

CPR Instructional Strategies

Course Design

2000-2001

Course Information

Organization:	Eastern Arizona College
Division:	Emergency Medical Technology
Course Number:	EMT 181
Title:	CPR Instructional Strategies
Credits:	2
Developed by:	Christopher Black
Lecture/Lab Ratio:	2 Lecture; 0 Lab
Transfer Status:	None
CIP Code:	51.0904
Assessment Mode:	Pre-Test / Post-Test 20 Questions / 20 Points
Awareness Course:	No
Intensive Writing Course:	No
Prerequisites:	1. Current and Valid certification in CPR as a Health Care Provider or Professional Rescuer
Description:	This course is designed to prepare and make eligible the participant for approval as a CPR instructor with the American Heart Association or the American Red Cross.
Textbooks:	American Heart Association. <i>CPR Instructor's Manual</i> . This textbook is required. American Red Cross. <i>Fundamentals of Instruction</i> . This textbook is required.
Supplies:	NONE

Competencies and Performance Standards

UNIT

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

4. Acquire classroom management skills.		
<i>Domain--Cognitive</i>	<i>Level--Application</i>	<i>Importance--Essential</i>
<i>Difficulty--High</i>		
Criteria--Criteria - Performance will be satisfactory when: ■ learner responds to various presented scenarios entitled "what would you do, if...?"	Conditions--Competence will be demonstrated: ■ Presentation of a lesson on assigned topic.	Learning Objectives: a. Design a physical classroom environment for a lecture presentation. b. Design a physical environment for a skills presentation. c. Discuss hypothetical responses to a variety of "classroom challenges and situations".
5. Discuss legal implications associated with CPR instruction.		
<i>Domain--Cognitive</i>	<i>Level--Comprehension</i>	<i>Importance--Important</i>
<i>Difficulty--Medium</i>		
Criteria--Criteria - Performance will be satisfactory when: ■ learner articulates the role of the accrediting agencies in relationship to conducting CPR courses. ■ learner defends specific classroom management techniques against certain legal ascertains	Conditions--Competence will be demonstrated: ■ by the learner providing guidance and assistance to a simulated student relating to certification questions, paperwork requirements and complaints.	Learning Objectives: a. Discuss hypothetical responses to a variety of "legal challenges". b. Compare the differences between administrative law and civil law as they relate to CPR training programs. c. Defend various instructional strategies against learner complaints. d. Discuss the implications of recent legal decisions against CPR training programs.

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-- CPR 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 a CPR 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 and the American Red Cross**
- 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 CPR 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 CPR instruction.
- ___ 7. LISTEN to a mini presentation
- ___ 8. EVALUATE the performance of mini presentations.
- ___ 9. OBSERVE a demonstration of a procedure
- ___ 10. PERFORM CPR 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 a CPR 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