



## AUSTRALIAN RESUSCITATION COUNCIL

### Curriculum Review

#### **Aim:**

The key aim of the ARC curriculum review service is to facilitate consistency in Advanced Life Support educational programs and assessment strategies for all healthcare professionals.

#### **Preamble:**

Although the physical resources and environments of personnel required to undertake resuscitation will be varied, the ARC provides evidence-based guidelines that are imperatives to achieving the optimum outcomes for victims requiring resuscitation. Thus there will be differences in educational presentations, in terms of pre-requisite knowledge and assessment strategies (e.g. simulation labs versus scenario tasks; multiple choice exams versus short answer exams). Regardless of the strategies undertaken for education and assessment, it is important that the ARC guidelines sit at the core of the program.

#### **A word about curriculum documents:**

A course or program curriculum is a stand-alone document. It should describe the features and structure of your program. This document will ensure the consistency of your program and ensure validity of your assessments. Although it will include your course aims and objectives, it should not contain course content as such.

*Headings that are generally included in the curriculum document are:*

- ◆ Philosophy and rationale of your program.
- ◆ Program aims and objectives.
- ◆ Program structure and design – eg hours of theoretical content, mode of presentation, workshops or clinical simulations.
- ◆ Recognition of prior learning.
- ◆ Participant information – eg
  - aims and objectives
  - general information
  - duration
  - pre-requisites – current BLS competency
  - theoretical hours
  - timetable / framework
  - costs
  - portability of certification across Australia
  - assessment techniques
    - recognition of prior learning – availability of fast-track assessment
    - theoretical assessment
    - practical assessment

notification of results and outcomes  
 appeals process  
 exit criteria  
 course evaluation  
 ALS certification and re-certification

- ◆ Availability of program.
- ◆ Requirements of healthcare agencies (ie policies, equipment etc). Consideration should also be given to the legal requirements to facilitate activities, such as standing order approval where nurses may be required to initiate ALS medications.
- ◆ Assessment techniques – includes standards required for successful completion eg 80% for theoretical exams. It should also reference the number of assessors for clinical assessments.
- ◆ Recertification processes and frequency.
- ◆ Exit criteria.
- ◆ Appeals processes.
- ◆ Course evaluation and review processes.
- ◆ Required and desired attributes of program convenor and assessors – eg current ALS certification, experience / qualifications in education and assessment, ALS instructor course attendance.
- ◆ Resources and materials.
- ◆ Occupational health and safety considerations – cleaning and maintenance of equipment.
- ◆ Curriculum review time frames.

This list is not exhaustive, and there may be other aspects of your program that could be included in this document.

#### **What to include in your submission:**

Covering letter, identifying a key contact person for the program.

Curriculum document – the title should specify the focus of your program in terms of adult, paediatric or both.

Course content - there will be some variation in what is submitted, depending on how your program is structured. Eg – one or two day workshops, self-directed packages etc.

Any pre-reading materials.

Program fliers – identifying the intended audience, pre-requisites, pre-reading if relevant, dates, location, contact person and whether assessments will be undertaken on the day of presentation or at another date.

Powerpoint presentations.

Learning modules and answer guides.

Reference materials.

Assessment materials – Clinical assessment tools – identifying standard for competence or non-competence eg number of prompts, performance or non-performance of key interventions.

Theory assessments and answer guides.

Certificates – should identify the focus of your program.

Evaluation forms.

August, 2007