

# **Accelerated HeartCode® ACLS Competency Agenda and Lesson Plans**

# Introduction to the Accelerated HeartCode ACLS Competency Agenda

AHA recognizes that many students who complete the Online Portion of HeartCode ACLS blended learning come to the skills performance session with varying levels of competency. For students who come prepared to demonstrate mastery of the skills associated with high-quality CPR and advanced cardiovascular life support, the AHA has created the Accelerated HeartCode ACLS Competency agenda. This agenda allows a learner to immediately demonstrate his or her mastery and thus potentially shorten the time required to complete the instructor-led Hands-On Session of HeartCode ACLS.

When using this agenda, the instructor must ensure that the student is demonstrating performance at the required level by using an instrumented directive feedback device or manikin during the instructor-led High-Quality BLS skills lesson and testing. The *2015 AHA Guidelines Update for CPR and ECC* states, “Learners who used devices that provided corrective feedback during CPR training had improved compression rate, depth, and recoil compared with learners performing CPR without feedback devices.”\*

Studies have shown that the use of instrumented directive feedback devices significantly improves CPR performance and retention at the end of training. Studies have also suggested that the use of directive feedback devices has shortened the practice time to demonstration of competence. These devices have demonstrated more accurate and consistent feedback than even the most experienced instructors.\*

- **Definition of instrumented directive feedback device:** An instrumented directive feedback device measures rate, depth, hand position, release, and chest compression fraction and gives real-time audio and/or visual feedback on these items. At a minimum, the device must measure and give real-time audio and/or visual feedback on rate and depth. This information then allows students to self-correct their skills.

Using the Adult High-Quality BLS Skills Testing Checklist, the instructor will observe the student and instrumented feedback when evaluating the performance of high-quality CPR as defined in the skills testing checklists and critical skills descriptors.









\*Bhanji F, Donoghue AJ, Wolff MS, et al. Part 14: education: 2015 American Heart Association Guidelines Update for Cardiopulmonary Resuscitation and Emergency Cardiovascular Care. *Circulation*. 2015;132(18 suppl 2):S561-S573.

## Accelerated HeartCode ACLS Competency Agenda Outline

The student-to-instructor ratio is variable with maximum of 6 students to 1 instructor. It is recommended that a minimum ratio for the best student experience is 3 students to 1 instructor.

**This agenda has been created to give the instructor the flexibility to adjust the agenda according to the needs and experience of a given student or group of students. Required content must be completed as described in the appropriate Lesson Plans. A CPR feedback device or manikin must be used for the testing portion of the High-Quality BLS lesson.**

All times below are approximate. Total instructional time with 3:1 student-to-instructor ratio can range from 27 minutes when instructors teach only the required lessons to approximately 2 hours 32 minutes when instructors teach the required lessons and all or part of the optional and strongly recommended content, not including breaks, transition time, or remediation time.

Lesson Plan	Requirement	Course Event	Estimated Time (Minutes)	Type of Lesson
HC ACLS ACC-1	Required	Course Introduction	15 minutes	
HC ACLS ACC-2	Required	Learning/Testing Station: High-Quality BLS <sup>†</sup>	2 minutes per student*	 
HC ACLS ACC-3	Required	Learning/Testing Station: Airway Management <sup>†</sup>	2 minutes per student*	 
HC ACLS ACC-T	Strongly Recommended	Megacode Testing <sup>‡</sup>	13 minutes per student*	  

**The accelerated competency course requires the use of a directive feedback device.**

\*Practice portion of the content is optional and timing is not included on agenda.

<sup>†</sup>Content within lessons indicated as optional can be included, shortened, or excluded as determined by the instructor, depending upon the students' needs.

<sup>‡</sup>Megacode practice can be adapted to individual group needs. Not every student will necessarily need to lead a practice Megacode.

# Lesson HC ACLS ACC-1

## Course Introduction

15 minutes

### Precourse Requirements

- The Accelerated HeartCode ACLS Competency Course is intended only for providers who are experienced in the skills of basic life support, are renewing their AHA ACLS course completion card, and have successfully completed the Online Portion of HeartCode ACLS
  - For all other providers, the Lesson Plans and agenda for HeartCode ACLS found in the Instructor Manual must be followed
- Use of a feedback device or manikin is required for the Accelerated HeartCode ACLS Competency Course to ensure high-quality CPR with the direct assessment of a student's performance of skills
- Be familiar with the learning objectives and the ACLS Course content. Knowing what you want to communicate, why it's important, and what you want to happen as a result is critical to the success of the course
- Be familiar with all remediation best practices found in "Part 3: Testing and Remediation" in the Instructor Manual. Informal and formal remediation are critical to student success in the Accelerated HeartCode ACLS Competency Course
- All remaining precourse requirements must be followed before you teach this course



### Discussion: Course Introduction

- Introduce yourself and additional instructors, if present
- Explain the layout of the building, including bathrooms and emergency exits
- Remind students of where the nearest AED is located and what the emergency response number is
- Invite students to introduce themselves
- Explain that the course is accelerated, meets all ACLS learning objectives, and is designed to adapt to each student's current level of high-quality CPR performance. Refer to the following points (see detailed information for each throughout the Instructor Manual) for discussion with students:
  - Your role
  - Use of the feedback device to ensure high-quality CPR
  - Video-based practice (available in optional lessons)
    - Practice while watching
      - Refer to "Part 2: Teaching the Course" in the Instructor Manual for detailed information about practice while watching
  - Instruction of each skill where "video-based" remediation is needed
  - Skills tests and exam
- Ask that any student who anticipates difficulties due to personal limitations, such as a medical concern or knee or back problems, speak with one of the instructors. Refer to "Part 1: Preparing for the Course" in the Instructor Manual for further explanation about students with special needs

- Describe the course agenda:
  - Inform students of breaks you have scheduled during the class
  - Tell the students, “We are scheduled to end by \_\_\_\_\_”
- Remind students of the course completion requirements:

### Skills Test Requirements

Students must successfully pass these skills tests by being evaluated once in each role:

- High-Quality BLS Skills Test
- Airway Management Skills Test
- Megacode Test (strongly recommended)

## Instructor Notes

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### Next

Learning/Testing Station:  
High-Quality BLS

# Lesson HC ACLS ACC-2

## Learning/Testing Station: High-Quality BLS

2 minutes  
per student\*

### Instructor Tips

\*Practice is optional and is not included in timing

- Make sure to assess the students' competency to allow time for practice if needed
- **Conduct learning stations in real time (do not fast-forward)**



### Students Practice (Optional)

- **High-quality BLS: Follow ACLS Lesson 4A**
- If remediation is needed for students on a BLS skill, follow the remediation steps in your Instructor Manual for each skill that students practice, before testing



### High-Quality BLS Testing

- **High-quality BLS testing: Follow ACLS Lesson 4B**
- Test one student at a time
- Summarize the importance of high-quality CPR to patient survival

### Instructor Notes

#### Next

Learning/Testing Station:  
Airway Management

# Lesson HC ACLS ACC-3

## Learning/Testing Station: Airway Management

2 minutes  
per student\*

### Instructor Tips

\*Practice is optional and is not included in timing

- Make sure to assess the students' competency to allow time for practice if needed
- **Conduct learning stations in real time (do not fast-forward)**



### Students Practice (Optional)

- **Bag-mask ventilation with OPA/NPA insertion: Follow ACLS Lesson 5A**
- Time required for practice is not included on the agenda. Allow additional time if practice is needed
- If remediation is needed for students on a bag-mask skill, follow the remediation steps in your Instructor Manual for each skill that students practice, before testing



### Airway Management Testing

- **Airway management testing: Follow ACLS Lesson 5B**
- Test students one at a time
- Check off student's skills on the skills testing checklist as each student demonstrates adequate management of the respiratory case

### Instructor Notes

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**Next**

Megacode Testing

# Lesson HC ACLS ACC-T Megacode Testing

13 minutes  
per student\*

## Instructor Tips

\*Technology Review and Megacode Practice are optional and are not included in timing

- Megacode Practice can be adapted to individual student needs
- Determine the case or cases to be included based on each student's scope of practice
- **Conduct learning stations in real time (do not fast-forward)**



### Technology Review (Optional)

- Review equipment: Follow ACLS Lesson 6



### Students Practice (Optional)

- Megacode Practice: Follow ACLS Lesson 16A
- Megacode Practice—Instructor Demo: Follow ACLS Lesson 16B
- Megacode Practice—Practice Cases: Follow ACLS Lesson 16C
- Megacode Practice—Rotations: Follow ACLS Lesson 16D
- Time required for practice is not included on the agenda. Allow additional time if practice is needed
- Megacode practice can be adapted to students' needs
- If remediation is needed for students on a Megacode skill, follow the remediation steps in your Instructor Manual for each skill that students practice, before testing



### Megacode Testing (Strongly Recommended)

Provide Megacode case scenario:

- Using the Megacode Testing Checklist, test each student one at a time as he or she functions as Team Leader
- **You must conduct the scenario in real time**
- **Megacode Testing: Follow ACLS Lessons T2, T3, and T4**

## Instructor Notes

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