ACLS for Experienced Providers
Instructor Candidate Workbook

May 2013

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Introduction

Welcome to the American Heart Association (AHA) ACLS for Experienced Providers (ACLS EP) Instructor Course.

At the AHA National Center, we often get questions about how the AHA works overall and where this course fits into the broader AHA spectrum. The following information answers those questions.
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
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.

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

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.
### 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.

### 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.

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.
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](http://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 student 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.
Step 1: Prepare

Preparing Yourself
  • Glossary
  • How to Find Information
  • The Role of TCs and TC Faculty

Preparing Your Materials
  • How to Get the Forms You Need to Teach
  • How to Get the Materials You Need to Teach
  • How to Get and Use a Course Agenda
  • How to Get Written Exams and When to Use Them
  • How to Get Skills Testing Documents
  • How to Get Course Completion Cards

Preparing the Room and Equipment
  • How to Prepare the Room
  • Setting Up the Equipment

Preparing the Learners
  • Manual
  • Skills Testing and Skills Sheets

Preparing Yourself

Glossary

Course Completion Card: The card given to learners who pass the provider course. You get it from your Training Center Coordinator.

Emergency Cardiovascular Care (ECC): A global business unit of the American Heart Association, responsible for publishing the official AHA Guidelines for CPR and ECC and providing lifesaving CPR, first aid, and advanced cardiovascular care training.

Faculty: The person who teaches instructor courses. Faculty are appointed. Faculty may be Training Center (TC) Faculty, Regional Faculty, or National Faculty.

  • TC Faculty: The people who serve as quality assurance and educational leaders for the TC.
  • Regional Faculty: The people who serve as science and curriculum experts to the TCs and instructors.
  • National Faculty: The people who serve as science experts for their discipline (BLS, ACLS, PALS) in their region. Also, they often facilitate communication between the Regional ECC Committees and National ECC Program volunteers.
**Instructor:** The person who meets the AHA requirements for teaching a specific provider course. (Requirements vary, depending on the course.)

**Instructor Candidate:** The person taking a course to become an AHA Instructor.

**Instructor Network (IN):** Once you complete your instructor training, you’ll join the IN. This website contains a wealth of information, from how to order materials you need to science updates. All instructors are required to join the IN.

**Instructor Number:** The unique number assigned to you once you register on the IN. This number will be on the back of your instructor card as well. You can also find your instructor number on your home page (“dashboard”) when you log into the IN.

**Learner:** Anyone taking a provider course.

**Program Administration Manual (PAM):** This book is a guide to the rules, regulations, and requirements for instructors, TCs, faculty members, and other people involved in AHA ECC programs.

**Provider Courses:** These are the courses that teach a defined set of skills and knowledge for a specific audience. Examples are PALS, ACLS, and Heartsaver.

**Training Bulletins:** When policies are changed in the current PAM, the new policies are announced in Training Bulletins. Training Bulletins supersede the related information in the PAM.

**Training Center (TC):** The AHA has established a network of TCs. These centers’ goal is to help deliver ECC educational courses and strengthen the Chain of Survival. All instructors must be aligned with a TC.

**Training Center Coordinator (TCC):** The person who can answer your questions related to the teaching and administration of AHA courses. The TCC is your first resource for information about AHA training programs.

**Training Memos:** Memos clarify current policies and introduce new educational materials and programs, as well as changes to existing programs.
How to Find Information

The AHA is a large organization and has a number of departments, guides, and manuals. If you need to know something specific or have questions, there are several resources you can check. Check these resources in the following order, and you’re most likely to find what you want quickly and easily.

1. Your Instructor Manual
2. Your TCC
3. Your TC
4. The IN
5. The PAM

The PAM provides information about how to administer courses in general. It has all the overall rules and guidance. The Instructor Manual tells you what you need for a specific course.

The Role of TCs and TC Faculty

TCs administer and run the courses and manage instructors. They also support the instructors by offering information and updates. TCs also make sure that the AHA courses taught through the TC meet AHA standards and are taught as intended.

Each TC has at least 1 TC Faculty member in each discipline. The faculty member is an expert in the subject and may also help the AHA develop and update courses. Faculty members are excellent resources for instructors.

Each TC will have specific instructions and ways of meeting AHA goals. The PAM outlines all AHA policies, but your TC may have policies that expand on those found in the PAM while still meeting the PAM’s requirements. For example, the PAM says completed course paperwork must be submitted to your TC within 10 business days after the completion of the course. Your TC may require that the paperwork be submitted sooner, but not later, than the guidance in the PAM. TCs may have specific policies about

- How to register to teach classes
- How much notice you need to give the TC to arrange a class
- How to advertise
- How to communicate with learners

In the back of this book, we have several blank pages for you to take notes. You can also list your TC’s policies here:
Preparing Your Materials

How to Get the Forms You Need to Teach

The Instructor Manual has a checklist of everything you’ll need to prepare for and teach a course, including paperwork that you will need for the course and to turn in to your TC. However, the Instructor Manual doesn’t always define what the different kinds of paperwork are. Here is a quick summary:

Course rosters: Course rosters are used to keep track of learners. The rosters are available on the IN, or you can get them from your TC. As you are preparing to teach, download and print a course roster.

Course evaluations: Every instructor is required to give course evaluations to learners to fill out at the end of the course. Download these from the IN or get them from your TC and bring them to class.

Other forms: Nearly every form you’ll need is available on the IN or through your TC. Many are also available in the back of the Instructor Manual, including the skills sheets and testing checklists you’ll use when testing learners’ skills.
### How to Get the Materials You Need to Teach

You’ll need the required learner materials for the course you are teaching. You will also need all of the equipment on the equipment list in your Instructor Manual. Your TCC can provide you with a list of the authorized AHA distributors in your area.

### How to Get and Use a Course Agenda

A course agenda is the basic outline of how the course will go. It should provide a map of the course for both you and the learners so that everyone knows what to expect. Every Instructor Manual has sample course agendas that you can use and adapt to fit your specific needs.

As part of designing a course agenda, it’s important to note which parts of a course can be adapted and which can’t. For example, in ACLS EP, you can adjust or rearrange some of the learning stations after the CPR and AED, Bag-Mask Ventilation, and Megacode testing.

No matter which course you are teaching, every course agenda should include the following information:

- How long the course is
- The specific times for each section of the course
- When breaks will occur and how long they will be

### How to Get Written Exams and When to Use Them

For the ACLS EP Course, the ACLS exam is taken electronically before the course as a precourse requirement. If you still need the ACLS written exam packet, you can get it from your TCC. Follow your TC’s procedures about how and when to get the exams.

Written exams should be secured. Follow your TC policies and AHA guidelines for maintaining exam security. Additional information about exam security can be found in the PAM.

### How to Get Skills Testing Documents

The documents you need for skills testing can be found on your instructor DVD. You can also find them on the IN or get them from your TCC.
Preparing the Room and Equipment

Your Instructor Manual has information about how to set up a room and equipment for a specific course. The following are general guidelines, applicable to nearly every course.

How to Prepare the Room

Setting up the room is an important part of the class’s success. Learners need enough space to walk to and around manikins. Instructors need enough space to be able to test learners, and so on. Some Instructor Manuals have sample floor plans you can follow. Some do not. Regardless, here are the key elements to setting up a room well:

- Have good acoustics and lighting—make sure all learners can hear and see you.
- The video screen should be clearly visible to all learners.
- The room should be clutter-free.

Setting Up the Equipment

Different instructors have or use different equipment—manikins, for example, may vary slightly from manufacturer to manufacturer. Setting up equipment properly in advance makes classes run more smoothly. Here are some key elements to setting up equipment:

- Know your equipment. For example, different manikins have different pieces. Follow the manufacturer’s directions, but be sure you know how to work your equipment and begin class with new and/or clean equipment.
- Make sure the manikins are clean and ready for use.
- Make sure the audiovisual equipment, including your remote control, is in working order.
Overall, the goal is to prepare all your materials ahead of time, so that the class runs smoothly. Each Instructor Manual has a complete list of the materials you’ll need to teach your course. Use the list to prepare before class.

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**Preparing the Learners**

Learners also should prepare before class. Many won’t. Some will. One of your jobs is to provide learners all the information they need so that they can come to class prepared. In general, learners need to know

- When and where the class will take place
- What to bring with them
- How to dress for the course

Learners should also complete precourse work that is required and let you know if they have a latex allergy or need other special accommodation (Americans with Disabilities Act).

Sending a letter, by either email or the postal service, is a good idea. We have included a sample precourse letter on the instructor DVD. Use it and adapt it to fit your specific needs.

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**Manual**

Each learner should receive an *ACLS for Experienced Providers Manual and Resource Text (ACLS EP Manual)* to read before coming to class. The *ACLS EP Manual* also contains information on how to access the ACLS EP Student Website, where precourse materials and the ACLS exam are located. Learners who frequently refresh their memories about skills remember the skills longer. Reminding learners to review the manual and refresh themselves on skills can help them perform better.
### Skills Testing and Skills Sheets

You’ll give skills tests to each learner. One of the best ways learners can prepare for a test is to know early-on what is expected of them. Let learners know before the course what skills they will be tested on.

Before class starts, give the learners copies of the sheets you will use to test them. Let them see exactly what they will be expected to do.

Encourage learners to use the skills sheets during class and to make notes as they learn.
Step 2: Teach

- Facilitating the Learning Stations
- Answering Learner Questions
- ACLS and ACLS EP Audiences
- Strategic Improvements

Facilitating the Learning Stations

A highly interactive discussion is the key to critical thinking and decision making during the learning stations. Instructors should facilitate the cases in such a way as to promote back-and-forth discussion with the other learners in the group as well as with the instructor. The systematic approach should be followed as you progress through the case.

Answering Learner Questions

Some learners ask questions that are outside the scope of the course. When this happens, you can provide them the answer if you have it. If you don’t have the answer, tell learners you aren’t sure of the answer yet and will get back to them.

The IN has a list of FAQs. Your TCC is an excellent resource; your TCC will likely either have the answer to the question or be able to direct you to the person who has the answer.

ACLS and ACLS EP Audiences

Instructors need to know the difference between the audience for the ACLS Course and the audience for the ACLS EP Course.

ACLS is designed for healthcare providers who either direct or participate in the management of cardiopulmonary arrest or other cardiovascular emergencies. The general 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 or 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.
Step 3: Test

- Testing Accurately
- Remediation

Testing Accurately

The skills tests are conducted in person. You will test learners one at a time, using the skills checklists. For more specific instructions, see the Instructor Manual, which describes in detail exactly how to test learners.

Instructors can be under pressure to pass learners 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 TC or business if the client/learner isn’t happy. Or a learner 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 pass the learner before the learner is ready.

However, it’s important to make sure learners are properly prepared and can perform high-quality CPR in addition to advanced techniques. High-quality CPR improves the chance of survival.

It is also very important to pay attention not just to how each person performs the skills on the “patient” but also to how each team member communicates and functions within the team.

Watch for common errors, which vary from course to course. Some examples of common errors in ACLS skills testing include the following:

- Compressions are interrupted too often or for too long.
- The compression depth is too shallow.
- The compression speed is too slow.
- The chest is not allowed to recoil completely.
- Algorithm steps are not followed correctly.
- Elements of team dynamics, such as closed-loop communication, are not used.

Issue course completion cards only to learners who have successfully completed all the AHA course completion requirements.
Remediation

If a learner takes a skills test and doesn’t perform all the steps correctly, the learner needs remediation. Remediation is the learner’s chance to go back over the material immediately after the test. You guide learners during remediation to help them learn the pieces they were missing. Then the learners take the test again.

Some of the ways you may provide skills testing remediation include

- Monitoring and mentoring learners to identify and resolve weaknesses
- Requesting additional skills practice
- Assigning additional reading
- Referring learners to other courses or assessment stations to your satisfaction.

You can find more information about skills testing and remediation in the PAM.
Step 4: Close

Course Paperwork
- Rosters
- Evaluations
- Skills Testing Sheets

Next Steps
- Course Completion Cards
- Cleaning the Classroom and Manikins

Course Paperwork

You’ll complete paperwork both during and after a course and then submit it to your TC according to its policies. The PAM also includes more information on paperwork.

Rosters

Rosters document successful course completion. As a result, you must make sure all roster information is complete and accurate.

A new roster should be completed for each course. Only learners who attend the day of the course can be listed on the roster.

Sometimes learners will take an online course and you will do their skills testing. You can submit one roster for each day of skills testing. Online course completion certificates should be submitted with the roster.

Course rosters can be found on the IN.
**Evaluations**

You’ll give learners a course 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 a very useful tool. Looking at several sets of evaluations can show which parts of the classes are working really well from the learners’ perspectives. Evaluations also can show what’s confusing to learners and where they might need more help.

As the class draws to an end, hand out evaluations to learners. Collect the forms when the learners are done. Read them carefully and use them to help decide how to strengthen your teaching.

**Skills Testing Sheets**

If a learner needs remediation, make and keep a copy of the learner’s original skills testing sheet. Follow your TC’s policies about what to do with that copy.

**Next Steps**

Once the course is completed, let the learners know when they can expect to get their course completion cards. You’ll also need to clean the classroom and manikins.

**Course Completion Cards**

Once the course is completed, let the learners know when they can expect to get their course completion cards. Let them know that the course completion card is good for 2 years. Because the length of time learners retain information is unknown, encourage learners to review the course materials regularly.

**Cleaning the Classroom and Manikins**

After your course, make sure you leave the classroom tidy. Rearrange the furniture so that the classroom looks the same way as when you first saw it. Clean and store manikins and other course equipment that you used. The PAM contains information on manikin decontamination.
Step 5: Keep Current

- Updates
- Maintaining Instructor Status

Updates
When AHA materials are updated, you will need to complete an update on the changes to continue teaching. Your TCC will tell you how to complete mandatory updates. This information will also be available on the IN.

Each month the AHA publishes a newsletter for instructors, the *ECC Beat*, located on the IN. Log on to the IN at least once a month to read the *ECC Beat*. Your dashboard on the IN will show you anything new that’s been posted to the IN, including training memos and bulletins.

Reading updates, memos, bulletins, and the *ECC Beat* will keep you up to date as an instructor.

Maintaining Instructor Status
Instructors need to maintain their instructor status. If you want to know more about maintaining status, refer to your TCC or the PAM, which has detailed information on the subject.
Conclusion

Thanks for taking this course. We look forward to you joining the AHA IN.
Useful Information

My Training Center Coordinator (TCC) is ________________________________.

The best way to contact my TCC is ________________________________.

My Training Center (TC) ID number is ________________________________.

The best person to contact about course cards and paperwork is ________________________________.

If I have questions about AHA course content, I should contact ________________________________.

These are the steps for getting exams from my TCC:

______________________________________________________________________

______________________________________________________________________.

These are the steps for getting course completion cards from my TCC:

______________________________________________________________________

______________________________________________________________________.

To renew my instructor card, my TCC needs me to do the following:

______________________________________________________________________

______________________________________________________________________.

TCs have agreements with the AHA about where, geographically, they can offer classes. My TC’s area is ________________________________.
Quick Self-Quiz

Write your responses in the space below.

1. What is the PAM?

2. Where do I get skills sheets, rosters, and paperwork?

3. How do I maintain instructor status?

4. How does an instructor become a TC Faculty member?

5. Where do I find information on remediation?
FAQ

Q: Do I need to have a current provider card to take the instructor course?
A: Yes, you must have a current provider card to take the instructor course.

Q: Do I have to have a current provider card to maintain my instructor status?
A: Instructors must maintain current provider status. Status can be established in 2 ways: with a current provider card or through a demonstration of acceptable provider skills and the successful completion of the provider written exam. Find out the policy for your TC.

Q: What do I need to do if I am scheduled to teach a course but cannot make it?
A: Notify your TCC or TC Faculty promptly. Make reasonable attempts to contact the learners if no replacement can be found for you.

Q: What do I do if someone gets ill or injured during a course?
A: Ask your TCC for any specific policies that you should follow regarding illness or injuries during your course.

Q: What do I do if someone has a physical disability?
A: All reasonable accommodations can be made for persons with disabilities. The AHA will not authorize any core curriculum changes in any course. Each learner must be able to successfully perform all course requirements (skills tests and written exams as indicated) to receive a course completion card. For more assistance, contact your TCC or TC Faculty.

Q: How much should we charge for the courses?
A: The AHA does not set fees for courses. Contact your TCC.

Q: Is there a dress code for teaching courses?
A: All AHA Instructors are to have good hygiene and dress appropriately for the course being taught. Your TCC may have specific guidance also.

Q: Is there an age requirement for learners?
A: The AHA does not set an age requirement for provider courses. Learners must be physically able to perform the required elements of the course. More information on who can take an ACLS EP Course is found in the ACLS EP Instructor DVD.

Q: Is there an age requirement for becoming an instructor?
A: The AHA has set a minimum age requirement of 18 for becoming an ACLS EP Instructor. Instructor candidates also need to be licensed or certified in a healthcare occupation in which the ACLS skills are within their professional scope of practice.

Q: My instructor card has expired. Is there a “grace period”?
A: There isn’t a grace period recognized by the AHA for courses for providers or instructors. There are special exceptions that your TCC can take into consideration, and these exceptions are listed in the PAM.
Q: I want to use the AHA and/or authorized provider course logo on flyers or other forms for my class. Can I?
A: Contact your TCC for assistance. You can also find information in the PAM.

Q: Can I offer continuing education credit for the courses I teach? Does the AHA offer continuing education credit for all AHA courses?
A: Contact your TCC for assistance.

Q: I’ve moved. How do I find a new TC to teach with?
A: Find TCs in your area by using the Find a Course tool at www.heart.org/cpr.

- Enter your ZIP code.
- Select the class you need.
- A list of TCs in your area will appear.
- Contact these organizations directly.

Q: How can I form my own Training Site?
A: The TCC makes this decision based on the needs of the TC. TCs are not required to have a Training Site.

Q: Can I teach in Canada?
A: US instructors are not permitted to teach in Canada unless they are aligned with a Heart and Stroke Foundation of Canada training program.

Q: How do I teach internationally (separate from Canada)?
A: Training outside of the United States and its territories requires special permission because of international agreements made with certain countries.

To provide International Training:

- Download the “International Training Approval Request” form from the IN.
- Fill the form out completely.
- Email the form to ECC International Training (eccinternational@heart.org).

Incomplete or vague information on the form could delay processing of the request. Your application request will be given all due diligence.

You will also need to review the training memo “International Training by U.S. Instructors” from December 2008. It’s on the IN.