

Before you teach the ASHI ACLS course

It is important to note that changes have been made to how the ASHI ACLS course is delivered compared to the 2006 program. Instructors should become thoroughly familiar with the new program materials and resources prior to teaching the course for the first time.

To access the ASHI ACLS program materials, an ASHI Training Center must purchase the ASHI ACLS Digital Resource Kit (DRK-ACLS) and have at least one Instructor who has completed and finalized the G2010 ACLS update. Once purchased, the Resource Kit is available in the documents section of the Training Center Manager. No materials will ship to you, program materials are only available as digital downloads.

Prior to teaching the course for the first time, you should download and review the following program components from the Training Center Manager:

- Preparatory (PowerPoint® slides, Lesson Plans, and Test Bank questions)
- Case Studies (PowerPoint slides and Lesson Plan)
- Program Resource documents (Instructor Resource Guide, Performance Evaluations, Rosters, etc.)
- ACLS Exam documents

IMPORTANT NOTE: The test bank can be used for pre-tests and quizzes, but only the ASHI ACLS written exam included with this Resource Kit may be used as the final written test.

Overview of the ASHI ACLS Instructor Resource Guide

The Resource Guide is the Instructor's primary reference document on how to deliver the course. There is specific information on the course completion requirements, the necessary documents that must be completed and retained, and how to conduct case study/scenarios for training and evaluation.

The main areas of the Resource Guide include:

Program Standards — This chart details the specific requirements of the course including any student prerequisites, required training materials, intended audience, estimated course times for initial and renewal training, ratios (student to instructor and student to manikin), completion criteria and the certification period.

Challenging the Program — Specific information on how to conduct a challenge course and the requirements for successful completion and recourse for individuals who do not successfully complete a challenge course.

Core Knowledge Objectives — This section spells out the knowledge objectives for both initial and renewal training.

Skills Objectives — Skills objectives for both initial training and renewal training are clearly spelled out.

Program Description — This section provides an overview of the course including goals and instructional design.

Case Studies — Detailed information about how to conduct the case studies.

Written and Performance Evaluations — Guidance is provided on written examinations and background information about the exam validation process. Performance evaluations are explained and a step-by-step example is provided.

Continuing Education — Information about offering continuing education credit for EMS and other health professionals is addressed.

Presentation Materials — A brief description of the student text (study guide), the digital resource kit and a suggested course schedule approach are provided.

Recommended Initial Two-Day Student Course Schedule — Detailed course outlines/timelines are suggested for an initial training course.

Administration and Classroom Management — Information is provided regarding instructor responsibilities related to conducting the class, including ratios, use of support materials, evaluating performance/providing prompt feedback and other requirements.

Classroom Environment — Issues of participant health and safety such as the physical environment, reducing the spread of germs, safe use of equipment and avoiding physical injury are discussed.

The Americans with Disabilities Act — Guidance is provided regarding the ADA and reasonable accommodation. Resource information is also provided.

Wrapping up a Training Class — Standard information is provided regarding the required documentation of student performance and certification/course completion (e.g., written and performance evaluations, class roster, rate your program).