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Introduction

Welcome to the American Heart Association (AHA) ACLS for Experienced Providers (ACLS EP) 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
- The History of the ACLS EP Course
- How the ACLS EP 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.
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.

```
  ILCOR International Consensus
   ↓
  AHA CPR and ECC Guidelines
   ↓
ECC Training Materials
```

This process allows the AHA to incorporate the most current science into its materials, so that faculty, instructors, and learners 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 learners the science. The instructors are the hands-on implementers: they evaluate, coach, remediate, and help learners 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 learners learn critical skills.

Thank you for helping us save lives.
The ACLS EP Course was designed for seasoned healthcare providers who manage complex cardiovascular, respiratory, and other emergencies. Originally released in December of 1999, ACLS EP focuses on the team leader and critical thinking skills. Learners enhance their skills in the diagnosis and treatment of prearrest, arrest, and postarrest patients through small group, interactive case-based learning stations. The course also offers an alternative way to update an ACLS Provider course completion card.

The ACLS EP course was one of the first courses from ECC to move away from the traditional lecture format. More recently, the course has been enhanced with not only the latest science, but also new material: hands-on skill testing for CPR and AED; bag-mask ventilation and Megacode; enhanced case-based scenarios that contain a variety of video clips, lung sounds, echocardiograms, CT scans, 12-leads ECGs, rhythm strips, and chest x-rays; videos demonstrating the systematic approach for experienced providers; and waveform capnography and post–cardiac arrest care. The 4 learning stations have been redesigned to include cardiovascular emergencies, clinical pharmacology and toxicology emergencies, respiratory and metabolic emergencies, and post–cardiac arrest care.

To become an ACLS EP Instructor, candidates must be current ACLS Instructors in good standing with their Training Centers.
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 EP Instructor Course is flexible, and there is currently no research-based best instructor-to-learner ratio. The practice lessons are designed for a faculty-to-instructor candidate ratio of 1 faculty member to 6 to 10 instructor candidates.

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 EP Instructor Course</td>
<td>Text with information about how to teach the ACLS EP Instructor Course</td>
<td>Your Training Center Coordinator</td>
<td>Review it before class and use it during class</td>
</tr>
<tr>
<td>ACLS EP Instructor Candidate Workbook</td>
<td>Material covering the essential principles of teaching ACLS EP</td>
<td>Instructor Network</td>
<td>Refer to this if candidates ask questions</td>
</tr>
</tbody>
</table>
**Prepare the Equipment**

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

<table>
<thead>
<tr>
<th>Equipment and Supplies</th>
<th>Quantity Needed</th>
<th>Learning/Testing Station Equipment Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Paperwork</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course roster</td>
<td>1/course</td>
<td>Beginning of course</td>
</tr>
<tr>
<td>Name tags</td>
<td>1/learner and instructor</td>
<td>All</td>
</tr>
<tr>
<td>Course agenda</td>
<td>1/learner and instructor</td>
<td>All</td>
</tr>
<tr>
<td>Course completion card</td>
<td>1/learner</td>
<td>End of course</td>
</tr>
<tr>
<td>Precourse letter</td>
<td>1/learner</td>
<td>Precourse</td>
</tr>
<tr>
<td>Megacode Testing Checklists</td>
<td>1/learner</td>
<td>Megacode Testing</td>
</tr>
<tr>
<td>Management of Respiratory Arrest/Bag-Mask Ventilation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Testing Checklist</td>
<td>1/learner</td>
<td>Bag-Mask Ventilation Testing</td>
</tr>
<tr>
<td>1-Rescuer Adult CPR and AED Checklist</td>
<td>1/learner</td>
<td>CPR and AED Skills Testing</td>
</tr>
<tr>
<td><strong>Materials</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>ACLS EP Instructor DVD</em></td>
<td>1/instructor</td>
<td>All</td>
</tr>
<tr>
<td><em>ACLS EP Manual</em></td>
<td>1/learner and instructor</td>
<td>All except skills testing</td>
</tr>
<tr>
<td>Course DVD</td>
<td>1-2/course</td>
<td>Systematic Approach for Experienced Providers video, Respiratory and Metabolic Learning Station, Post–Cardiac Arrest Care Learning Station</td>
</tr>
<tr>
<td>ECC Handbook (optional)</td>
<td>1/learner and instructor</td>
<td>All</td>
</tr>
<tr>
<td><strong>Audiovisual Equipment</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer with projector and screen</td>
<td>1/every 6-10 learners</td>
<td>All learning stations</td>
</tr>
<tr>
<td>(used for PowerPoint case-based presentations and video)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>CPR and AED Equipment</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adult CPR manikins with shirts</td>
<td>1/every 6-10 learners</td>
<td>CPR and AED Skills Testing and Megacode Testing</td>
</tr>
<tr>
<td>(may/should have ability to place an advanced airway for Megacode testing)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adult pocket mask</td>
<td>1/every 6-10 learners or 1/learner</td>
<td>CPR and AED Skills Testing</td>
</tr>
<tr>
<td>1-way valve</td>
<td>1/learner</td>
<td>CPR and AED Skills Testing</td>
</tr>
<tr>
<td>Stopwatch</td>
<td>1/instructor</td>
<td>Testing stations</td>
</tr>
<tr>
<td>Countdown timer</td>
<td>1/instructor</td>
<td>Testing stations</td>
</tr>
<tr>
<td>AED trainer with adult AED training pads</td>
<td>1/every 6-10 learners</td>
<td>CPR and AED Skills Testing</td>
</tr>
<tr>
<td>Item</td>
<td>Quantity</td>
<td>Purpose</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>-------------------</td>
<td>----------------------------------------------</td>
</tr>
<tr>
<td>Stools (to stand on for CPR when needed)</td>
<td>1/every 6-10 learners</td>
<td>CPR and AED Skills Testing and Megacode Testing</td>
</tr>
<tr>
<td><strong>Airway and Ventilation Equipment</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adult airway manikin</td>
<td>1/every 6-10 learners</td>
<td>Bag-Mask Ventilation Testing</td>
</tr>
<tr>
<td>Bag-mask device, reservoir, and tubing</td>
<td>1/every 6-10 learners</td>
<td>Bag-Mask Ventilation Testing and Megacode Testing</td>
</tr>
<tr>
<td>Oral and nasal airways</td>
<td>1 set/every 6-10 learners</td>
<td>Bag-Mask Ventilation Testing and Megacode Testing</td>
</tr>
<tr>
<td>Water-soluble lubricant</td>
<td>1/every 6-10 learners</td>
<td>Bag-Mask Ventilation Testing and Megacode Testing</td>
</tr>
<tr>
<td>Waveform capnography</td>
<td>1/station</td>
<td>Megacode Testing</td>
</tr>
<tr>
<td><strong>Rhythm Recognition and Electrical Therapy</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECG simulator/rhythm generator</td>
<td>1/station</td>
<td>Megacode Testing</td>
</tr>
<tr>
<td>Electrodes</td>
<td>1/station</td>
<td>Megacode Testing</td>
</tr>
<tr>
<td>Monitor capable of defibrillation/synchronized cardioversion, transcutaneous pacing</td>
<td>1/station</td>
<td>Megacode Testing</td>
</tr>
<tr>
<td>Pacing pads, defibrillator pads, or defibrillator gel (if pads are not used)</td>
<td>1/station</td>
<td>Megacode Testing</td>
</tr>
<tr>
<td>Spare batteries or power cord</td>
<td>1/station</td>
<td>Megacode Testing</td>
</tr>
<tr>
<td>Spare ECG paper</td>
<td>1/station</td>
<td>Megacode Testing</td>
</tr>
<tr>
<td><strong>Recommended Drugs, Drug Packages, or Drug Cards (Instructor DVD)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Epinephrine</td>
<td>1/station</td>
<td>Megacode Testing</td>
</tr>
<tr>
<td>Atropine sulfate</td>
<td>1/station</td>
<td>Megacode Testing</td>
</tr>
<tr>
<td>Amiodarone (or lidocaine)</td>
<td>1/station</td>
<td>Megacode Testing</td>
</tr>
<tr>
<td>Adenosine</td>
<td>1/station</td>
<td>Megacode Testing</td>
</tr>
<tr>
<td>Vasopressin</td>
<td>1/station</td>
<td>Megacode Testing</td>
</tr>
<tr>
<td>Saline fluid bags/bottles</td>
<td>1/station</td>
<td>Megacode Testing</td>
</tr>
<tr>
<td>IV pole</td>
<td>1/station</td>
<td>Megacode Testing</td>
</tr>
<tr>
<td><strong>Safety</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sharps container (if using real needles)</td>
<td>1/station</td>
<td>Megacode Testing</td>
</tr>
<tr>
<td><strong>Advanced Airway (optional)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Advanced airway equipment (laryngeal mask airway, laryngeal tube, esophageal-tracheal tube, endotracheal tube) can be used by learners within their scope of practice for the Megacode Testing Station.</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Cleaning Supplies for Use Between Learner Practice and After Course</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Manikin cleaning supplies</td>
<td>Varies</td>
<td>All</td>
</tr>
</tbody>
</table>
Prepare the Room

You can teach an average instructor course of up to 10 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 16 instructor candidates can be taught with 2 faculty members in 1 large room and 2 small rooms or 1 large room and 1 small room depending on preference. The large room should comfortably hold at least 20 people. The smaller rooms must hold 10 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
- Laptop computer, projector, 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

Screen

= Learner in chair  = Instructor  = Projector and laptop  = Table
Prepare the Instructor Candidate

Prerequisites

The instructor course is an intensive course for those individuals who have already successfully completed the ACLS EP Course. This course is designed to train instructor candidates to conduct provider courses on the latest AHA guidelines and skills set for ACLS EP. 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.

The successful ACLS EP Instructor candidate needs to be able to

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

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

- Be a current AHA ACLS Instructor
- Have a current/official AHA Provider course completion card for ACLS EP
- Complete an Instructor Candidate Application

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 ACLS EP 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 instructor candidates to catch up once we start.

**How to Get Ready**
The instructor course covers a lot of material in a short time. Please bring your computer, Instructor DVD, *ACLS for Experienced Providers Manual and Resource Text*, and Instructor Candidate Workbook with you to class. You will be using these materials.

You will need to complete some assignments before class. Please prepare to teach the _____(insert case name)_____ case from the _____(insert learning station name)_____

**What You Will Do in Class**
Teaching the ACLS EP Course requires a different skill set than teaching other AHA courses does. The successful ACLS EP Instructor candidate must be able to

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

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
- Sample Course Agenda
- Course Outline
- Cleaning Manikins
- ACLS and ACLS EP Audiences
- Strategic Improvements

Overview of Competencies

The goal of this course is to prepare candidates to facilitate ACLS EP classes.

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 learners 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 to teach well and to test their learners 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 learners well, and the learners may miss out on learning lifesaving skills.

Ethical Teaching Under Pressure

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 Training Center 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 let a learner pass before the learner 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 course content is determined. Some of the content is provided in the form of video for visual representation and consistency.

The faculty implement the content, making sure that the instructor candidates perform to the AHA standards. Faculty members monitor, observe, and coach instructor candidates so that they are ready to teach learners.

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.
Sample Course Agenda

The following is a sample course agenda. You may alter it slightly, depending on when you want to incorporate breaks, etc.

Sample Agenda for ACLS for Experienced Providers Instructor Course
16 Learners, 2 ACLS EP Faculty
Approximately 8 hours with breaks

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</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 EP Instructor Course Overview and Organization</td>
</tr>
<tr>
<td>8:50</td>
<td><strong>Lesson 2</strong>: Conducting ACLS EP Testing Stations</td>
</tr>
<tr>
<td>9:05</td>
<td><strong>Lesson 3</strong>: Conducting ACLS EP Learning Stations</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Divide class into 2 groups</th>
<th>Lesson 4</th>
<th>Lesson 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Learning Station: Cardiovascular</td>
<td>Learning Station: Clinical Pharmacology and Toxicology</td>
</tr>
<tr>
<td>10:05</td>
<td>Break</td>
<td>Break</td>
</tr>
<tr>
<td>10:20</td>
<td>Group 1</td>
<td>Group 2</td>
</tr>
<tr>
<td>11:20</td>
<td>Group 2</td>
<td>Group 1</td>
</tr>
</tbody>
</table>

| One large group           | 12:20 Lunch                                                              |

<table>
<thead>
<tr>
<th>Divide class into 2 groups</th>
<th>Lesson 6</th>
<th>Lesson 7</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Learning Station: Respiratory and Metabolic</td>
<td>Learning Station: Post–Cardiac Arrest Care</td>
</tr>
<tr>
<td>1:00</td>
<td>Group 1</td>
<td>Group 2</td>
</tr>
<tr>
<td>2:00</td>
<td>Group 2</td>
<td>Group 1</td>
</tr>
<tr>
<td>3:00</td>
<td>Break</td>
<td>Break</td>
</tr>
</tbody>
</table>

| One large group           |                                                                         |
|                           |                                                                          |
|                           |                                                                          |

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>3:15</td>
<td><strong>Lesson 8</strong>: Training Center–Specific Policies</td>
</tr>
<tr>
<td>3:45</td>
<td><strong>Lesson 9</strong>: Written Exam</td>
</tr>
<tr>
<td>4:15</td>
<td><strong>Lesson 10</strong>: Summary</td>
</tr>
<tr>
<td>4:30</td>
<td>Course Ends</td>
</tr>
</tbody>
</table>
**Outline for ACLS EP Instructor Course**

Approximate course duration: 6 hours 50 minutes
(Without breaks or transition time)

<table>
<thead>
<tr>
<th>Lesson Identifier</th>
<th>Course Event</th>
<th>Type of Lesson, Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACLS EP INSTRUCT START</td>
<td>Welcome, Introductions, and Course Administration</td>
<td>5</td>
</tr>
<tr>
<td>ACLS EP INSTRUCT 1A-1B</td>
<td>ACLS EP Instructor Course Overview and Organization</td>
<td>15</td>
</tr>
<tr>
<td>ACLS EP INSTRUCT 2</td>
<td>Conducting ACLS EP Testing Stations</td>
<td>15</td>
</tr>
<tr>
<td>ACLS EP INSTRUCT 3</td>
<td>Conducting ACLS EP Learning Stations</td>
<td>15</td>
</tr>
<tr>
<td>ACLS EP INSTRUCT 4A-4B</td>
<td>Learning Station: Cardiovascular</td>
<td>60</td>
</tr>
<tr>
<td>ACLS EP INSTRUCT 5A-5B</td>
<td>Learning Station: Clinical Pharmacology and Toxicology</td>
<td>60</td>
</tr>
<tr>
<td>ACLS EP INSTRUCT 6A-6B</td>
<td>Learning Station: Respiratory and Metabolic</td>
<td>60</td>
</tr>
<tr>
<td>ACLS EP INSTRUCT 7A-7B</td>
<td>Learning Station: Post–Cardiac Arrest Care</td>
<td>60</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 EP INSTRUCT 8A-8B</td>
<td>Training Center–Specific Policies</td>
<td>30</td>
</tr>
<tr>
<td>ACLS EP INSTRUCT 9</td>
<td>Written Exam</td>
<td>30</td>
</tr>
<tr>
<td>ACLS EP INSTRUCT 10</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 should follow their Training Center’s policies for cleaning equipment.

**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

- 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 the first time may take a second version of the test.

Monitoring Instructor Candidates
After completing the instructor course, the instructor must be monitored by faculty while teaching an ACLS EP Course. It may take several classes before an instructor candidate feels comfortable teaching alone. 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.

Instructor cards are issued by the Training Center with which candidates are affiliated as an ACLS EP Instructor.
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 forms 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 members 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 EP 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 new instructors improve through 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 learners, particularly in terms of professionalism, team work, communication, and quality of performance. Encourage instructor candidates to mentor their learners.

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

<table>
<thead>
<tr>
<th>Resources for AHA Updates</th>
<th>Check the Instructor Network for any AHA updates. Overall, the best resources for an instructor are the Training Center and the PAM.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintaining Faculty Status</td>
<td>To teach instructor courses, faculty members 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 instructor status should refer to the PAM, which has detailed information on the subject.</td>
</tr>
<tr>
<td>Forms</td>
<td>For forms, such as the Instructor Renewal Form and Course Evaluation, please refer to the Instructor Network or consult your Training Center Coordinator.</td>
</tr>
</tbody>
</table>
Lesson Maps
30 to 60 Days Before Course

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 EP Faculty Guide
### ACLS EP INSTRUCT PRE B

**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

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**Reference**

ACLS EP 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
- Make a list of instructor candidate groups and how they will rotate

Reference
None
Instructor Candidate Objectives
- Get acquainted with you and with other students

Resources
- Course roster
- Course agenda

Instructor Candidate Role
- Introduce themselves
- Listen to you

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 EP Instructor Course Overview and Organization

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

Instructor Candidate Role
- Listen to you
- Ask questions

Resources
- ACLS EP Instructor DVD
- AV equipment
- Course agenda
- Listing of instructor candidate groups

Your Role
- Present course overview
- Explain purpose of course and the following expectations:
  - That they will have to pass the instructor course written exam
  - That they will have to be monitored while teaching a course to get their instructor cards
- Show the Course Overview video
- Answer questions
- Show the Facilitating the Course video
- Answer questions

Large group, all ICs

Reference
ACLS EP Instructor Course
Overview and Organization
Details

Present course overview
- Discuss course agenda, design, and completion requirements
- Briefly discuss the ACLS EP 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
- Show the Course Overview video
- Answer instructor candidates’ questions
- Show the Facilitating the Course video
- Answer instructor candidates’ questions
Instructor Candidate Objectives

- Learn how to run testing stations

Your Role

- Introduce video
- Show the Testing in ACLS EP video
- Answer questions
- Review the 3 required skills testing stations
  - Bag-Mask Ventilation
  - CPR and AED
  - Megacode

Reference
ACLS EP Faculty Guide, ACLS EP Instructor DVD
Conducting ACLS EP Learning Stations

Instructor Candidate Objectives
• Learn how to run learning stations

Instructor Candidate Role
• Watch video
• Ask questions

Your Role
• Introduce and show the Conducting ACLS EP Learning Stations video
• Answer questions
• Show the Learning Station Examples videos
• Answer questions
• Break into groups and choose at least 2 instructor candidates to be the instructor for each of the 4 learning stations (lessons 4-7). Each “instructor” will practice running a learning station case scenario (assign station and case ahead of time for preparation)
• Debrief each candidate
• Each instructor candidate should be assigned a case (ahead of time) and run a case in 1 of the 4 learning stations

Resources
• AV equipment
• ACLS EP Instructor Course DVD

Large group, all ICs

Reference
ACLS EP Faculty Guide, ACLS EP Instructor DVD
Learning Station: Cardiovascular

Resources
- Computer
- Projector and screen
- ACLS EP Instructor DVD

Instructor Candidate Role
- Candidates manage cases in the Cardiovascular Learning Station
- Seven others act as learners

Instructor Candidate Objectives
- Learn to manage the Cardiovascular Learning Station

Your Role
- Teach instructor candidates how to run the Cardiovascular Learning Station
- Have instructor candidates (those assigned ahead of time) facilitate cases during the learning station
- Debrief each candidate

7 “learners,” 1 “instructor,” 1 faculty

Reference
ACLS EP Manual Chapters 8, 11-13, 18, and 20-23;
ACLS EP Instructor DVD
• Arrange “learners” in a V or U shape around the computer/projector where you can make eye contact with everyone and all learners have a clear view of the screen
  – Minimum of 6 and maximum of 10 learners
• Instructor candidates present cases during the learning station
• Make sure cases are very interactive and that all learners participate
• Promote critical thinking and decision making
• Avoid lecturing
Learning Station: Clinical Pharmacology and Toxicology

Instructor Candidate Objectives
- Learn to manage the Clinical Pharmacology and Toxicology Learning Station

Instructor Candidate Role
- Candidates manage cases in the Clinical Pharmacology and Toxicology Learning Station
- Seven others act as learners

Your Role
- Teach instructor candidates how to run the Clinical Pharmacology and Toxicology Learning Station
- Have instructor candidates (those assigned ahead of time) facilitate cases during the learning station
- Debrief each candidate

Resources
- Computer
- Projector and screen
- ACLS EP Instructor DVD

Reference
ACLS EP Instructor DVD, ACLS EP Manual Chapter 14
Details

- Arrange “learners” in a V or U shape around the computer/projector where you can make eye contact with everyone and all learners have a clear view of the screen
  - Minimum of 6 and maximum of 10 learners
- Present at least 2 cases during each learning station
- Make sure cases are very interactive and that all learners participate
- Promote critical thinking and decision making
- Avoid lecturing
Learning Station: Respiratory and Metabolic

Instructor Candidate Objectives
- Learn how to run the Respiratory and Metabolic Learning Station

Your Role
- Teach instructor candidates how to run the Respiratory and Metabolic Learning Station
- Have instructor candidates (those assigned ahead of time)
  - Show the Waveform Capnography video (verbal acknowledgment)
  - Facilitate the case during the learning station
- Debrief each candidate

Instructor Candidate Role
- Candidates manage cases in the Respiratory and Metabolic Learning Station
- Seven others act as learners

Resources
- Computer
- Projector and screen
- ACLS EP Instructor DVD

7 “learners,” 1 “instructor,” 1 faculty

Reference
ACLS EP Instructor DVD,
ACLS EP Manual Chapters 15-17 and 19
### Learning Station: 
**Respiratory and Metabolic Details**

- Arrange “learners” in a V or U shape around the computer/projector where you can make eye contact with everyone and all learners have a clear view of the screen
  - Minimum of 6 and maximum of 10 learners
- Show the Waveform Capnography video (verbal acknowledgment)
- Answer any questions
- Instructor candidates present cases during learning station
- Make sure cases are very interactive and that all learners participate
- Promote critical thinking and decision making
- **Avoid lecturing**
Instructor Candidate Objectives

- Learn how to run the Post–Cardiac Arrest Care Learning Station

Instructor Candidate Role

- One candidate manages the Post–Cardiac Arrest Care Learning Station
- Seven others act as learners

Your Role

- Teach instructor candidates how to run the Post–Cardiac Arrest Care Learning Station
- Have instructor candidates (those assigned ahead of time)
  - Show the Post–Cardiac Arrest Care video (verbal acknowledgment)
  - Facilitate the cases during the learning station
- Debrief each candidate

Reference

Learning Station: Post–Cardiac Arrest Care

Details

- Arrange “learners” in a V or U shape around the computer/projector where you can make eye contact with everyone and all learners have a clear view of the screen
  - Minimum of 6 and maximum of 10 learners
- Show the Post–Cardiac Arrest Care video (verbal acknowledgment)
- Answer any questions
- Instructor candidates present cases during learning station
- Make sure cases are very interactive and that all learners participate
- Promote critical thinking and decision making
- Avoid lecturing
Training Center–Specific Policies

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
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
## ACLS EP INSTRUCT

### Written Exam

#### Resources
- Instructor written exam

#### Instructor Candidate Role
- Take the instructor exam

#### Instructor Candidate Objectives
- Pass the instructor exam

#### Your Role
- Pass out the exam
- Proctor the exam
- Collect and score each exam
- Review the answers by using the answer key with the candidates
- Provide remediation as needed
- Answer questions

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**Reference**
ACLS EP Faculty Guide

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0:00

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30:00

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T
Resources
- Instructor course evaluations

Instructor Candidate Role
- Listen to faculty
- Complete course evaluation

Instructor Candidate Objectives
- Explain next steps and resources

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

Reference
ACLS EP Faculty Guide 21