

# Advanced Cardiac Life Support Instructional Strategies

## Course Design

### 2001-2002

#### Course Information

<b>Organization:</b>	Eastern Arizona College
<b>Division:</b>	Emergency Medical Technology
<b>Course Number:</b>	EMT 182
<b>Title:</b>	Advanced Cardiac Life Support Instructional Strategies
<b>Credits:</b>	1
<b>Developed by:</b>	Christopher Black
<b>Lecture/Lab Ratio:</b>	1 Lecture; 0 Lab
<b>Transfer Status:</b>	None
<b>Extended Registration</b>	
<b>Class:</b>	No
<b>CIP Code:</b>	51.0904
<b>Assessment Mode:</b>	Pre-Test / Post-Test 20 Questions / 20 Points
<b>Semester Taught:</b>	Offered upon request.
<b>Gen. Ed. Area:</b>	None
<b>Separate Lab:</b>	No
<b>Awareness Course:</b>	No
<b>Intensive Writing</b>	
<b>Course:</b>	No
<b>Prerequisites:</b>	1. None
<b>Educational Value:</b>	This course is designed to develop individuals certified as Advanced Cardiac Life Support (ACLS) Providers into instructors under current American Heart Association guidelines.
<b>Description:</b>	This course is designed to prepare and make eligible the participant for approval as an Advanced Cardiac Life Support "ACLS" instructor with the American Heart Association.
<b>Textbooks:</b>	American Heart Association. ACLS Instructor's Manual This textbook is required.
<b>Supplies:</b>	None

## Competencies and Performance Standards

<b>1. Acquaint self with the Standards and Guidelines of the American Heart Association.</b>			
<i>Domain-- Affective</i>	<i>Level-- Responding</i>	<i>Importance-- Important</i>	<i>Difficulty-- Medium</i>
<b>Criteria--</b> Criteria - Performance will be satisfactory when: <ul style="list-style-type: none"> <li>• learner utilizes the standard curriculum to develop instructional material</li> <li>• learner is able to discuss in detail the role of the accrediting agencies as it relates to ACLS instruction.</li> </ul>	<b>Conditions--</b> Competence will be demonstrated: <ul style="list-style-type: none"> <li>• by completion of form necessary for conducting ACLS course.</li> <li>• by completion of paperwork necessary for ACLS certification.</li> <li>• when learner utilizes curricula and standards in developing a lesson plan.</li> </ul>	<b>Learning Objectives:</b> <ol style="list-style-type: none"> <li>Describe the components of the standard curriculum.</li> <li>Describe the role of the accrediting agencies in ACLS instruction.</li> </ol>	
<b>2. Describe the principles of adult learning.</b>			
<i>Domain-- Cognitive</i>	<i>Level-- Comprehension</i>	<i>Importance-- Useful</i>	<i>Difficulty-- High</i>
<b>Criteria--</b> Criteria - Performance will be satisfactory when: <ul style="list-style-type: none"> <li>• learner defines Pedagogy and Androgogy.</li> <li>• learner defines the "Domains" of learning.</li> <li>• learner describes characteristics of adult learners</li> <li>• learner describes various leaning styles</li> </ul>	<b>Conditions--</b> Competence will be demonstrated: <ul style="list-style-type: none"> <li>• when the learner can list at least 5 characteristics of the adult learner.</li> <li>• when the learner can match various learning styles with the appropriate teaching style.</li> </ul>	<b>Learning Objectives:</b> <ol style="list-style-type: none"> <li>Define pedagogy and androgogy.</li> <li>Define the three "Domains" of learning.</li> <li>Describe the characteristics of adult learners.</li> <li>Describe various learning styles.</li> </ol>	
<b>3. Describe the principles of instruction.</b>			
<i>Domain-- Cognitive</i>	<i>Level-- Comprehension</i>	<i>Importance-- Important</i>	<i>Difficulty-- High</i>
<b>Criteria--</b> Criteria - Performance will be satisfactory when: <ul style="list-style-type: none"> <li>• learner describes various instructional strategies.</li> <li>• learner can discuss the relationship of the learning domains in development of learning objectives.</li> <li>• learner can adapt objectives from a curriculum into their lesson plans.</li> <li>• learner identifies the appropriate use use of various evaluation tools.</li> </ul>	<b>Conditions--</b> Competence will be demonstrated by: <ul style="list-style-type: none"> <li>• Utilization of self-developed lesson plans</li> <li>• Development of an examination blueprint.</li> <li>• Development of test items.</li> <li>• Development of psychomotor skills evaluation.</li> <li>• Presentation of a lesson on an assigned topic</li> <li>• Utilization of a least one multi-media component.</li> </ul>	<b>Learning Objectives:</b> <ol style="list-style-type: none"> <li>Discuss various instructional strategies.</li> <li>Develop lesson plans.</li> <li>Discuss the components of curricula development.</li> <li>Describe the criteria for developing "learning objectives".</li> <li>Describe various forms of evaluations.</li> </ol>	

<b>4. Acquire classroom management skills.</b>		
<i>Domain-- Cognitive</i>	<i>Level-- Application</i>	<i>Importance-- Essential</i> <i>Difficulty-- High</i>
<b>Criteria--</b> Criteria - Performance will be satisfactory when: <ul style="list-style-type: none"> <li>• learner responds to various presented scenarios entitled "what would you do, if...?"</li> </ul>	<b>Conditions--</b> Competence will be demonstrated: <ul style="list-style-type: none"> <li>• Presentation of a lesson on assigned topic.</li> </ul>	<b>Learning Objectives:</b> <ol style="list-style-type: none"> <li>a. Design a physical classroom environment for a lecture presentation.</li> <li>b. Design a physical environment for a skills presentation.</li> <li>c. Discuss hypothetical responses to a variety of "classroom challenges and situations".</li> </ol>
<b>5. Discuss legal implications associated with ACLS instruction.</b>		
<i>Domain-- Cognitive</i>	<i>Level-- Comprehension</i>	<i>Importance-- Important</i> <i>Difficulty-- Medium</i>
<b>Criteria--</b> Criteria - Performance will be satisfactory when: <ul style="list-style-type: none"> <li>• learner articulates the role of the accrediting agencies in relationship to conducting ACLS courses.</li> <li>• learner defends specific classroom management techniques against certain legal ascertains</li> </ul>	<b>Conditions--</b> Competence will be demonstrated: <ul style="list-style-type: none"> <li>• by the learner providing guidance and assistance to a simulated student relating to certification questions, paperwork requirements and complaints.</li> </ul>	<b>Learning Objectives:</b> <ol style="list-style-type: none"> <li>a. Discuss hypothetical responses to a variety of "legal challenges".</li> <li>b. Compare the differences between administrative law and civil law as they relate to ACLS training programs.</li> <li>c. Defend various instructional strategies against learner complaints.</li> <li>d. Discuss the implications of recent legal decisions against ACLS training programs.</li> </ol>

## Types of Instruction

Classroom Presentation

## Grading Policy

### Evaluation Methods:

### Grading Scale:

Grade	Requirement
Pass/Fail	Successfully complete all course requirements.

## Learning Plans

### Learning Plan 1-- Advanced Cardiac Life Support Instructional Strategies

**Overview:** The application of this learning plan should be performed based and creative. Completion of this course will allow the participants to meet the requirements necessary to gain approval as an ACLS instructor. It is therefore, paramount that we model "ideal instruction" while preparing "instructors."

- Competency:** 1. **Acquaint self with the Standards and Guidelines of the American Heart Association.**
- Competency:** 2. **Describe the principles of adult learning.**
- Competency:** 3. **Describe the principles of instruction.**
- Competency:** 4. **Acquire classroom management skills.**
- Competency:** 5. **Discuss legal implications associated with ACLS instruction.**

#### Learning Activities:

- \_\_\_\_\_ 1. APPLY principles to the solution of real occupational or other life role problems
- \_\_\_\_\_ 2. APPLY a principle and its guidelines to a role play assignment
- \_\_\_\_\_ 3. CONSTRUCT a lesson plan
- \_\_\_\_\_ 4. CONSTRUCT an examination blueprint
- \_\_\_\_\_ 5. CONSTRUCT test items
- \_\_\_\_\_ 6. DEBATE legal decisions related to ACLS instruction.
- \_\_\_\_\_ 7. LISTEN to a mini presentation
- \_\_\_\_\_ 8. EVALUATE the performance of mini presentations.
- \_\_\_\_\_ 9. OBSERVE a demonstration of a procedure
- \_\_\_\_\_ 10. PERFORM ACLS skills
- \_\_\_\_\_ 11. PERFORM self assessments and critique on mini presentation
- \_\_\_\_\_ 12. PRESENT slides, transparencies or other multi-media instructional tools.
- \_\_\_\_\_ 13. TEACH other team members

- Performance Assessment Activities:**
- \_\_\_\_\_ 1. Complete the forms necessary to conduct an ACLS course to the instructor
  - \_\_\_\_\_ 2. Submit a Examination Blue Print to the instructor

- \_\_\_\_\_ 3. Submit a Lesson Plan to the instructor
- \_\_\_\_\_ 4. Submit a skills evaluation instrument to the instructor
- \_\_\_\_\_ 5. Present a lecture to the class