

Training Memo: American Heart Association Core Instructor Course

DATE: January 3, 2006

FROM: Program Administration Subcommittee

TO: American Heart Association Training Centers and Instructors

Background

Instructors are the most valued part of our training network and are critical to the goal of improving patient outcomes. Because of this, the AHA is working to provide the tools and communication for instructors to maintain and improve the quality of their skills and knowledge. We also want to provide the best start for new instructors, by providing consistent training during their development.

One major initiative toward this goal is the American Heart Association Core Instructor Course. The concept of a single program that provides foundation information for all AHA instructor training was the vision of the Program Administration Subcommittee more than 5 years ago. Active development began 2 years ago following the establishment of the ECC Education Subcommittee. The AHA Core Instructor Course is based on 5 core competencies identified by the International Board of Standards for Training, Performance, and Instruction or IBSTPI. This is an international organization comprised of representation from many aspects of education including higher education, business and industry.

This course provides all of the general education elements of AHA instructor training and needs to be completed only once. So if a BLS Instructor wants to become an ACLS instructor, he / she only needs to complete the discipline specific segment on ACLS.

Delivery Methods

This program will be available in 4 different delivery methods:

- Self-directed online through the AHA Professional Education Center. This method will include continuing education credits from a variety of providers.
 - Self-directed CD based (no CE available)
 - Instructor-led classroom
 - An approach that blends both self-directed and classroom.
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Training Memo: American Heart Association Core Instructor Course, Continued

Delivery Methods
(continued)

Regardless of the method of instruction used, each student (instructor candidate) will need to obtain the “AHA Core Instructor Manual” which contains the course on CD ROM.

For classroom delivery, there will be tools for the Training Center Faculty to use: DVDs and Training Center Faculty guide.

Continuing Education Credit

An access code will be needed to complete the program online and to receive CE credit. The access code and accompanying CE will require an additional fee, above and beyond the required Core Instructor Manual.

Course Time

The estimated time to complete the total course in self directed format is approximately 6 hours.

Total classroom presentation projections are 8 to 9 hours for delivery.

Current Instructors

Requirements for current and renewing instructors are outlined in a Training Memo from the Program Administration Subcommittee. Additional information will be available as the release of the program is nearer.

Ease of Becoming an Instructor

Becoming an AHA instructor is as easy as 1, 2, 3 –

1. take the core instructor course
2. take the discipline specific instructor course
3. be monitored while teaching first course

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Training Memo: American Heart Association Core Instructor Course, Continued

The course consists of seven modules: the introduction, the conclusion and 5 modules with multiple competencies in each. Information is presented through discussions, examples and scenarios, and self directed activity.

AHA Core Instructor Course Outline

Module 1: Course Introduction	Performance Statements
Goals and objectives	(a) what the course will cover

Module 2: Professional Foundations	Performance Statements
Communicate effectively	<ul style="list-style-type: none"> (a) Use language appropriate to the audience, context, and culture. (b) Use appropriate verbal and nonverbal language. (c) Seek and acknowledge diverse perspectives (d) Use active listening skills according to context. (e) Use appropriate technology to communicate
Competency: Update/improve Skills	<ul style="list-style-type: none"> (a) Expand one’s knowledge of learning principles and instructional strategies. (b) Continuously update technology skills and knowledge. (c) Establish and maintain professional contacts. (d) Participate in professional development activities. (e) Document one’s work as a foundation for future efforts.
Competency: Comply with ethical/legal standards	<ul style="list-style-type: none"> (a) Recognize the ethical and legal implications of instructional practices. (b) Comply with organizational and professional codes of ethics. (c) Ensure that learners are treated fairly. (d) Respect requirements for confidentiality and anonymity. (e) Avoid conflicts of interest. (f) Respect intellectual property including copyright.
Competency: Establish/maintain professional credibility	<ul style="list-style-type: none"> (a) Model exemplary professional conduct. (b) Respect the values and opinions of others. (c) Demonstrate subject-matter expertise. (d) Be open to change and improvement. (e) Relate instruction to organizational contexts and goals.
Competency: Cultural Sensitivity	<ul style="list-style-type: none"> (a) Accommodate cultural differences. (b) Perceive cultural differences. (c) Develop insights and perspectives on cultural differences

Module 3: Planning and Preparation	Performance Statements
Competency: Plan instructional materials	<ul style="list-style-type: none"> (a) Determine relevant characteristics of learners, other participants, and instructional settings. (b) Plan or modify instruction to accommodate learners, instructional settings, and presentation formats. (c) Identify and sequence goals and objectives. (d) Select appropriate instructional methods, strategies, and presentation techniques. (e) Plan or modify lessons, instructor notes, assessment tools, and supporting materials. (f) Create or modify technology-based resources as required.
Competency: Prepare for instruction	<ul style="list-style-type: none"> (a) Anticipate and prepare for learner difficulties and questions. (b) Prepare learners for instruction. (c) Identify key points, relevant examples, anecdotes, and additional materials. (d) Confirm logistical and physical arrangements that support instruction. (e) Make instructional resources accessible to all learners. (f) Confirm readiness of equipment, technology, and tools.

Module 4: Management	Performance Statements
Competency: The environment (physical and learning)	<ul style="list-style-type: none"> (a) Anticipate and address situations that may impact learning and performance. (b) Ensure that learners can access resources. (c) Establish ground rules and expectations with learners. (d) Employ time management principles during instruction. (e) Discourage undesirable behaviors in a timely and appropriate manner. (f) Resolve conflicts and problems quickly and fairly.

Competency: Instructional process through technology	<ul style="list-style-type: none"> (a) Use technology to support administrative functions. (b) Use technology to seek and share information. (c) Use technology to store and reuse instructional resources. (d) Use technology to maintain the security and privacy of learner information.
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Module 5: Instructional Methods and Strategies	Performance Statements
Competency: Stimulation and motivation	<ul style="list-style-type: none"> (a) Gain and maintain learner attention. (b) Ensure that goals and objectives are clear. (c) Foster a favorable attitude toward learning. (d) Establish relevance to increase learner motivation. (e) Help learners set realistic expectations. (f) Provide opportunities for learners to participate and succeed.
Competency: Presentation Skills	<ul style="list-style-type: none"> (a) Adapt presentations to the instructional setting. (b) Represent key ideas in a variety of ways (c) Provide examples to clarify meaning. (d) Involve learners in presentations. (e) Adapt presentations to learner needs.
Competency: Facilitation	<ul style="list-style-type: none"> (a) Draw upon the knowledge and experience of all participants. (b) Give directions that are clearly understood by all learners. (c) Keep learning activities focused. (d) Encourage and support collaboration. (e) Bring learning activities to closure. (f) Monitor, assess, and adapt to the dynamics of the situation.
Competency: Questioning	<ul style="list-style-type: none"> (a) Ask clear and relevant questions. (b) Follow up on questions from learners. (c) Use a variety of question types and levels. (d) Direct and redirect questions and guide discussions. (e) Use questions to generate and guide discussions. (f) Build on responses to previous questions in subsequent learning activities.

Competency: Clarification/ Feedback	<ul style="list-style-type: none"> (a) Use a variety of clarification and feedback strategies. (b) Provide clear, timely, relevant, and specific feedback. (c) Provide opportunities for learners to request clarification. (d) Be open and fair when giving and receiving feedback. (e) Provide opportunities for learners to give feedback. (f) Help learners in giving and receiving feedback.
Competency: Promote retention	<ul style="list-style-type: none"> (a) Link learning activities to prior knowledge. (b) Encourage learners to elaborate concepts and ideas. (c) Provide opportunities to synthesize and integrate new knowledge. (d) Provide opportunities to practice newly acquired skills (e) Provide opportunities for reflection and review.
Competency: Promote transfer	<ul style="list-style-type: none"> (a) Use examples and activities to application settings. (b) Demonstrate the application of knowledge and skills in realistic settings. (c) Provide opportunities to practice in realistic settings. (d) Provide opportunities to plan for future application. (e) Explore with learners the conditions that may help or hinder transfer.
Competency: Use audio-visual/ technology	<ul style="list-style-type: none"> (a) Apply best practices when using media and technology. (b) Recognize the capabilities and limitations of media and technology for instruction. (c) Represent content in a variety of ways. (d) Prepare learners for the use of media and technology. (e) Troubleshoot and fix minor technical problems

Module 6: Assessment/ Evaluation	Performance Statements
Competency: Assess learning/ performance	<ul style="list-style-type: none"> (a) Communicate assessment criteria. (b) Monitor individual and group performance. (c) Assess learner attitudes and reactions. (d) Assess learning outcomes. (e) Provide learners with opportunities for self-assessment.

Competency: Evaluate instructional effectiveness	<ul style="list-style-type: none"> (a) Evaluate instructional materials. (b) Evaluate instructional methods and learning activities. (c) Evaluate instructor performance. (d) Evaluate the impact of the instructional setting and equipment. (e) Document and report evaluation data.
Competency: Remediation	<ul style="list-style-type: none"> (a) Consideration for needs of one versus needs of many. (b) Bridging the gaps in students' knowledge. (c) Use remediation strategies.

Module 7: Conclusion	Performance Statements
Recap of objectives	<ul style="list-style-type: none"> (a) Summarize what was provided in the course. (b) Moving forward as an instructor.
