EDUCATION 2021

5 TOP MESSAGES

EUROPEAN RESUSCITATION COUNCIL

1. THE ERC PROVIDES CPR TEACHING TO ENABLE EVERY CITIZEN TO PROVIDE THE BASIC SKILLS TO SAVE A LIFE

- For bystanders, rescuers with a duty to respond, first responders, EMS dispatchers, healthcare professionals, children from preschool age to young adults in higher education

2. THE REQUIRED RESUSCITATION SKILLS ARE EASY TO LEARN AND EASY TO TEACH

- Recognize cardiac arrest, alert professional rescuers, provide high quality CPR, use an AED
- Advanced resuscitation skills for healthcare providers
- Educational competencies to teach resuscitation

3. IMPROVING BASIC LIFE SUPPORT TUITION

- Learner-adapted programs, technology enhanced learning and feedback devices, annual short competency refreshers

4. HEALTHCARE PROVIDERS SHOULD ATTEND ADVANCED LIFE SUPPORT COURSES AND MAINTAIN THEIR CERTIFICATION

- Simulation and teaching non-technical skills
- Use of cognitive aids
- Application of data-driven, performance-focused debriefing

5. FACULTY DEVELOPMENT

- Teaching programs for BLS-instructors for all levels of providers, for advanced life support courses, instructor courses and educators

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THE ERC PROVIDES CPR TEACHING TO ENABLE EVERY CITIZEN TO PROVIDE THE BASIC SKILLS TO SAVE A LIFE

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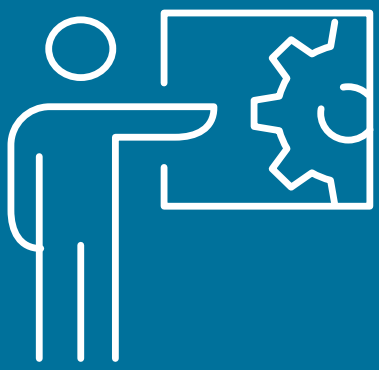
KEY EVIDENCE



Learning resuscitation enhances willingness to perform CPR and initiation of the chain of survival

Teaching over time (spaced education) achieves higher competency levels

Frequent short retraining is successful in keeping CPR competencies

KEY RECOMMENDATIONS

Distribute resuscitation education over time and maintain resuscitation competencies by frequent retraining (at least every year)

Attend specific resuscitation courses for “everybody” (bystanders), for rescuers with a duty to respond (first responders), healthcare professionals of all levels, all children and young adults, from preschool to higher education, to learn how to save a life

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THE REQUIRED RESUSCITATION SKILLS ARE EASY TO LEARN AND EASY TO TEACH

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KEY EVIDENCE

Thousands of people every year learn the technical skills to perform resuscitation

Technology enhanced learning improves retention and facilitates assessment in CPR

Learning the importance of human factors (communication and collaboration) crucially improves high-quality CPR

Teaching non-technical skills increases the willingness to help, improves the initiation of the chain of survival, and gives participants of CPR courses the confidence to be able to resuscitate

KEY RECOMMENDATIONS

Attend certified and accredited locally provided resuscitation courses according to the needs of the rescuer (bystander, lay rescuers, first responder, healthcare provider, etc.)

Learning CPR can be supported by the use of smartphones, tablets, apps, social media, and feedback devices. These learning modalities may be teacher-independent

A blended learning approach is recommended as it increases the ability to learn independent of time and location for all levels of CPR courses

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IMPROVING BASIC LIFE SUPPORT TUITION

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KEY EVIDENCE

Technology enhanced learning and feedback devices improve BLS quality during educational programs

Non-healthcare resuscitation teachers are able to acquire the educational competencies to teach the skills of BLS

Short BLS teaching with annual refreshers maintain resuscitation competencies

KEY RECOMMENDATIONS

Rescuers with a duty to respond should be trained to deliver high quality BLS and should rehearse these competencies annually

Include discussions of resuscitation barriers and enablers during BLS courses to improve willingness to deliver resuscitation efforts

Learner-adapted programmes may engage course participants starting with BLS if indicated

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HEALTHCARE PROVIDERS SHOULD ATTEND ADVANCED LIFE SUPPORT COURSES AND MAINTAIN THEIR CERTIFICATION

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KEY EVIDENCE

High and low fidelity simulation in resuscitation education facilitates contextualised learning for a variety of learners

Integration of technical and non-technical skills teaching improves human factors in critical situations

Use of cognitive aids and the application of data-driven, performance-focused debriefing improves patient outcome after cardiac arrest

KEY RECOMMENDATIONS

Teach every healthcare provider high-quality CPR (from BLS to advanced life support level, for resuscitation of all age groups)

Attend accredited advanced life support courses that include team and leadership training as these improve patient outcome

Use cognitive aids and learn how to use debriefing after resuscitation to improve performance of CPR-teams

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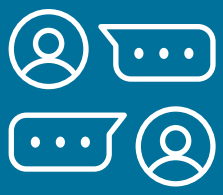
FACULTY DEVELOPMENT

EUROPEAN RESUSCITATION COUNCIL

KEY EVIDENCE



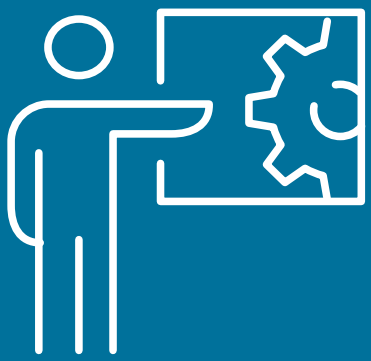
The quality of the teacher contributes a major impact to learning

Feedback and debriefing are highly effective educational tools

The instructor's approach to planning and running an individual training session has more impact on learning than the choice of educational format

Establishing a proper learning climate and communication of achievable learning goals leads to higher learner achievement

KEY RECOMMENDATIONS



Use structured initial instructor training and regular updates to guarantee high teaching quality

Appropriate content knowledge should be regarded as equally crucial for instructors as facilitation of interactive small group learning and basic presentation skills

Instructors need to learn how to support the development of non-technical skills during resuscitation and how to debrief effectively

A climate of mutual trust should be promoted for peer coaching within instructor teams as it enables the development of communities of practice by sharing aims and views on teaching