



ECCU 2017 CONFERENCE & EXHIBITION • A CALL TO ACTION...AND ALL THAT JAZZ!

ACS: Acute Cognitive Syndrome— Aggregation and Adhesions to the Learning Process

Amy Turner, BSN, RN, CHSE

Simulation Coordinator

University of Hawaii Maui College

Kostas Alibertis, CCEMT-P

ACLS/PALS Coordinator

Life Support Learning Center

University of Virginia

ECCU2017 
Emergency Cardiovascular Care Update

 **CITIZEN CPR
FOUNDATION**
Helping citizens and communities save lives

Presenter Disclosure Information

Amy Turner, BSN, RN, CHSE

Kostas Alibertis, CCEMT-P

ACS: Acute Cognitive Syndrome—Aggregation and Adhesions to the Learning Process

FINANCIAL DISCLOSURE:

- No relevant financial relationship exists.

UNLABELED/UNAPPROVED USES DISCLOSURE:

- No unlabeled or unapproved uses in presentation.

Objectives

- Participants will describe 2 challenges of delivering a high quality resuscitation education program.
- Participants will describe 3 ways enhance participant's learning so that this knowledge can be applied to actual patient resuscitation.

ACS: Signs and Symptoms of the Disease

- Outcomes
 - Low retention of resuscitation knowledge with time progression
- Participation
 - Fear of coming to class
 - Minimal engagement in class
- AMS—participant confusion matching class information and application at the bedside

Complications

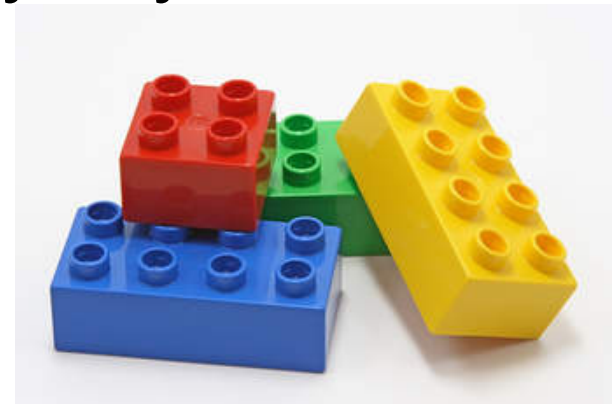
- Implementation—We've developed collateral circulation with course implementation because of obstacles
 - Lowered standards (give everyone a card) vs. increased needs for remediation—drives some participants to other training sites
 - Time and financial constraints with ultimate education

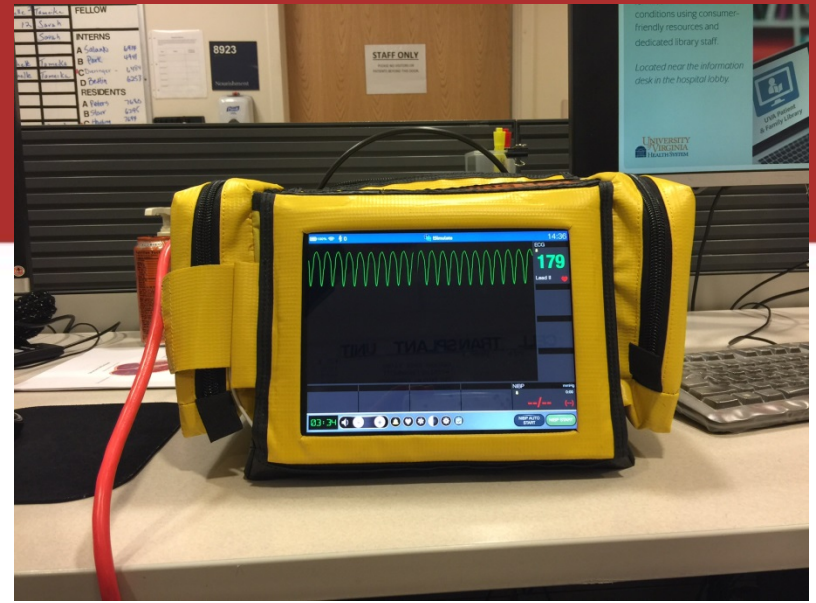
Treatment is Prevention

- Pre-ACLS class strategies
- Developing relationships with students
- Transitioning to a simulation approach
- Does every student need to be a team leader?

Pre-ACLS Class Education

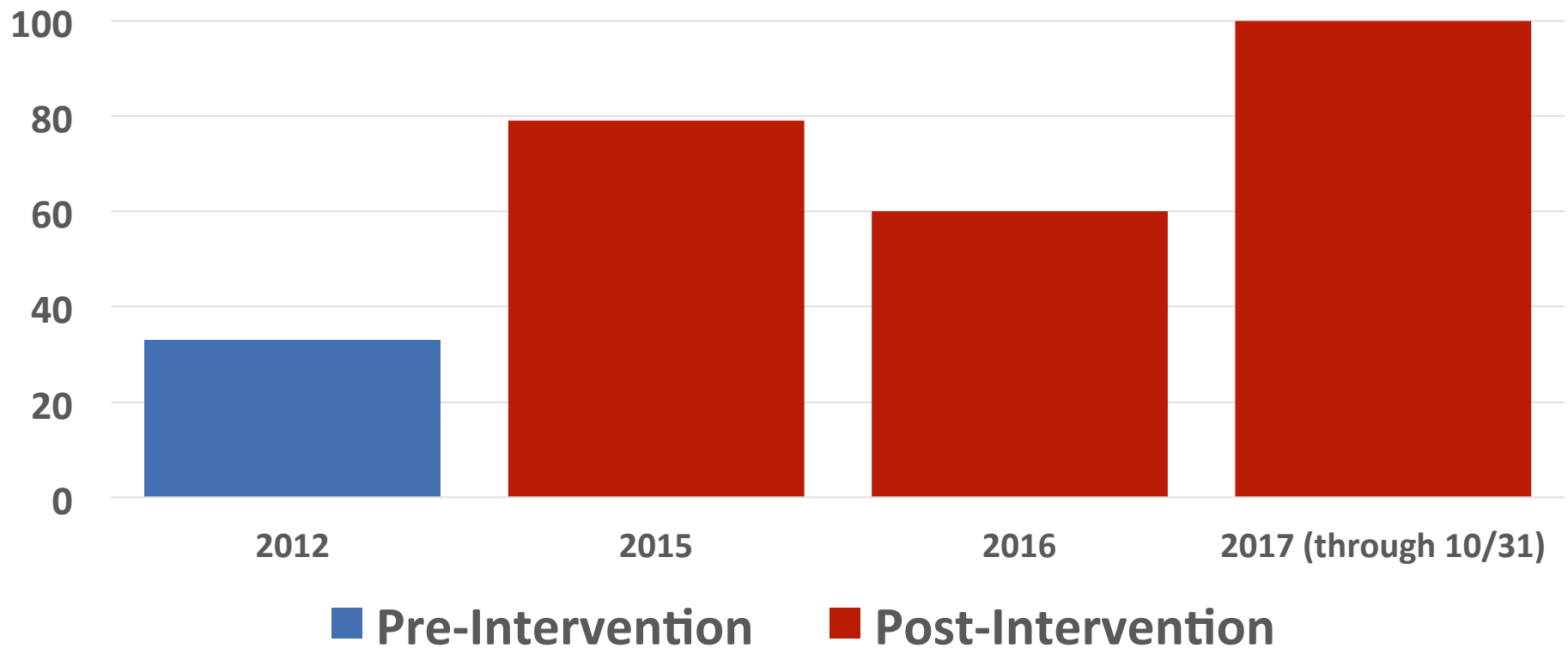
- Basic dysrhythmia instruction
- ACLS preparation (applying scenarios and treatment to dysrhythmia training)
- Defibrillator practice (applying hands-on practice to scenarios and dysrhythmia training)
 - Cardioversion
 - Defibrillation
 - Transcutaneous pacing





Oncology Unit Trial

First Time ACLS Pass Rate



Developing Relationships with Students

- More relaxed when they see a familiar face in class. Leads to a “safe learning environment” which has proven to increase knowledge of the material.

Simulation Approach to ACLS

- Work through common mistakes in ACLS
 - Lowering bed for CPR
 - Use of backboard
 - Pulling head away from the wall for BVM
 - Looking for the appropriate medications in actual containers
 - Applying monitor doesn't mean applying pads
- Actually recognizing “dead”
- Running simulation real time
 - Realistic approach to what can/should be done in 2 minutes
 - Compressor fatigue requiring switches

Missing ACLS Level

- What can our providers do within their scope of practice?
- What are our actual expectations at the bedside compared to expectations in class?
- How do we marry the 2 expectations?

ACLS Team Member Class

ACLS Team Member Class—Format 1

| Time | Content |
|-----------|--|
| 0745-0800 | Registration and Welcome |
| 0800-0900 | 1 st 5 Minutes Didactic |
| 0900-0930 | Team Dynamics |
| 0930-0945 | Break |
| 0945-1000 | Simulation Briefing |
| 1000-1130 | 1 st 5 Minutes Simulation |
| 1130-1230 | Lunch |
| 1230-1400 | Didactic with interaction: <ul style="list-style-type: none">• Rhythm ID• Algorithm review• Review of manual defibrillator functions |
| 1400-1415 | Break |
| 1415-1600 | Megacode Practice |

ACLS Team Member Class—Format 2

| Time | Content |
|-----------|--|
| 0730-0745 | Registration and Welcome |
| 0745-0815 | Course Overview, Science, and Systematic Approach |
| 0815-0845 | ACS |
| 0845-0915 | Acute Stroke |
| 0915-0930 | Break |
| 0930-1100 | Learning Station Rotations <ul style="list-style-type: none">• Airway Management• CPR/AED |
| 1100-1130 | Team Dynamics |
| 1130-1230 | Lunch |
| 1230-1300 | 1 st 5 Minutes Didactic |
| 1300-1315 | Simulation Briefing |
| 1315-1430 | 1 st 5 Minutes Simulation |
| 1430-1445 | Break |
| 1445-1545 | Didactic with Interaction <ul style="list-style-type: none">• Rhythm ID• Algorithm Review |
| 1545-1700 | Megacode Practice |

Objectives Revisited

- Participants will describe 2 challenges of delivering a high quality resuscitation education program.
 - Low retention
 - Fear of class
 - Applicability
- Participants will describe 3 ways enhance participant's learning so that this knowledge can be applied to actual patient resuscitation.
 - ACLS prep
 - Developing relationships
 - Simulation approach
 - Team member class