the course into online and classroom-based portions is to maximize in-class learning and make sure that candidates get as much hands-on practice time with an experienced faculty member as possible.

If you have any questions about prerequisites, please consult your Training Center Coordinator or Regional Faculty, and/or refer to the Program Administration Manual (PAM).

Forms
We recommend sending a letter or email to candidates before the course starts. A sample of a precourse letter follows; you may edit it
to suit your needs. It should include information about when and how to return all forms and proof that all prerequisites have been met.

Sample Precourse Letter to Instructor Candidates

(Date)

Dear Instructor Course Candidate:

Welcome to the Instructor Course.

**When and Where**
The class will be

Date: __________________________
Time: __________________________
Location: __________________________

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

**How to Get Ready**
The instructor course covers a lot of material in a short time. You will have some work to complete before you come in. Your assignment is _____________________________.

Please bring your Instructor Manual with Lesson Maps, Provider Manual, and Instructor Candidate Workbook with you to class. They will help you learn more during the course and make you more comfortable with the material. You will also need to bring your completion certificate from the Instructor Essentials online module.

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

**Special Considerations**
If you have any physical conditions that might prevent these activities, please tell one of the faculty members before the class. The faculty may be able to adjust the equipment if you have back, knee, or hip problems. Also please tell your faculty member 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)

________________________________________
Step 2: Teach

- Overview of Competencies
- Ethical and Professional Considerations
- Faculty Role and Video-Based Lessons
- Using Lesson Maps
- Sample Course Agenda
- Course Outline
- Cleaning Manikins
- ACLS and ACLS EP Audiences
- Strategic Improvements
- Debriefing the Debriefee

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**Overview of Competencies**

The goal of this course is to prepare candidates to teach ACLS Provider classes. Each of the learning stations is designed to help students learn in situations that are as close to real life as possible. Educational science suggests that this is one of the most effective ways to prepare students for real-life emergencies. The closer you can make the scenarios to real-life situations, the better.

The candidates should be competent in all of the following:

- **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 have to be able to test students effectively.
- **Professionalism:** Instructors need to maintain a high standard of ethics and professionalism when teaching AHA courses.
- **Program administration:** Instructors need to be able to manage time, space, materials, and paperwork in compliance with AHA guidelines.
Ethical and Professional Considerations

There are 2 main reasons why it’s especially important for faculty to behave impeccably when it comes to ethics and professional behavior. The first is that it’s important to the overall AHA mission, and the second is that faculty teach candidates through their actions as well as their words.

Faculty and the Mission
The main goal of the AHA is to save as many lives as possible. To that end, the AHA is committed to teaching lifesaving skills such as CPR.

It’s crucial that instructors be prepared both to teach well and to test their students well. Faculty have the responsibility to pass candidates when, and only when, candidates are ready. If candidates aren’t ready, they won’t be able to teach and test students well, and the students may miss out on learning lifesaving skills.

Ethical Teaching Under Pressure
Instructors can be under pressure to pass students who don’t necessarily have the skills to pass. Sometimes an instructor may have his boss or a friend in a class. Other times, an instructor may be worried about the repercussions for her Training Center or business if the client/student isn’t happy. Or a student may not be able to work without a course completion card, a situation that can evoke sympathy in an instructor. There are a number of complicated reasons why an instructor may be inclined to let a student pass before the student is ready.

When it comes to testing and issuing course completion cards, the instructor candidates need to understand what’s at stake. Faculty can help candidates by acknowledging the complexities of some situations as well as being clear about instructor responsibilities.

Ethical Faculty Behavior
Model ethical behavior in all aspects of your class, especially in testing. Showing instructor candidates how to behave is far more compelling than simply telling them.
Faculty Role and Video-Based Lessons

There are 2 key elements to this course (and all AHA courses). The AHA provides the content, and the faculty make sure that instructor candidates have learned, and can adequately perform, the skills necessary for teaching a course.

The AHA uses a rigorous process to determine the best practices on the basis of scientific evidence. (See the Introduction for details on how the AHA science process works.) Once the AHA guidelines are written, then the course content is determined. The content is provided in the video.

The faculty implement the content, making sure that the instructor candidates know how to do the things that are shown in the video. Faculty members monitor, observe, and coach instructor candidates so that candidates are then ready to teach students. Giving candidates immediate feedback during skills practice helps them learn.

Using videos and dedicating significant time to role playing are effective tools in helping candidates learn. Using the video also helps make sure that instructor courses are consistent across the world, so that all instructors learn the same skills, and Training Centers know exactly what it means if an instructor says that she has completed instructor training.

Using Lesson Maps

Lesson Maps tell faculty what is going on and what is coming next. Faculty use them during class to keep the class running smoothly and also to model how to use Lesson Maps for the instructor candidates. All instructors also use Lesson Maps in their courses.

Some instructors don’t realize the importance of using Lesson Maps. As a result, the students don’t learn everything they need to perform in a real emergency.

If the faculty emphasize the importance of using Lesson Maps, then instructors are more likely to follow them and students are more likely to learn what they need to know.
Here’s a sample Lesson Map, with all the numbers, letters, and icons explained.

Use Lesson Maps as shown here:

<table>
<thead>
<tr>
<th>When</th>
<th>Then you can</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before you teach</td>
<td>Review the maps to understand</td>
</tr>
<tr>
<td></td>
<td>• The objectives for each lesson</td>
</tr>
<tr>
<td></td>
<td>• Your role for each lesson</td>
</tr>
<tr>
<td></td>
<td>• The resources that you need for each lesson</td>
</tr>
<tr>
<td>As you teach</td>
<td>Follow each Lesson Map as you conduct the course.</td>
</tr>
<tr>
<td></td>
<td>• Remind candidates what they will see in each video segment.</td>
</tr>
<tr>
<td></td>
<td>• Make sure you have all resources and supplies ready for each lesson.</td>
</tr>
<tr>
<td></td>
<td>• Make notes on your Lesson Maps, such as what page numbers to reference in Instructor Manuals.</td>
</tr>
</tbody>
</table>
### Sample Agenda for ACLS Instructor Course

14 Students, 2 ACLS Faculty
Approximately 8.5 hours with breaks

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30</td>
<td>Welcome, Introductions, and Course Administration</td>
</tr>
<tr>
<td>8:35</td>
<td><strong>Lesson 1:</strong> ACLS Instructor Course Overview and Organization</td>
</tr>
<tr>
<td>8:45</td>
<td><strong>Lesson 2:</strong> Conducting ACLS Learning Stations</td>
</tr>
<tr>
<td>9:00</td>
<td>Divide class into 2 groups</td>
</tr>
<tr>
<td>9:30</td>
<td>Group 1</td>
</tr>
<tr>
<td>10:00</td>
<td>Break</td>
</tr>
<tr>
<td>10:15</td>
<td>Group 1</td>
</tr>
<tr>
<td>11:00</td>
<td>Break</td>
</tr>
<tr>
<td>11:15</td>
<td>Divide class into 2 groups</td>
</tr>
<tr>
<td>11:30</td>
<td>One large group</td>
</tr>
<tr>
<td>11:45</td>
<td>Lunch</td>
</tr>
<tr>
<td>12:30</td>
<td>Divide class into 2 groups</td>
</tr>
<tr>
<td>12:45</td>
<td>One large group</td>
</tr>
<tr>
<td>1:15</td>
<td><strong>Lesson 8:</strong> Review: Debriefing</td>
</tr>
<tr>
<td>1:30</td>
<td><strong>Lesson 9:</strong> Video-Driven Learning Stations</td>
</tr>
<tr>
<td>1:40</td>
<td><strong>Lesson 10:</strong> ACS/Stroke Learning Stations Practice</td>
</tr>
<tr>
<td>2:25</td>
<td>Break</td>
</tr>
<tr>
<td>2:40</td>
<td><strong>Lesson 11:</strong> ACLS Skills Testing Stations</td>
</tr>
<tr>
<td>2:55</td>
<td>Divide class into 2 groups</td>
</tr>
<tr>
<td>3:40</td>
<td>One large group</td>
</tr>
<tr>
<td>3:40</td>
<td><strong>Lesson 13:</strong> Training Center–Specific Policies</td>
</tr>
<tr>
<td>4:10</td>
<td><strong>Lesson 14:</strong> Written Exam</td>
</tr>
<tr>
<td>4:40</td>
<td><strong>Lesson 15:</strong> Summary</td>
</tr>
<tr>
<td>4:55</td>
<td>Course Ends/Remediation</td>
</tr>
</tbody>
</table>
# Course Outline

## Outline for ACLS Instructor Course

Approximate course duration: 7.25 hours (not counting breaks and transition times)
(Student-to-instructor ratio for learning stations: 7:1)

<table>
<thead>
<tr>
<th>Lesson Identifier</th>
<th>Course Event</th>
<th>Type of Lesson, Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACLS INSTRUCT START</td>
<td>Welcome, Introductions, and Course Administration</td>
<td></td>
</tr>
<tr>
<td>ACLS INSTRUCT 1A-1B</td>
<td>ACLS Instructor Course Overview and Organization</td>
<td></td>
</tr>
<tr>
<td>ACLS INSTRUCT 2</td>
<td>Conducting ACLS Learning Stations</td>
<td></td>
</tr>
<tr>
<td>ACLS INSTRUCT 3A-3B</td>
<td>Learning/Testing Station: Management of Respiratory Arrest</td>
<td></td>
</tr>
<tr>
<td>ACLS INSTRUCT 4A-4B</td>
<td>Learning/Testing Station: CPR and AED</td>
<td></td>
</tr>
<tr>
<td>Lesson Identifier</td>
<td>Course Event</td>
<td>Type of Lesson, Minutes</td>
</tr>
<tr>
<td>-------------------</td>
<td>--------------</td>
<td>------------------------</td>
</tr>
<tr>
<td>ACLS INSTRUCT 5A-5D</td>
<td>Learning Station: Bradycardia/PEA/Asystole</td>
<td>45</td>
</tr>
<tr>
<td>ACLS INSTRUCT 6A-6D</td>
<td>Learning Station: Tachycardia, Stable and Unstable</td>
<td>45</td>
</tr>
<tr>
<td>ACLS INSTRUCT 7A-7C</td>
<td>Learning Station: Cardiac Arrest (VF/Pulseless VT)</td>
<td>45</td>
</tr>
<tr>
<td>ACLS INSTRUCT 8A-8B</td>
<td>Review: Debriefing</td>
<td>15</td>
</tr>
<tr>
<td>ACLS INSTRUCT 9</td>
<td>Video-Driven Learning Stations</td>
<td>10</td>
</tr>
<tr>
<td>ACLS INSTRUCT 10</td>
<td>ACS/Stroke Learning Stations Practice</td>
<td>45</td>
</tr>
<tr>
<td>Lesson Identifier</td>
<td>Course Event</td>
<td>Type of Lesson, Minutes</td>
</tr>
<tr>
<td>-------------------</td>
<td>-----------------------------------</td>
<td>-------------------------</td>
</tr>
<tr>
<td>ACLS INSTRUCT 11</td>
<td>ACLS Skills Testing Stations</td>
<td>15</td>
</tr>
<tr>
<td>ACLS INSTRUCT 12A-12B</td>
<td>Testing Station: Megacode</td>
<td>45</td>
</tr>
<tr>
<td>ACLS INSTRUCT 13A-13B</td>
<td>Training Center–Specific Policies</td>
<td>30</td>
</tr>
<tr>
<td>ACLS INSTRUCT 14</td>
<td>Written Exam</td>
<td>30</td>
</tr>
<tr>
<td>ACLS INSTRUCT 15</td>
<td>Summary</td>
<td>15</td>
</tr>
</tbody>
</table>

**Cleaning Manikins**

Follow the same procedures for cleaning manikins as you would during a provider course. Instructor candidates need to know about the Equipment Decontamination Guidelines for CPR Training on the Instructor Network. Also remind them that they will need to follow their Training Center’s policies for cleaning equipment.
ACLS and ACLS EP Audiences

ACLS is designed for healthcare providers who either direct or participate in the management of cardiopulmonary arrest or other cardiovascular emergencies. The primary audience for ACLS is in-hospital and out-of-hospital healthcare providers, such as physicians, nurses, paramedics, advanced EMTs, physician assistants, advanced practice nurses, nurse practitioners, residents, clinical pharmacists, and respiratory therapists.

ACLS EP is designed for team leaders who manage complex cardiovascular, respiratory, and other emergencies. This course emphasizes critical thinking and critical decision-making skills. The primary audience for ACLS EP is physicians, paramedics, and emergency department/critical care nurses.

Strategic Improvements

In an emergency, team leaders’ and team members’ knowledge, training, appropriate equipment, and teamwork are essential for good outcomes. Each institute should strive for improvement by evaluating team performance, including team dynamics, being well familiar with the emergency equipment the institute uses, and making sure that all medicine and equipment are present during an emergency. This takes preparation, organization, and periodic team training. Examples of strategic improvement include response time drills, real-time feedback devices for improvement of CPR quality, use of one type of manual defibrillator throughout a medical center or EMS group, a crash cart or jump bag having all the same medicine and equipment in the same location, or the strategic location of an AED.
Debriefing the Debriefer

Guiding Principles
- ACLS facilitators should follow the Gather-Analyze-Summarize (GAS) format for debriefing.
- Facilitators should address the main learning objectives for each case and, in particular, identify performance gaps that arise and pertain to the learning objectives.
- Not all learning objectives will be covered during the debriefing, but critical errors must be discussed.
- Both medical objectives and team dynamics should be discussed during each debriefing.

Debriefing the Debriefer Strategies
- Take notes during the debriefing, and write down exactly what was said and how it was phrased:
  - Did you notice something that was unusual or awkward?
  - Was there a particular question that was phrased poorly?
  - Did the debriefer fail to address a glaring performance gap?
- Follow the GAS framework. For each performance gap, ask yourself:
  - Did the debriefer use an observation (or paraphrase a learner comment) as the basis of the discussion for the Gather section?
  - Did the debriefer appropriately Analyze the performance gap and close the performance gap?
  - Did the debriefer Summarize effectively?

Failure to follow each of these steps for a particular performance gap warrants discussion during your debriefing of the debriefer.

Don’t assume you know why the facilitator decided to address a specific issue in a particular way. The best way to provide good feedback is to understand why the facilitator did things the way he or she did.
Debriefing the Debriefer Framework

<table>
<thead>
<tr>
<th>Observation: Debriefer Performance Gap</th>
<th>Your Point of View</th>
<th>Elicit Learner Point of View</th>
<th>Close Performance Gap</th>
</tr>
</thead>
<tbody>
<tr>
<td>I noticed….</td>
<td>It made me think….</td>
<td>What were your thoughts at that time?</td>
<td>How do you think you would alter things next time?</td>
</tr>
<tr>
<td>I heard that….</td>
<td>It made me feel….</td>
<td>What was your reasoning at that time?</td>
<td>How would you change things next time?</td>
</tr>
<tr>
<td>I heard you saw….</td>
<td>I was thinking….</td>
<td>What did you think at the time?</td>
<td>How would your questioning be different next time?</td>
</tr>
<tr>
<td>When you said….</td>
<td>I was concerned….</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I observed that….</td>
<td>I was worried….</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Step 3: Test

- How to Test Instructor Candidates
- Monitoring Instructor Candidates

How to Test Instructor Candidates

Instructor candidates take a written exam at the end of the course. They must score 84% or higher to pass.

You can get the written exam from your Training Center Coordinator.

 Candidates who do not pass the written exam on the first attempt may take a second version of the test.

Monitoring Instructor Candidates

After completing the instructor course, the instructor must be monitored by a faculty member while teaching. It may take several classes before an instructor candidate is ready to teach on her own. The faculty member determines when the candidate is ready to teach on her own. At that point, an instructor card is issued. Refer to the PAM for specific instructions about filling out an instructor card.

You can get an instructor card from your Training Center Coordinator.
Step 4: Close

- Participant Evaluations
- Next Steps
- Paperwork
- Renewal
- Mentoring

Participant Evaluations
Get course evaluation forms from your Training Center Coordinator. Give the instructor candidates the evaluation so that they can let you know how they thought the class went: what worked and what didn’t.

Evaluations are required and can be very useful tools. Looking at several sets of evaluations can show faculty which parts of their classes are working well from the candidates’ perspective. Evaluations also can show what’s confusing to candidates and where candidates might need more help; faculty can then adapt their teaching styles to help candidates learn better.

As the class draws to an end, hand out evaluations to instructor candidates. Collect them when candidates are finished. Read them carefully and decide how to strengthen your teaching. Turn them in to your Training Center, along with the rest of your paperwork, according to your Training Center’s policies.

Next Steps
Let the instructor candidates know what they will be expected to do after this course ends. Explain how monitoring works, and remind them of the resources they have at their disposal, particularly the Instructor Network. Let them know that their Training Centers will have their own specific policies as well.

Paperwork
Complete the postcourse paperwork. Make sure that the roster was accurate and that you have a grade report and summary evaluation.

Renewal
The PAM has information on renewing instructors’ credentials.
**Mentoring**

Mentoring is a nonevaluative process through which both a mentor and a mentee can strengthen their skills and deepen their knowledge.

Instructor candidates should master provider skills before taking this course. The teaching skills the candidates learn in this course are an important step toward mastery of ACLS instruction.

After this course is completed, and after the instructor has been monitored and received an instructor card, she is ready to teach. More experienced instructors and faculty can help her become a better instructor by mentoring and sharing wisdom gleaned through years of experience. Mastering subject matter and skills takes a long time; less experienced instructors can benefit from the wisdom of more experienced instructors.

Instructors can also mentor students, particularly in terms of professionalism, team work, communication, and quality of performance. Encourage instructor candidates to mentor their students.

Through conversations with mentees, mentors often strengthen their own skills. They get new perspectives, think through new challenges, and often clarify their own thinking. Mentoring is a mutually beneficial relationship. Please consider mentoring a new instructor and encourage new instructors to seek mentors. Mentoring is one the best ways to build expert instructors and, consequently, one of the best ways to help more people save lives.
Step 5: Keep Current

- Resources for AHA Updates
- Maintaining Faculty Status
- Forms

Resources for AHA Updates

Check the Instructor Network for any AHA updates. Overall, the best resources for an instructor are the Training Center and the PAM.

Maintaining Faculty Status

To teach instructor courses, faculty need to maintain their faculty status and instructor status. Training Centers determine how faculty maintain their faculty status. Faculty who want to know more about maintaining their instructor status should refer to the PAM, which has detailed information on the subject.

Forms

For forms, such as the Instructor Renewal Form and Course Evaluation, please refer to the Instructor Network or consult your Training Center Coordinator.
Lesson Maps
Your Role

- Determine
  - Number of instructor candidates
  - Special needs or equipment
- Reserve equipment
- Schedule room
- Schedule additional faculty if needed
- Determine course specifics

Reference
ACLS Faculty Guide
At Least 3 Weeks Before Course

Your Role

• Ensure that instructor candidates are sent precourse letters with materials and that the letters specify any precourse assignments
• Confirm additional faculty

Reference
ACLS Faculty Guide
**Day Before Course**

**Your Role**
- Confirm room reservations and setups
- If you need additional faculty, given the class size, coordinate with the other faculty
- Make sure all equipment is available and working
- Make sure all course paperwork is in order

**Reference**
None
**Day of Course**

**Your Role**
- Greet instructor candidates as they arrive to put them at ease
- Pass out supplies
- Have instructor candidates fill out the course roster
- Collect instructor candidates’ certificates of completion from the ACLS online module
- Make a list of instructor candidate groups and how they will rotate

**Reference**
- None
Welcome, Introductions, and Course Administration

Resources
- Course roster
- Course agenda

Instructor Candidate Role
- Introduce themselves
- Listen to you

Instructor Candidate Objectives
- Get acquainted with you and with other students

Your Role
- Introduce faculty
- Invite instructor candidates to introduce themselves
- Explain housekeeping issues, including restrooms
- Explain paperwork
- Explain how instructor candidates will learn by faculty-led discussions, practice-while-watching lessons, and practice sessions
- Tell the instructor candidates, “We are scheduled to end at _____”

Reference
None
ACLS Instructor Course
Overview and Organization

Instructor Candidate Objectives
- Explain course design and organization
- Explain the purpose and function of the group rotations
- Explain the course completion requirements
- Explain the main goals of the ACLS Course
- Be familiar with the technology used in the course

Your Role
- Present the course overview
- Tell candidates that they will be using their ACLS Instructor Manuals/CDs throughout the course
- Play the Course Introduction video

Explain purpose of course and the following expectations:
- That candidates have completed the Instructor Essentials online module
- That they will be evaluated as the “instructor” and as the “student” at the learning stations
- That they will have to pass the instructor course written exam
- That they will have to be monitored while teaching to earn their instructor cards

Reference
ACLS Faculty Guide, ACLS Instructor Manual
ACLS Instructor Course
Overview and Organization
Details

Present course overview
• Explain course agenda, design, and completion requirements
• Briefly discuss the ACLS Course and its importance
• Explain where to find equipment lists in the Instructor Manual and the importance of having the equipment prepared before class
• Stress the importance of students knowing how to use equipment
• Be certain that students understand major course concepts
  – Importance of high-quality CPR to patient survival
  – Integration of effective BLS with ACLS interventions
  – Importance of effective team interaction and communication during resuscitation attempt
• Answer instructor candidates’ questions

Play Course Introduction video
• Answer questions
Instructor Candidate Objectives

- Learn how to run learning stations

Instructor Candidate Role

- Watch video
- Ask questions

Your Role

- Introduce the video
- Show the Learning Stations video
- Answer questions
- Provide an overview of the learning stations
- Explain that the Putting It All Together learning station combines multiple algorithms and is practice for the Megacode test
- Break candidates into groups for learning station practice and assign stations
- Choose one candidate to be the instructor. That “instructor” will practice running a station
- Each candidate should practice being the instructor once (more if time permits) for the learning stations

Reference

ACLS Faculty Guide, ACLS Instructor Manual/CD

Resources

- AV equipment
- ACLS Instructor Course DVD
- AV equipment
Instructor Candidate Objectives

- Learn how to run the Respiratory Arrest station

**Instructor Candidate Role**

- The “instructor” manages the Respiratory Arrest station
- The other candidates act as students

**Resources**

- Airway manikin
- OPAs, NPAs, bag-mask device
- Case scenarios (ACLS Instructor Manual/CD)
- Management of Respiratory Arrest Bag-Mask Ventilation Testing Checklist

**Your Role**

Teach the instructor candidates how to run the Management of Respiratory Arrest station

- Either you or the candidate you designate will
  - Explain that instructors should show the Airway Management video: introduction and bag-mask ventilation (PWW). Instructors also show the optional basic airway adjuncts section if needed
  - Explain that instructors should correct bag-mask technique if needed
- Choose 3 candidates (rotate them) to manage a complete airway case (testing session part 2)
- Explain that instructors should show the Airway Management video: confirmation of advanced airway devices and the optional advanced airway segment if needed

**Reference**

ACLS Faculty Guide, ACLS Instructor Manual
Testing Session Part 2

- Choose 3 instructor candidates (rotate) to go through an airway case (respiratory arrest with a pulse). Present the airway case. The “student” must
  - Perform full assessment, activate the emergency response system, and do a pulse check
  - Begin ventilations without delay
  - Insert NPA or OPA
  - Connect bag-mask device to oxygen and adjust flow rate to appropriate level
  - Give bag-mask ventilations for 1 minute (skills test)
- The candidate acting as the instructor should critique “students” by using the skills station checklist from the ACLS Provider Manual or Instructor Manual/CD
- The candidate acting as the instructor should check off “student’s” skills station checklist as each “student” demonstrates adequate management of the airway case (case scenarios can be found in the ACLS Instructor Manual/CD)
Learning/Testing Station: CPR and AED

Instructor Candidate Objectives
• Learn to manage the CPR and AED station

Your Role
Teach instructor candidates how to run the CPR and AED station

• Either you or the candidate you designate will
  – Explain that instructors should show the CPR and AED Skills video (PWW and scenario)
  – Explain that instructors should correct CPR and AED technique if needed
• Choose 3 instructor candidates (rotate) to be “instructors” and test other candidates (“students”) in 1-rescuer CPR and AED, using Lesson Map ACLS 4C

Resources
• Adult manikin
• Pocket mask
• One-way valve
• AED trainer
• CPR and AED testing checklist
• Stopwatch
• Step stools

Instructor Candidate Role
• One candidate manages the CPR and AED station
• One acts as a student

Reference
ACLS Instructor Manual/CD; ACLS Provider Manual Part 5; ECC Handbook, pocket reference cards, or crash cart cards
Choose 3 instructor candidates (rotate) to manage the testing station. The “instructor” should

- Test 1 “student”
  - Fill out the CPR and AED Testing Checklist for each “student”
  - “Student“ must demonstrate entire sequence of 1-rescuer CPR and AED (with pocket mask) without prompting
- Carefully observe the “student” being tested
  - If a “student” is unsuccessful, refer the “student” for immediate remediation
    - Each “student” may retest 1 additional time during this station
    - If a “student” remains unsuccessful, refer the “student” for remediation at the end of the course
- Summarize the importance of high-quality CPR to patient survival
- Describe the following testing scenario:
  “This is a test of the 1-rescuer adult CPR and AED skills. The scene is safe and you are wearing protective gloves. A man has collapsed in front of you, and there is no risk of a head or spinal cord injury. You are the only healthcare provider on the scene. The emergency plan at the site is to activate the emergency response system. You have a pocket mask, and an AED is available. No one else knows how to use the AED.”
ACLS INSTRUCT 5A

Learning Station: Bradycardia/PEA/Asystole

Instructor Candidate Objectives
• Learn to manage the Bradycardia/PEA/Asystole station

Instructor Candidate Role
• One candidate manages the Bradycardia/PEA/Asystole station
• Six others act as students

Resources
• Code cart or code kit
• Algorithms
• Monitor/manual defibrillator and simulator
• Manikins for CPR and intubation/ventilation
• Stopwatch and countdown timer
• Case scenarios (ACLS Instructor Manual/CD)
• Step stools

Your Role
Teach instructor candidates how to run the Bradycardia/PEA/Asystole station

• Choose 3 ICs (rotate) to present cases for the team to manage, using Lesson Maps ACLS 9A-9E
• Explain how to run scenarios in real time (instructors can’t speed up or slow down the process; eg, “Assume 2 minutes has elapsed”)
• Debrief each IC after each case
• Explain that debriefing will take place after each case scenario. ICs will learn about debriefing later in the course

6 “students,” 1 “instructor,” 1 faculty

Reference
ACLS Instructor Manual/CD; ECC Handbook, pocket reference cards, or crash cart cards
Learning Station: Bradycardia/PEA/Asystole
Details

You should
• Arrange candidates: 6 will be “students” and 1 will be the “instructor”
• Assign and explain team roles (or have the “instructor” do it); details are on Lesson Map 5C
• Explain the learning station checklist
• Have the “instructor” review the algorithms (5 minutes)

The “instructor” should
• Discuss bradycardias: sinus, first-, second-, and third-degree AV blocks (5 minutes)
• Discuss H’s and T’s (5 minutes)
Student Rotations in Learning Station Cases According to Resuscitation Team Roles

The **team leader** will direct the actions of the other team members. (For example, the team leader will coach the airway management team member if performance of bag-mask ventilation is not making the chest rise.)

**Team members** will perform interventions as directed by the team leader. This is an opportunity for students to practice skills and receive feedback from the team leader. Students will demonstrate effective team behaviors (eg, closed-loop communication, clear messages).

**For Bradycardia:** The **timer/recorder** will check off critical action boxes on the Bradycardia Learning Station Checklist.

**For PEA/Asystole case management:** The **timer/recorder** will use a stopwatch to time 2-minute intervals for case management, announce each 2-minute interval for CPR switching, and record critical action times on the ACLS Code Timer/Recorder Sheet (in Appendix B of ACLS Instructor Manual or on Instructor CD) or a whiteboard.
### Directions for Case Rotations (3 rotations, 6 minutes each)

<table>
<thead>
<tr>
<th>Start case scenario(s) (6 minutes)</th>
<th>“Instructors” should</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Conduct the scenario in real time</td>
<td></td>
</tr>
<tr>
<td>• Review assigned team roles from the rotation chart for this case</td>
<td></td>
</tr>
<tr>
<td>• Ensure that “students” understand expectations of assigned roles (eg, “Your role is to use the bag-mask device to give ventilations that cause the chest to rise”)</td>
<td></td>
</tr>
<tr>
<td>• Introduce the case by reading the case scenario (2 Bradycardia cases and 1 PEA/Asystole case)</td>
<td></td>
</tr>
<tr>
<td>• The IC should set the timer to 6 minutes</td>
<td></td>
</tr>
<tr>
<td>• Ask the team leader to begin managing the case</td>
<td></td>
</tr>
<tr>
<td>• The IC should observe and coach</td>
<td></td>
</tr>
<tr>
<td>• Effective team performance</td>
<td></td>
</tr>
<tr>
<td>• Appropriate case management</td>
<td></td>
</tr>
<tr>
<td>• High-quality skills performance, including high-quality CPR throughout the scenario</td>
<td></td>
</tr>
<tr>
<td>• Guide the team leader through management of the case</td>
<td></td>
</tr>
<tr>
<td>• Stop the case after 6 minutes</td>
<td></td>
</tr>
</tbody>
</table>

**You should**

• Debrief the IC (2 minutes)
• Rotate IC and team leader for the next 2 cases

Repeat for each of the 2 remaining cases (Bradycardia/PEA/Asystole)
Learning Station: Tachycardia, Stable and Unstable

Instructor Candidate Objectives
• Learn how to run the Tachycardia station

Instructor Candidate Role
• One candidate manages the Tachycardia station
• Six others act as students

Resources
• Code cart or code kit
• Algorithms
• Monitor/manual defibrillator and simulator
• Manikins for CPR and intubation/ventilation
• Stopwatch and countdown timer
• Case scenarios (ACLS Instructor Manual/CD)
• Step stools

Your Role
Teach instructor candidates how to run the Tachycardia station
• Either you or the candidate you designate will
  – Review monitor/defibrillator technology
  – Review Tachycardia Algorithm
  – Discuss tachycardias
  – Review team roles, responsibilities, and assignments for each case
  – Explain learning station checklist
• 3 ICs (rotate) present cases for the team to manage
• Explain that debriefing will take place after each case scenario. ICs will learn about debriefing later in the course
• Debrief each IC after each case

6 “students,” 1 “instructor,” 1 faculty

Reference
ACLS Instructor Manual/CD; ECC Handbook, pocket reference cards, or crash cart cards
• Choose an instructor candidate to review the Tachycardia Algorithm (5 minutes)

• Have the IC review tachycardias (10 minutes)
  – Sinus tachycardia
  – Atrial fibrillation
  – Atrial flutter
  – Reentry supraventricular tachycardia
  – Monomorphic VT
  – Polymorphic VT
  – Wide-complex tachycardia of uncertain type

• Arrange candidates: 6 will be “students” and 1 will be the “instructor”

• Assign team roles (or have “instructor” do it)

• Explain learning station checklist
Student Rotations in Learning Station Cases According to Resuscitation Team Roles

The **team leader** will direct the actions of the other team members. (For example, the team leader will coach the airway management team member if performance of bag-mask ventilation is not making the chest rise.)

**Team members** will perform interventions as directed by the team leader. This is an opportunity for students to practice skills and receive feedback from the team leader. Students will demonstrate effective team behaviors (eg, closed-loop communication, clear messages).

The **timer/recorder** will check off critical action boxes on the Tachycardia Learning Station Checklist.
### Directions for Case Rotations (3 rotations, 6 minutes each)
(Instructors must conduct the scenario in real time)

<table>
<thead>
<tr>
<th>Start case scenario (6 minutes)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Review assigned team roles from the rotation chart for this case</td>
<td></td>
</tr>
<tr>
<td>– Ensure that students understand expectations of assigned roles (eg, “Your role is to use the bag-mask device to give ventilations that cause the chest to rise”)</td>
<td></td>
</tr>
<tr>
<td>• IC introduces the case by reading the case scenario (2 unstable cases and 1 stable case)</td>
<td></td>
</tr>
<tr>
<td>• IC should set the timer to 6 minutes</td>
<td></td>
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<tr>
<td>• IC asks the team leader to begin managing the case</td>
<td></td>
</tr>
<tr>
<td>• “Students” may use the ECC Handbook, pocket cards, or crash cart cards</td>
<td></td>
</tr>
<tr>
<td>• The IC should observe and coach</td>
<td></td>
</tr>
<tr>
<td>– Effective team performance</td>
<td></td>
</tr>
<tr>
<td>– Appropriate case management</td>
<td></td>
</tr>
<tr>
<td>– High-quality skills performance</td>
<td></td>
</tr>
<tr>
<td>• Guide the team leader through management of the case</td>
<td></td>
</tr>
<tr>
<td>• The IC should stop the case after 6 minutes</td>
<td></td>
</tr>
<tr>
<td>• Debrief the IC (2 minutes)</td>
<td></td>
</tr>
<tr>
<td>• Rotate IC and team leader for the next 2 cases</td>
<td></td>
</tr>
</tbody>
</table>

Repeat for each of the 2 remaining cases (Stable and Unstable Tachycardia)
Learning Station: Cardiac Arrest (VF/Pulseless VT)

Instructor Candidate Objectives
• Learn how to run the VF/Pulseless VT station

Resources
• Code cart or code kit
• Algorithms
• Monitor/manual defibrillator and simulator
• Manikins for CPR and intubation/ventilation
• Stopwatch and countdown timer
• Case scenarios (ACLS Instructor Manual/CD)
• Airway manikins
• Step stools

Instructor Candidate Role
• Three candidates rotate managing the VF/Pulseless VT station
• Six ICs act as students

Your Role
Teach instructor candidates how to run the VF/Pulseless VT station

• Either you or the candidate you designate will
  – Review monitor/defibrillator technology
  – Review algorithms
    ▪ Cardiac Arrest Algorithm (VF/Pulseless VT)
    ▪ Immediate Post–Cardiac Arrest Care Algorithm
  – Review team roles, responsibilities, and assignments for each case (see Lesson Maps ACLS 6B and 6C)
  – Students may use ECC Handbook, pocket reference cards, or crash cart cards
• 3 ICs (rotate) present cases for the team to manage
• Explain that debriefing will take place after each case scenario. ICs will learn about debriefing later in the course
• Debrief each IC after each case

Reference
ACLS Instructor Manual/CD; ECC Handbook, pocket reference cards, or crash cart cards
Review algorithms (5 minutes)

**Student Rotations in Learning Station Cases According to Resuscitation Team Roles**

The *team leader* will direct the actions of the other team members. (For example, the team leader will coach the airway management team member if performance of bag-mask ventilation is not making the chest rise.)

*Team members* will perform interventions as directed by the team leader. This is an opportunity for students to practice skills and receive feedback from the team leader. Students will demonstrate effective team behaviors (eg, closed-loop communication, clear messages).

The *timer/recorder* will use a stopwatch to time 2-minute intervals for case management, announce each 2-minute interval for CPR switching, and record critical action times on the ACLS Code Timer/Recorder Sheet (ACLS Instructor Manual/CD) or a whiteboard.
Directions for Case Rotations (3 rotations, 10 minutes each)
(Instructors must conduct the scenario in real time)

Start case scenario (10 minutes)
- Review assigned team roles from the rotation chart for this case
  - Ensure that students understand expectations of assigned roles (e.g., "Your role is to use the bag-mask device to give ventilations that cause the chest to rise")
- Introduce the case by reading the case scenario
- Set the timer to 10 minutes
- Ask the team leader to begin managing the case
- Observe and coach
  - Effective team performance
  - Appropriate case management
  - High-quality skills performance, including high-quality CPR throughout the scenario
- Guide the team leader through management of the case
- Stop the case after 10 minutes
- Debrief the IC (2 minutes)
- Switch IC and team leader for the next 2 cases

Repeat 2 more cases
Instructor Candidate Objectives
• Define debriefing and debriefing strategies

Instructor Candidate Role
• Watch video
• Participate in the discussion

Resources
• AV equipment
• ACLS Instructor Course DVD

Your Role
• Introduce video
• Show Debriefing video
• Answer questions
• Review debriefing tool
• Discuss challenging learners

Reference
ACLS Faculty Guide, ACLS Instructor Manual

Large group, all ICs

Review: Debriefing
Lead a 5- to 10-minute discussion on challenging learners

**Some typical challenging learners:**
- Unprepared student
- Anxious student
- Dominating student
- Bored student

**Some general strategies for addressing challenging learners:**
- Acknowledge the learner and then redirect:
  “Thanks for contributing, Student. Now, let's talk about...”
- Use neutral criticism, focused on the work rather than on the person:
  “Compressions should be at least 100/min” vs “You’re not going fast enough”
- When you can, acknowledge what the student is doing well/right before introducing a criticism

**Some good general strategies for leading discussions:**
- Asking probing or open-ended questions
- Listening to students and building on their comments
- Clarifying student comments
- Paraphrasing student comments
- Encouraging quieter members to participate (“Let’s hear from someone who hasn’t spoken yet”)
Video-Driven Learning Stations

Resources
- AV equipment
- ACLS Instructor Course DVD

Instructor Candidate Role
- Watch video
- Participate in core cases

Instructor Candidate Objectives
- Explain how to run core case scenarios

Your Role
- Introduce video
- Show Video-Driven Learning Stations video
- Answer questions
- Faculty will also explain how the video lessons for BLS and ACLS Surveys and Megacode and Team Dynamics are run via Lesson Maps

Reference
ACLS Faculty Guide, ACLS Instructor Manual/CD
Resources
• AV equipment
• ACLS Instructor Course DVD

Instructor Candidate Role
• Watch video
• One IC will lead the video case

Instructor Candidate Objectives
• Explain how to run the ACS station

Your Role
• Choose one instructor candidate to lead the group through the ACS video case
• Show the Acute Coronary Syndromes video
• Debrief the instructor candidate

Reference
ACLS Faculty Guide, ACLS Instructor Manual/CD
ACLs Skills Testing Stations

Instructor Candidate Objectives
• Understand how to test students

Your Role
• Introduce video
• Show Skills Testing video
• Answer questions

Resources
• AV equipment
• ACLS Instructor Course DVD

Instructor Candidate Role
• Watch video

Reference
ACLS Faculty Guide, ACLS Instructor Manual/CD
Instructor Candidate Objectives
• Learn how to manage the Megacode station

Instructor Candidate Role
• One candidate manages the Megacode station
• Six others act as students

Resources
• Adult manikins (at least 2)
• Pocket masks (1 per manikin)
• One-way valves (1 per student)
• AED trainers (2)
• AV equipment
• CPR and AED Skills video
• CPR and AED testing checklist
• Stopwatch
• Step stools

Your Role
Teach instructor candidates how to run the Megacode testing station
• Choose 3 ICs (rotate them) to present cases for the team to manage
• Explain that debriefing will not occur after testing and that instructors should give team leaders results in private
• Debrief each IC after each case
• Explain student remediation

Reference
ACLS Instructor Manual/CD; ECC Handbook, pocket reference cards, or crash cart cards
### Directions for Case Rotations (3 rotations, 10 minutes each)

(“Instructors” must conduct the scenario in real time)

| Start case scenario (10 minutes) | • The IC acting as the instructor introduces the case by reading the case scenario  
• The “instructor” sets the timer to 10 minutes  
• The “instructor” asks the “team leader” to begin managing the case  
• The “instructor” stops the case after 10 minutes  
• You debrief the IC (2 minutes)  
• Rotate IC and team leader for the next 2 cases |

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Repeat 2 more cases
Resources
- Training Center–specific policies

Instructor Candidate Objectives
- Explain TC-specific policies and where to get more information

Your Role
- Discuss AHA and TC-specific policies
- Have candidates complete the TC-specific sections of their Candidate Workbooks

Instructor Candidate Role
- Write answers to TC-specific questions in the Candidate Workbook

Reference
None
Training Center–Specific Policies

Explain what a TC is

Discuss ethics, specifically:
- Appropriate behavior
- Avoiding fraudulent behaviors

Tell candidates the following about course materials and cards:
- How to get cards
- How to get and secure exams
- That instructors must have their own Instructor Manuals
- That students must have their own Provider Manuals before, during, and after the course
- That all appropriate videos must be used in each course
- That there are different skills check sheets and the right one must be used at each station
- That stopwatches must be used

Explain requirements, the Instructor Network, and paperwork:
- Explain monitoring (including that it must be done by an RF or TCF)
- Explain renewal requirements and any TC-specific requirements. Also, tell candidates that they need to keep duplicate copies of their own records
- Show how to complete paperwork and discuss how to file it, including any relevant TC-specific policies
- Explain the Instructor Network: how to navigate it and how to find required course materials
- Have candidates review Chapter 3 of the PAM

Provide any additional TC-specific policies:
- Contact information for TC personnel
- How to handle skills testing
- Anything else specific to the TC
Resources
- Written exams
- Blank answer sheets
- Answer key

Instructor Candidate Objectives
- Complete instructor course written exam
- Explain how to give the ACLS written exam

Your Role
- Explain how to administer the ACLS written exam
- Explain the passing score for the instructor written exam
- Pass out the instructor written exam
- Proctor the exam
- Collect and score each exam
- Review the answers by using the answer key with the candidates
- Provide remediation as needed

Reference
ACLS Instructor Manual
Instructor Candidate Objectives
• Explain next steps and resources

Resources
• Instructor course evaluations

Your Role
• Discuss
  – Next steps
  – Resources for finding more information
• Distribute and collect course evaluations

Reference
ACLS Faculty Guide