

ACLS Checkoff Sheet

This form must be turned in to the instructor at the end of the course

Name: _____

Date: _____

Code Mgmt: _____ Inst: _____

Written Exam: _____ Instructor: _____

Airway Management Skills Testing Checklist

Critical Performance Steps	✓ if done correctly
BLS Assessment and Interventions	
Checks for responsiveness • Taps and shouts, "Are you OK?"	
Activates the emergency response system • Shouts for nearby help/Activates the emergency response system and gets the AED <i>or</i> • Directs second rescuer to activate the emergency response system and get the AED	
Checks breathing • Scans chest for movement (5-10 seconds)	
Checks pulse (5-10 seconds) Breathing and pulse check can be done simultaneously Notes that pulse is present and does not initiate chest compressions or attach AED	
Inserts oropharyngeal or nasopharyngeal airway	
Administers oxygen	
Performs effective bag-mask ventilation for 1 minute • Gives proper ventilation rate (once every 5-6 seconds) • Gives proper ventilation speed (over 1 second) • Gives proper ventilation volume (~half a bag)	

STOP TEST

Instructor Notes

- Place a ✓ in the box next to each step the student completes successfully.
- If the student does not complete all steps successfully (as indicated by at least 1 blank check box), the student must receive remediation. Make a note here of which skills require remediation (refer to Instructor Manual for information about remediation).

Test Results Check **PASS** or **NR** to indicate pass or needs remediation: **PASS** **NR**

Instructor Initials _____ Instructor Number _____ Date _____

Adult High-Quality BLS Skills Testing Checklist

Hospital Scenario: "You are working in a hospital or clinic, and you see a person who has suddenly collapsed in the hallway. You check that the scene is safe and then approach the patient. Demonstrate what you would do next."

Prehospital Scenario: "You arrive on the scene for a suspected cardiac arrest. No bystander CPR has been provided. You approach the scene and ensure that it is safe. Demonstrate what you would do next."

Assessment and Activation

- Checks responsiveness Shouts for help/Activates emergency response system/Sends for AED
 Checks breathing Checks pulse

Once student shouts for help, instructor says, "Here's the barrier device. I am going to get the AED."

Cycle 1 of CPR (30:2) *CPR feedback devices preferred for accuracy

Adult Compressions

- Performs high-quality compressions*:
- Hand placement on lower half of sternum
 - 30 compressions in no less than 15 and no more than 18 seconds
 - Compresses at least 2 inches (5 cm)
 - Complete recoil after each compression

Adult Breaths

- Gives 2 breaths with a barrier device:
- Each breath given over 1 second
 - Visible chest rise with each breath
 - Resumes compressions in less than 10 seconds

Cycle 2 of CPR (repeats steps in Cycle 1) Only check box if step is successfully performed

- Compressions Breaths Resumes compressions in less than 10 seconds

Rescuer 2 says, "Here is the AED. I'll take over compressions, and you use the AED."

AED (follows prompts of AED)

- Powers on AED Correctly attaches pads Clears for analysis Clears to safely deliver a shock
 Safely delivers a shock

Resumes Compressions

- Ensures compressions are resumed immediately after shock delivery
- Student directs instructor to resume compressions or
 - Second student resumes compressions

STOP TEST

Instructor Notes

- Place a ✓ in the box next to each step the student completes successfully.
- If the student does not complete all steps successfully (as indicated by at least 1 blank check box), the student must receive remediation. Make a note here of which skills require remediation (refer to Instructor Manual for information about remediation).

Test Results Check **PASS** or **NR** to indicate pass or needs remediation: **PASS** **NR**

Instructor Initials _____ Instructor Number _____ Date _____

Scenarios from 2016 Instructor Text

Megacode Testing Checklist:

Scenarios 1/3/8 Bradycardia → Pulseless VT → PEA → PCAC

Scenarios 2/5 – Bradycardia → VF → Asystole → PCAC

Scenarios 6/11/12 Bradycardia → VF → PEA → PCAC

Critical Performance Steps	✓if done correctly
Team Leader	
Ensures high-quality CPR at all times	
Assigns team member roles	
Ensures that team members perform well	
Bradycardia Management	
Starts oxygen if needed, places monitor, starts IV	
Places monitor leads in proper position	
Recognizes symptomatic bradycardia	
Administers correct dose of atropine	
Prepares for second-line treatment	
Pulseless VT Management or V Fib	
Recognizes pVT or V Fib	
Clears before analyze and shock	
Immediately resumes CPR after shocks	
Appropriate airway management	
Appropriate cycles of drug–rhythm check/shock–CPR	
Administers appropriate drug(s) and doses	
PEA Management or Asystole	
Recognizes PEA or Asystole	
Verbalizes potential reversible causes of PEA or Asystole (H's and T's)	
Administers appropriate drug(s) and doses	
Immediately resumes CPR after rhythm checks	
Post–Cardiac Arrest Care	
Identifies ROSC	
Ensures BP and 12-lead ECG are performed, O ₂ saturation is monitored, verbalizes need for endotracheal intubation and waveform capnography, and orders laboratory tests	
Considers targeted temperature management	

STOP TEST

Test Results Check PASS or NR to indicate pass or needs remediation:	PASS <input type="checkbox"/>	NR <input type="checkbox"/>
Instructor Initials _____ Instructor Number _____ Date _____		

Learning Station Competency
<input type="checkbox"/> Cardiac Arrest <input type="checkbox"/> Bradycardia <input type="checkbox"/> Tachycardia <input type="checkbox"/> Immediate Post–Cardiac Arrest Care <input type="checkbox"/> Megacode Practice

Or

Megacode Testing Checklist:

Scenarios 4/7/10 Tachycardia → VF → PEA → PCAC

Critical Performance Steps	✓if done correctly
Team Leader	
Ensures high-quality CPR at all times	
Assigns team member roles	
Ensures that team members perform well	
Tachycardia Management	
Starts oxygen if needed, places monitor, starts IV	
Places monitor leads in proper position	
Recognizes unstable tachycardia	
Recognizes symptoms due to tachycardia	
Performs immediate synchronized cardioversion	
VF Management	
Recognizes VF	
Clears before analyze and shock	
Immediately resumes CPR after shocks	
Appropriate airway management	
Appropriate cycles of drug–rhythm check/shock–CPR	
Administers appropriate drug(s) and doses	
PEA Management	
Recognizes PEA	
Verbalizes potential reversible causes of PEA (H's and T's)	
Administers appropriate drug(s) and doses	
Immediately resumes CPR after rhythm checks	
Post–Cardiac Arrest Care	
Identifies ROSC	
Ensures BP and 12-lead ECG are performed, O ₂ saturation is monitored, verbalizes need for endotracheal intubation and waveform capnography, and orders laboratory tests	
Considers targeted temperature management	

STOP TEST

Test Results Check PASS or NR to indicate pass or needs remediation:	PASS <input type="checkbox"/>	NR <input type="checkbox"/>
Instructor Initials _____ Instructor Number _____ Date _____		

Learning Station Competency
<input type="checkbox"/> Cardiac Arrest <input type="checkbox"/> Bradycardia <input type="checkbox"/> Tachycardia <input type="checkbox"/> Immediate Post–Cardiac Arrest Care <input type="checkbox"/> Megacode Practice