Pediatric Advanced Life Support Instructor Essentials Faculty Guide

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Contents

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Part 1: General Concepts

About This Faculty Guide

Welcome to the American Heart Association (AHA) Instructor Essentials Course. This course will prepare instructor candidates to teach AHA instructor-led and blended-learning course formats. This Instructor Essentials course educates participants on how to adequately use instructor teaching materials, ensure that students meet learning objectives, offer student coaching skills, provide an objective skills performance evaluation, and follow AHA Instructor and course policies. The course covers core content and discipline-specific content required to teach AHA courses.

We have organized our faculty guides to provide this introductory section, which discusses the basic logistics for conducting any AHA Instructor Essentials course. The remaining Parts of this guide cover course-specific information.

Educational Design

The Instructor Essentials Course is taught in a blended-learning format. To become an AHA Instructor, candidates must complete the online portion, followed by the hands-on session, which is classroom based. The online portion of the course contains both core content and discipline-specific modules to prepare the instructor candidates for the hands-on session. In the classroom, faculty will continue preparing instructor candidates to become AHA Instructors by focusing on in-depth material about the disciplines that candidates will be teaching. The hands-on session includes instruction, practice, and an exam, allowing instructor candidates to successfully use their instructor materials and skills. Review the steps to become an instructor in the next section.

Steps to Become an Instructor

There are 4 steps to become an AHA Instructor. For successful completion, instructor candidates must

1. Be accepted by an AHA Training Center (TC) before enrolling in an Instructor Essentials Course and have a completed Instructor Candidate Application on file with that TC
2. Have current AHA Provider status in the discipline for that Instructor Essentials Course and be proficient in all the skills of that discipline
3. Successfully complete the Instructor Essentials Course, including both the online and hands-on session
4. Successfully be monitored teaching within 6 months after completing the hands-on session of the Instructor Essentials Course (Training Center Coordinators [TCCs] may require additional monitoring, if needed)

Role of Faculty

This guide, including the lesson plans, is for Training Faculty who will be teaching the hands-on session of the Instructor Essentials Course. The purpose of this faculty guide and the lesson plans is to provide faculty with materials that contain new information and educational practices that are incorporated into the 2020 product development cycle. These materials are to be used as a guide for teaching and preparing instructor candidates to become AHA Instructors. We thank you for your continuous efforts in conducting the hands-on session of Instructor Essentials.

As faculty, your role is critical to successful instructor candidate outcomes. During the course, the faculty should

- Facilitate discussions with a focus on desired outcome
- Listen to instructor candidates' responses and provide feedback to ensure understanding of learning concepts
- Observe instructor candidates' actions and coach as needed
- Give positive and corrective feedback
- Keep discussions and activities on track for optimal learning and use of time in the classroom

Find or List a Course

Use the AHA's [Find a Course link](#) on the Instructor Network to list your courses, TC profile, the courses your TC offers, and your scheduled Instructor Essentials Courses. Instructor candidates will then be able to access this information through the AHA's online Course Catalog ([cpr.heart.org/en/course-catalog-search](#)) or by phone at 1-877-AHA-4CPR (1-877-242-4277). This tool is for US TCs only.

TC profile information is entered in the Instructor Network by the TCC. The AHA encourages TCs to post scheduled courses on the Instructor Network. With permission from the TCC, TC Faculty may also post scheduled courses. The Find a Course online tool is not available to international TCs and Instructors.

Many TCs also have websites where they post information about AHA courses.

AHA Instructor Network
[ahainstructornetwork.org](#)

Faculty–to–Instructor Candidate Ratio

Keep track of how many people are enrolled in the course. Determine how many faculty members are needed to teach and who will be Lead Faculty. The size for each Instructor Essentials Course is flexible, but it is ideal that 1 faculty member conduct an Instructor Essentials Course with up to 7 instructor candidates, so as not to exceed a 1:7 ratio. This ratio is ideal because, throughout the course, there are group activities where 1 instructor candidate would play the role of instructor and the other candidates would play the role of students. Two manikin stations would be needed for an instructor course of 7 candidates.

Room Requirements and Course Materials

When selecting a location for the Instructor Essentials Course, make sure the room has

- Good acoustics
- A clean and well-maintained environment
- Bright lighting that can be adjusted for video presentations
- An instructor-controlled video player and a monitor or screen large enough to be viewed by all instructor candidates
- A chair for each instructor candidate
- Ideally, a firm surface with adequate padding or protection for skills practice (eg, carpeted floors, sturdy table top, padded mats)
- A table for completing the exam

Once the course has been scheduled, contact your TCC for all equipment needed for this course. Make sure that you have any additional support materials needed, such as posters, pocket reference cards, or emergency crash cart cards.

If you need to order manikins or support materials, check with your TCC or contact an AHA distributor. The distributors are listed on the Instructor Network. The TCC is responsible for ordering all course completion cards.

You can find a detailed materials and equipment list for your course in Part 2 of this faculty guide.

Sample Precourse Letter to Instructor Candidates

The letter below is a sample you may modify and send to instructor candidates attending the hands-on session of the Instructor Essentials Course.

(Date)

Dear Instructor Candidate:

Welcome to the hands-on session of the _____ Instructor Essentials Course. Enclosed are the agenda and your copy of the instructor manual(s) and *Instructor Essentials Instructor Candidate Workbook*. You will also need to access the _____ Instructor Essentials online course (available at elearning.heart.org) to complete before coming to class. Please bring your instructor manual(s) and _____ Instructor Essentials online course completion certificate to the course. Review both the agenda and the instructor manual(s) before coming to class so that you learn more and are more comfortable with the course.

The class is scheduled for

Date:

Time:

Location:

Please wear loose, comfortable clothing. You will be practicing skills that require working on your hands and knees, bending, standing, and lifting. If you have physical conditions that might prevent you from participating in the course, please tell one of the faculty when you arrive for the course. Faculty will work to accommodate your needs within the stated course completion requirements. In the event that you are ill, please notify your faculty to reschedule your training.

We look forward to welcoming you on (day and date of class). If you have any questions about the course, please call (name) at (telephone number).

Sincerely,

(Name), Faculty

Using Lesson Plans

Use lesson plans before and during the course.

Before the Course

Review the lesson plans to understand

- Objectives for each lesson
- Your role for each lesson
- Resources that you need for each lesson

Make notes of things you want to remember or add and consider preparing a list of questions and answers to use during a debrief of the lessons.

During the Course

- Follow each lesson plan as you conduct the course.
- Make sure you have all the resources, equipment, and supplies ready for each lesson.
- Help the instructor candidates achieve the objectives identified for each lesson.

Understanding Icons

The icons used in the lesson plans are there to remind you to take certain actions during the course. The icons used throughout the lesson plans are included in Table 1.

Table 1. Lesson Plan Icons

Icon	Action
	Discussion
	Play video
	Instructor candidates practice
	Instructor candidate materials
	Exam

Part 2: Preparing for the Course

Who Can Take the Course

The Pediatric Advanced Life Support (PALS) Instructor Essentials Course is an intensive course for instructor candidates who have already successfully completed the PALS Provider Course. The role and scope of practice of healthcare providers can vary greatly, so there are no profession-specific guidelines for becoming an AHA Instructor in a specific discipline. Instructor candidates should exemplify integrity, demonstrate strong ethics, communicate clearly, and model a dedication to quality of training.

The PALS Course uses a variety of teaching methods and adult learning principles in an environment that, in some cases, will mimic (simulate)—or may actually be—a real healthcare setting (eg, back of an ambulance, emergency department bed). From an educational perspective, the closer the simulated emergency is to a real-life case (eg, setting, equipment), the better the transfer of skills. Cognitive, psychomotor, and some affective domains will be accomplished through small-group teaching and case scenario practice on a manikin as a Team Leader and team members (ie, hands-on learning) and the use of large- or small-group short video presentations with instructor-student interaction (ie, engage students in discussion).

PALS instructor candidates must meet certain requirements before taking the Instructor Essentials Course. Before attending the hands-on session (facilitated by faculty), all instructor candidates must

- Be at least 18 years of age
- Be aligned with an AHA TC
  - Instructor candidates must have a TC that has agreed to accept them as an instructor once they have completed Instructor Essentials and their monitoring is completed.
- Have a current AHA PALS Provider course completion card
- Be proficient in the skills of PALS
  - To measure the proficiency of the skills of PALS, be sure to observe instructor candidates during the course. If you feel that instructor candidates need to be retested in their skills of PALS, you can include this as part of the Instructor Essentials Course.
- Complete an Instructor Candidate Application
- Successfully complete the online portion of Instructor Essentials

If you have any questions about prerequisites, please consult your TCC.

Course Equipment

Equipment required for each class held is listed in Table 2. All equipment used must be in proper working order and good repair.

Table 2. Classroom Equipment and Supplies

Quantity	Materials and equipment
1 per faculty	- *PALS Instructor Essentials Faculty Guide* with lesson plans - *Program Administration Manual* - PALS Provider Course materials: *PALS Provider Manual*, *PALS Instructor Manual*, lesson plans, and videos (or course DVD) - PALS Instructor Essentials Course video (or course DVD)

Quantity	Materials and equipment
1 per instructor candidate	- Name tag (optional) - Course agenda - PALS Child CPR and AED and Infant CPR Skills Testing Checklists (have at least 2 copies of each) - Airway Management, Vascular Access, and Rhythm Disturbances/Electrical Therapy Learning Station Competency Checklists - Respiratory, Shock, and Cardiac Case Scenario Testing Checklists (optional) - PALS Instructor Essentials Exam - Instructor candidate workbook *PALS Instructor Manual* and *PALS Provider Manual* - PALS Provider Course Exam
Course equipment per learning station practice	Refer to the following sections in the PALS Provider Course Equipment and Supplies list in Part 2 of the *PALS Provider Manual* for quantity and items: - Cardiopulmonary resuscitation (CPR) and automated external defibrillator (AED) equipment - Airway and ventilation - Rhythm recognition and electrical therapy - Equipment and medications - Advanced airways - Safety - Cleaning supplies for use between student practice and after course

Part 3: Teaching the Course

Course Outline and Sample Agenda

PALS Instructor Essentials Course Outline
Approximate course duration without breaks: 8½ hours
Instructor candidate–faculty ratio 7:1; instructor candidate–manikin ratio 3:1
Lesson times below are estimates and can vary from course to course

Lesson	Course event	Lesson plan actions and time estimate (in minutes)
1	**Course Introduction**	5
2	**AHA Introduction** Part 1: AHA Mission Part 2: Instructor Core Competencies	15
3	**AHA Instructor Resources** Part 1: *Program Administration Manual* Part 2: Other Electronic Resources Part 3: Training Center–Specific Policies	20
4	**PALS Provider Course Preparation** Part 1: Course Paperwork Part 2: Course Preparation	25
5	**PALS Provider Course Overview (Instructor-Led)** Part 1: Introduction Part 2: Course Formats Part 3: Instructor Materials Part 4: Learning Objectives and Course Completion Requirements	20
6	**PALS Provider Course With Precourse Work: Lessons 1 and 2** Part 1: Feedback Device Requirement Part 2: Lesson 1: CPR Coach and High-Performance Teams Part 3: Lesson 2A: Testing Station: Child High-Quality BLS Test Part 4: Lesson 2B: Testing Station: Infant High-Quality BLS Test Part 5: Lesson 2C: Learning/Testing Station: Child and Infant Choking (Optional) Part 6: Technology Review	30
7	**PALS Skills Testing and Remediation** Part 1: PALS Skills Testing (PALS Provider Traditional Course Lessons 5A and 5B: Child and Infant Testing) Part 2: Remediation Part 3: Peer-to-Peer Debriefing	30

Lesson	Course event	Lesson plan actions and time estimate (in minutes)
8	**PALS Provider Traditional Course: Lessons 6A and 6B** Part 1: Lesson 6A: Overview of Systematic Approach Model Part 2: Lesson 6B: Secondary Assessment	25
9	**PALS Provider Traditional Course: Lessons 7-9** Part 1: Lessons 7A-7C: Management of Respiratory Emergencies Part 2: Lessons 8A-8C: Management of Shock Emergencies Part 3: Lessons 9A-9C: Management of Arrhythmia Emergencies	225
10	**PALS Provider Traditional Course: Lessons 10 and 11** Part 1: Lesson 10: Management of Post–Cardiac Arrest Care Part 2: Lesson 11: Learning Station: Coping With Death	5
11	**PALS Provider Traditional Course: Lessons 12 and 13** Part 1: Prebriefing and Debriefing Part 2: Lesson 12: Case Scenario Practice With Simulations Part 3: Lesson 13: Case Scenario Testing/Team Testing Concept	45
12	**PALS Provider Traditional Course: Lesson 14: Exam**	10
13	**PALS Update Course and HeartCode® PALS** Part 1: PALS Update Course Part 2: HeartCode PALS Overview Part 3: HeartCode PALS Hands-on Session	15
14	**Course Conclusion and Exam** Part 1: Course Conclusion Part 2: PALS Instructor Essentials Exam	30

Sample PALS Instructor Essentials Course Agenda
7 instructor candidates, 1 faculty
Instructor candidate–faculty ratio 7:1; instructor candidate–manikin ratio 3 or 4:1
Total time: Approximately 9½ hours (with breaks)

Time	Lesson
8:00-8:05	**Lesson 1: Course Introduction**
8:05-8:20	**Lesson 2: AHA Introduction** Part 1: AHA Mission Part 2: Instructor Core Competencies
8:20-8:40	**Lesson 3: AHA Instructor Resources** Part 1: *Program Administration Manual* Part 2: Other Electronic Resources Part 3: Training Center–Specific Policies
8:40-9:05	**Lesson 4: PALS Provider Course Preparation** Part 1: Course Paperwork Part 2: Course Preparation
9:05-9:25	**Lesson 5: PALS Provider Course Overview (Instructor-Led)** Part 1: Introduction Part 2: Course Format Part 3: Instructor Materials Part 4: Learning Objectives and Course Completion Requirements
9:25-9:55	**Lesson 6: PALS Provider Course With Precourse Work: Lessons 1 and 2** Part 1: Feedback Device Requirement Part 2: Lesson 1: CPR Coach and High-Performance Teams Part 3: Lesson 2A: Learning/Testing Station: Child High-Quality BLS Test Part 4: Lesson 2B: Learning/Testing Station: Infant High-Quality BLS Test Part 5: Lesson 2C: Learning/Testing Station: Child and Infant Choking (Optional) Part 6: Technology Review
9:55-10:10	**Break**
10:10-10:40	**Lesson 7: PALS Skills Testing and Remediation** Part 1: PALS Skills Testing (PALS Provider Traditional Course Lessons 5A and 5B: Child and Infant Testing) Part 2: Remediation Part 3: Peer-to-Peer Debriefing
10:40-11:05	**Lesson 8: PALS Provider Traditional Course: Lessons 6A and 6B** Part 1: Lesson 6A: Overview of Systematic Approach Model Part 2: Lesson 6B: Secondary Assessment
11:05-1:05	**Lesson 9: PALS Provider Traditional Course: Lessons 7-9** Part 1: Lessons 7A-7C: Management of Respiratory Emergencies Part 2: Lessons 8A-8C: Management of Shock Emergencies Part 3: Lessons 9A-9C: Management of Arrhythmia Emergencies
1:05-1:35	**Lunch**

Time	Lesson
1:35-3:20	**Lesson 9: PALS Provider Traditional Course: Lessons 7-9 (Continued)** Part 1: Lessons 7A-7C: Management of Respiratory Emergencies Part 2: Lessons 8A-8C: Management of Shock Emergencies Part 3: Lessons 9A-9C: Management of Arrhythmia Emergencies
3:20-3:25	**Lesson 10: PALS Provider Traditional Course: Lessons 10 and 11** Part 1: Lesson 10: Management of Post–Cardiac Arrest Care Part 2: Lesson 11: Learning Station: Coping With Death
3:25-3:40	**Break**
3:40-4:25	**Lesson 11: PALS Provider Traditional Course: Lessons 12 and 13** Part 1: Prebriefing and Debriefing Part 2: Lesson 12: Case Scenario Practice With Simulations Part 3: Lesson 13: Case Scenario Testing/Team Testing Concept
4:25-4:35	**Lesson 12: PALS Provider Traditional Course: Lesson 14: Exam**
4:35-4:50	**Lesson 13: PALS Update Course and HeartCode® PALS** Part 1: PALS Update Course Part 2: HeartCode PALS Overview Part 3: HeartCode PALS Hands-on Session
4:50-5:05	**Break**
5:05-5:35	**Lesson 14: Course Conclusion and Exam** Part 1: Course Conclusion Part 2: PALS Instructor Essentials Exam

Part 4: PALS Instructor Essentials Course Faculty Lesson Plans

Precourse

Faculty Tip

Prepare for your role as a PALS Faculty Instructor well. Thoroughly review the PALS Provider Course instructor materials and the faculty materials for the PALS Instructor Essentials Course. The time you invest in this part of your preparation is important to the overall success of every instructor candidate and will allow the course to run smoothly.

30 to 60 Days Before the Course
- Schedule a room that meets the room requirements for the Instructor Essentials Course.
- Reserve all needed equipment to teach the course.
- Schedule additional faculty, if needed, depending on the size of the class.

At Least 3 Weeks Before the Course
- Review the PALS and HeartCode® PALS Provider Course materials, including
  - PALS Provider Course video
  - *PALS Provider Manual*
  - *PALS Instructor Manual*
  - HeartCode PALS online portion
- Read through the faculty guide and lesson plans.
  - Prepare any questions for each lesson in advance.
- Review the *Program Administration Manual* (PAM).
- Send participating instructor candidates precourse letters, course materials, and the course agenda.

1 Week Before the Course

Confirm room reservations and that all required equipment needed are available for the course.

Day Before the Course
- Set up the room and make sure that all technology and equipment are working properly. This can also be done before class begins the day of the course if the room is not accessible the day before.
- Coordinate the roles and responsibilities with additional faculty, if needed, to fulfill the course agenda and to ensure efficiency and timing of the course.
- Ensure that all course paperwork is in order.
- Verify that instructor candidates have successfully passed the PALS Provider Course by viewing proof of their current PALS course completion card.

Day of the Course

Arrive at the course location in plenty of time to complete the following:

- Have the video ready to play before instructor candidates arrive and make sure it is working properly with sound.
- Distribute supplies to the instructor candidates or set up supplies for instructor candidates to collect when they arrive, with clear instructions on what they need.
- Greet instructor candidates as they arrive to put them at ease, and direct them where to go.
- Make sure the course roster is completed by all instructor candidates as they arrive for the course.

Lesson 1
Course Introduction   5 minutes

Faculty Tips

- Be familiar with the learning objectives and the PALS Instructor Essentials Course content. It's critical that you know what you want to communicate, why it's important, and what you want to happen as a result.
- Think about how you want to manage breaks during the course. Making yourself available allows you to answer questions that people might feel too embarrassed to ask in front of everyone. It also gives you time to establish rapport and get feedback.

Discussion

- Introduce yourself and additional faculty, if present.
- Invite instructor candidates to introduce themselves.
- Explain that the course is interactive. Refer to the following points for discussion with instructor candidates:
    - Your role
    - Video-based and hands-on learning with practice
        - Explain to instructor candidates that during the course, they will have the opportunity to go through the overall flow of the PALS Provider Course, with extensive practice demonstrating instructor skills.
    - Use and reference of the instructor manual, lesson plans, and skills testing checklists
    - Exam
- Ask that any instructor candidate who anticipates difficulties because of personal limitations, such as a medical concern or knee or back problems, speak with one of the faculty.
- Explain the layout of the building, including bathrooms and emergency exits.
- Remind instructor candidates that all AHA courses are to be conducted in a smoke-free facility, including surrounding grounds, parking lots, and entrances.
- Remind instructor candidates of where the nearest AED is located and what their emergency response number is.
- Describe the course agenda:
    - Inform instructor candidates of breaks you have scheduled during the class.
    - Tell the instructor candidates, "We are scheduled to end at _____."
- Remind instructor candidates what they will learn during the course. At the end of the PALS Instructor Essentials Course, learners will be able to
    - Identify the prerequisites to becoming an AHA Instructor
    - Describe the usability of the PAM
    - Describe the core competencies of an AHA Instructor
    - Describe the 5 steps of the AHA Instruction Cycle: prepare, teach, test and remediate, close, and keep current
    - Identify resources available to an AHA Instructor
    - Describe how to use discipline-specific AHA Instructor materials: the instructor manual, lesson plans, course videos, and skills testing checklists
    - Identify discipline-specific course formats available to students for completion of the course
    - Describe discipline-specific course completion requirements
    - Describe discipline-specific flexibility options available to an AHA Instructor within the course
    - Describe the requirements for how to maintain an AHA Instructor status
    - Describe effective AHA Instructor feedback and remediation techniques
    - Demonstrate the administration of skills testing with the use of the skills testing checklists
    - Describe the use of a CPR Coach

- – Identify the need to measure chest compression fraction (CCF) and the effect on team choreography
- – Demonstrate prebriefing and structured debriefing skills
- – Describe how to facilitate the learning and testing stations
- – Demonstrate facilitating the case scenario skills testing
- Remind instructor candidates that they must score at least 84% on the exam as part of the course completion requirements.
- Encourage instructor candidates to write notes in their instructor candidate workbook and instructor manual throughout the course.

Lesson 2
AHA Introduction   15 minutes

Part 1: AHA Mission

Part 2: Instructor Core Competencies

Learning Objective
- Describe the core competencies of an AHA Instructor

Faculty Tip

Become familiar with the AHA Mission, Global Mission, and Emergency Cardiovascular Care (ECC) Guiding Philosophy and with the instructor core competencies before teaching this lesson.

Instructor Candidate Materials

All instructor candidates need to have their instructor candidate workbook accessible to follow along with the AHA Mission, Global Mission, and ECC Guiding Philosophy.

Part 1: AHA Mission

Discussion: AHA Mission

Discuss the following mission statements with instructor candidates by first choosing an instructor candidate to read each of the mission statements aloud from the instructor candidate workbook and then discussing as a group their role in the overall AHA, Global, and ECC Guiding Philosophy.

AHA Mission

Our mission is to build healthier lives, free of cardiovascular disease and stroke. That single purpose drives all we do. The need for our work is beyond question.

The AHA is the nation's oldest and largest voluntary health organization dedicated to saving people from heart disease and stroke, America's No. 1 and No. 5 killers, respectively. The AHA is the trusted leader in ECC and trains people around the world in how to save lives with CPR and first aid.

AHA Global Mission

The AHA is a relentless force for a world of longer, healthier lives. Through collaboration with global partners, our network of TCs and knowledge transfer of proven programs and strategies, the AHA strives to reduce the global burden of cardiovascular diseases and stroke. This mission contributes to the World Health Organization's global fight against noncommunicable diseases and the achievement of the 2030 Sustainable Development Goal of reducing premature mortality from noncommunicable diseases by one third through prevention and treatment and promote mental health and well-being.

ECC Guiding Philosophy
- Improve the Chain of Survival in every community
- Increase quality and timeliness of materials
- Identify and expand training
- Document effectiveness
- Improve efficiency

The goal of the AHA's ECC Programs, specifically, is to be the world's premier resuscitation organization and serve the global community of scientists, healthcare providers, and citizens as a critical leader in discovery, processing, and transfer of resuscitation science. Our programs, products, and services focus on maximizing survival from life-threatening cardiovascular emergencies.

Part 2: Instructor Core Competencies

Discussion: Instructor Core Competencies

Review the following instructor core competencies with instructor candidates, providing an example of how each competency can be demonstrated in the classroom. Remind instructor candidates that these competencies were discussed in the online course and are referenced in their instructor candidate workbook.

- Skills: Instructors need to be proficient in all the skills of the disciplines that they teach.
- Course delivery: Instructors need to teach AHA materials correctly and as they were intended.
- Testing: Instructors need to be able to test their students effectively.
- Professionalism: Instructors need to maintain a high standard of ethics and professionalism when teaching AHA courses.
- Program administration: Instructors need to be able to manage time, space, materials, and paperwork in compliance with AHA guidelines.

Lesson 3
AHA Instructor Resources   **20 minutes**

Part 1: *Program Administration Manual*

Part 2: Other Electronic Resources

Part 3: Training Center–Specific Policies

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Learning Objectives
- Describe the usability of the PAM
- Identify resources available to an AHA Instructor

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Faculty Tips
- This lesson requires knowledge of the PAM. To access the PAM, visit the Instructor Network and make sure that you are familiar with the content in the PAM before teaching this lesson.
- Become familiar with the Instructor Network and your TC-specific policies to lead a discussion with instructor candidates and to answer any questions they may have.
- If the internet is accessible in the classroom, you can navigate to the PAM and the Instructor Network during this lesson to show instructor candidates.

Part 1: *Program Administration Manual*

Discussion: PAM

Discuss the following topics with instructor candidates at a high-level overview, per the PAM:

- Usability of the PAM
  – The PAM covers all aspects of program administration and training for the educational courses of the AHA's ECC Programs. It provides TCs and instructors with rules affecting TCs, instructors, and volunteers.
  – The PAM is located as a webpage only on the Instructor Network and is updated as needed.
- TC organization
  – The role of the TC
  – TCC, training faculty, and mentors
- TC policies and procedures
  – Following AHA policies and procedures
  – Managing records—types of records
  – Course completion card management
  – Exam and skills tests
  – Course fees, materials, and equipment
- Instructor alignment
- Conflict of interest and ethics policies
  – Conflicts of interest
  – Ethics and code of conduct

Encourage instructor candidates to use the PAM for reference when they are AHA Instructors for additional information on all AHA protocols and procedures.

Part 2: Other Electronic Resources

Discussion: Instructor Network

Discuss the following information about the Instructor Network with instructor candidates and share the Instructor Network website: ahainstructornetwork.org.

- All AHA Instructors are required to join the Instructor Network.
- The Instructor Network contains all information that is needed and used by AHA Instructors, including science updates and information on how to order materials.
- Inform instructor candidates that they will need to align with a TC through the Instructor Network by creating a profile. The Instructor Network will assign an instructor number once the TC approves the alignment.
  - The instructor ID number will be on the back of the instructor card and will be placed on every provider course completion card.
- Instructors can also align with a secondary TC but do not have to create a second profile, the instructor ID will remain the same with both TCs. The second alignment can be added to an existing profile.
- Inform instructor candidates that they can also visit the Instructor Network for which classroom courses offer continuing education credit.
  - Instructor candidates can refer to the section Continuing Education/Continuing Medical Education Credit for Courses in Part 1: General Concepts in the *PALS Instructor Manual*.

Part 3: Training Center–Specific Policies

Discussion: TC-Specific Policies

Discuss the following list of policies with instructor candidates. Responses will vary depending on how each TC handles each policy, so have information prepared in advance to engage discussion. Encourage instructor candidates to write responses in their instructor candidate workbook.

- How to register to teach classes
- How much notice to give the TC to arrange a class
- How to advertise and communicate with students
- What to do about equipment for the class; decontamination policy
- How to manage obtaining course books for students
- How to manage course rosters and course completion cards
- Dispute resolution
- Compliance with the Americans With Disabilities Act

Lesson 4
PALS Provider Course Preparation   25 minutes

Part 1: Course Paperwork

Part 2: Course Preparation

Faculty Tips

- Be familiar with all up-to-date course paperwork and your TC protocols to provide instructor candidates specific information on where to obtain all the forms they will need for teaching.
- Review the Preparing Your Materials section of the instructor candidate workbook and Part 2: Preparing for the Course in the *PALS Instructor Manual*, including the equipment list, before teaching this lesson.
- It is strongly recommended that instructors take the online portion of a blended-learning course if teaching blended courses. Classroom courses are more effective if the instructor is familiar with the information presented to students before the students enter the classroom portion of the course.

Instructor Candidate Materials

All instructor candidates need to have their instructor candidate workbook and the *PALS Instructor Manual* accessible during this lesson.

Part 1: Course Paperwork

Discussion: Course Paperwork

Let instructor candidates know that they can refer to the Preparing Your Materials section of the instructor candidate workbook. Discuss how to obtain the following course paperwork forms, and include specific procedures that pertain to your TC:

- Course rosters: Available on the Instructor Network or from TCC; need to be kept by TC
- Course evaluations: Available on the Instructor Network or from TCC; need to be kept by TC
- Student materials: Ordered from your TC or from the AHA at ShopCPR.Heart.org; TCC can provide a list of AHA distributors for instructors outside the United States
- Exams: TCC can provide and refer to the instructor manual for exam security; need to be kept by TC for those students who did not meet course completion requirements
- Skills testing documents: Found in the instructor manual, on the Instructor Network (Instructor Resources), or through the TCC; the TCC needs to keep the skills testing documents for those students who did not meet course completion requirements
- Course completion cards: The TCC can provide these in the form of electronic or paper cards
    - These are called *electronic course completion cards* (eCards)
    - eCards can be provided to students as an alternative to printed cards. eCards are more secure than printed cards, and a 3-point verification by the TCC, instructor, and students is required to issue and claim eCards.
    - eCard information is populated electronically by the TCC or instructor and can be altered by only the TCC or AHA Customer Service by using the AHA's My Cards.
    - eCards can be easily verified by employers at heart.org/cpr/mycards to prove issuance by a valid TC and instructor aligned with that TC.
    - Issuing course completion cards
        - Information about issuing eCards can be found in Part 1: General Concepts in the P*ALS Instructor Manual* with details about the criteria and specific course completion requirements.
- All other course paperwork can usually be found either on the Instructor Network or in the instructor manual.

Part 2: Course Preparation

Discussion: Course Preparation

Discuss with instructor candidates that there are 3 main parts when preparing to teach an AHA course, which include students, equipment, and the classroom. Emphasize that instructor preparation for each course is essential to successful student outcomes. Review the following key steps to course preparation:

Student Preparation

- Be sure to know your course audience, including professions and the size of your class.
  - Instructor candidates can refer to the Course Prerequisites section in Part 2: Preparing for the Course in the *PALS Instructor Manual* for detailed information on who can take the PALS Provider Course.
- Remind instructor candidates that students must take the mandatory precourse self-assessment. The precourse self-assessment will be sent to students via email with the link necessary to access it. The precourse self-assessment helps evaluate a student's proficiency and determine the need for additional review and practice before the course.
  - Students must have a passing rate of 70% to attend the PALS Provider Course.
  - Remind instructor candidates that if the student is doing the PALS precourse work option, the link to access the materials will be sent via an email.
- Send students all course materials, including a precourse letter and agenda, at least 3 weeks before the course. A sample precourse letter can be found in Part 2: Preparing for the Course in the *PALS Instructor Manual*.

Classroom Preparation

- Reserve a room per the room requirements found in Part 2: Preparing for the Course in the *PALS Instructor Manual* 30 to 60 days before the course.
- Review all course materials, including lesson plans and the video, in plenty of time before the course.
- Depending on the size of your course audience, be sure to schedule any needed additional AHA Instructors for appropriate instructor-to-student ratios.

Equipment Preparation

- Reserve all needed equipment to teach the course found on the equipment list in Part 2: Preparing for the Course in the *PALS Instructor Manual* at least 30 to 60 days before the course.
- Ensure that course equipment is in good working order and is properly set up before students arrive at class.

Instructor Candidates Practice: Assembling the Manikins and Course Equipment

To provide instructor candidates with hands-on practice assembling the equipment needed to teach a PALS Provider Course, you can have instructor candidates assemble the course equipment for the Instructor Essentials Course, including

- Assembling manikins and lungs
- Assembling a bag-mask device
- Setting up course equipment in the classroom
  - Airway equipment
  - Monitor/defibrillator
  - Vascular access equipment
- Cleaning of course equipment
  - Instructor candidates can refer to the Equipment and Manikin Cleaning section of Part 1: General Concepts in the *PALS Instructor Manual*.

For the assembly of course equipment, please follow the instructions provided by the manufacturer.

Lesson 5

PALS Provider Course Overview (Instructor-Led)   **20 minutes**

Part 1: Introduction

Part 2: Course Formats

Part 3: Instructor Materials

Part 4: Learning Objectives and Course Completion Requirements

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Learning Objectives
- Identify discipline-specific course formats available to students for completion of the course
- Describe discipline-specific course completion requirements
- Describe discipline-specific flexibility options available to an AHA Instructor within the course
- Describe how to use discipline-specific AHA Instructor materials: the instructor manual, lesson plans, course videos, and skills testing checklists

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Faculty Tips
- Inform instructor candidates that they can continue to reference their instructor candidate workbook during and after the course, but now they will transition to using and becoming familiar with the instructor manual.
- Before teaching this lesson, become familiar with how the instructor materials are aligned within the PALS Provider Course, including the lesson plans and the PALS Provider Course video.
- Review the Course Goal, Learning Objectives, and Educational Design sections of Part 2: Preparing for the Course in the *PALS Instructor Manual*.
- Remind instructor candidates that, for this portion of the PALS Instructor Essentials Course, they will move through the elements of the PALS Provider Course, and it is important to keep in mind the perspective of their future students as they learn how to teach the PALS Provider Course.

Instructor Candidate Materials

All instructor candidates need to have their *PALS Instructor Manual*, particularly Part 6: Lesson Plans, accessible during this lesson.

Part 1: Introduction
- Courses are designed to be interactive, rather than using the traditional lecture format. The use of scenarios allows students to apply what they've learned. The PALS Course gives students a chance to learn, practice, and demonstrate proficiency in many lifesaving skills.
- We count on you to provide students with a consistent learning experience by using AHA Instructor teaching materials and following AHA policies.
- Lesson plans are designed to include everything you need to teach each lesson, including learning objectives, skill steps for practice-while-watching segments, and actions to take as an instructor. It is essential that you use the Lesson plans every time you teach the ACLS course.
- Several critical concepts should be stressed throughout the course. These concepts include
  - Minimal interruptions in chest compressions to achieve a high CCF
  - Correct rate, depth, and recoil
  - Rapid defibrillation
  - Switching compressors every 2 minutes, or sooner if fatigued
  - Avoiding excessive ventilation
  - Using waveform capnography

Part 2: Course Formats

Discussion: Course Formats

Discuss with instructor candidates that this lesson specifically pertains to the instructor-led training format of PALS. Inform instructor candidates that, in addition to instructor-led training, there are 2 other course formats that providers can use to obtain a PALS Provider course completion card. Have candidates turn to Part 2 in their *PALS Instructor Manual*.

Course format	Description/PALS Provider Course (full course)	Student requirements before classroom portion
Instructor-led training (precourse work option)*	The instructor-led training with precourse work uses online learning to deliver the instructional portion of the course, followed by hands-on skills training taught by an instructor.	Students are required to pass the precourse self-assessment and complete the precourse work.
Instructor-led training (traditional)	The Instructor-led format includes both the cognitive portion and hands-on skills training taught by an instructor.	Students are required to pass the precourse self-assessment.
Instructor-led training (update course, precourse work option)	The Instructor-led training with precourse work uses online learning to deliver the instructional portion of the course, followed by hands-on skills training taught by an instructor. The update course contains fewer lessons and will be shorter than the traditional course. Typically, the lessons taught in the update course are based on the knowledge and experience level of the providers in the course.	Students are required to pass the precourse self-assessment and complete the precourse work.
Instructor-led training (update course, traditional)	The instructor-led format includes both the cognitive portion and hands-on skills training taught by an instructor. The update course contains fewer lessons and will be shorter than the traditional course. Typically, the lessons taught in the update course are based on the knowledge and experience level of the providers in the course.	Students are required to pass the precourse self-assessment.
HeartCode*	The HeartCode blended-learning format uses adaptive online learning to deliver the instructional portion of the course. A hands-on session with an AHA Instructor or a HeartCode-compatible manikin completes the course requirements.	Students are required to complete the HeartCode online learning portion before the hands-on session. Students must present a certificate of completion before the hands-on session.
Resuscitation Quality Improvement® (RQI®)	RQI is a proprietary AHA program that uses low-dose, high-frequency training to deliver quarterly coursework and practice to support the mastery of high-quality CPR skills.	N/A

*It is strongly recommended that instructors teaching either the instructor-led training (precourse work option) or the HeartCode format take the online course. Classroom courses are more effective if the instructor is familiar with the information presented to students before entering the classroom.

Preparing to Teach PALS With Precourse Work Option and HeartCode Instructor-Led Courses

Discuss the following with the instructor candidates:

Prerequisites for the Instructor-Led Training Format

Resource	Description	Notes
Precourse self-assessment	The precourse self-assessment evaluates a student's knowledge in 3 sections: rhythm recognition, pharmacology, and practical application.	• Students are required to complete the precourse self-assessment *before the course* to evaluate their proficiency and determine the need for additional review before the course. • The passing score is 70%. • There is no limit on how many times students can retake the precourse self-assessment to pass. • Students taking the traditional course format must print their score report and bring it to class
Precourse work	Precourse work consists of viewing PALS content through online videos and interactive questions before entering the classroom. Precourse work ensures that students are better prepared to learn and allows more time for hands-on skills training.	• Students need a passing score on the precourse self-assessment to access precourse work (video lessons). • The online course activities are designed to teach core concepts. • The online instruction is designed to help students transfer and apply their knowledge to skills performance. • Students taking the precourse work course format must print their certificate and bring it to class.

The option to deliver an instructor-led training course with the precourse work option will typically be chosen by the TC. Instructors may also choose to deliver the traditional instructor-led course, without precourse work. Instructors should review all course materials, including the instructor manual, skills testing checklists, critical skills descriptors, and skills sections of the course videos.

Part 3: Instructor Materials

Discussion: Instructor-Led PALS Instructor Materials

Discuss the following overview of the PALS Provider Course video and PALS Lesson Plans with instructor candidates, emphasizing how they are aligned for ease of use and navigation while teaching. Have your PALS Provider Course video accessible during this discussion to show instructor candidates the menu navigation options.

PALS Provider Course Video Overview

Organization of the videos:

• PALS videos are now available on DVD or in online digital format. The PALS Course online digital video format features the same content as the PALS DVD. Using this format, instructors have 2 options to view the course videos: by streaming course videos with an internet connection or by downloading course videos to an app on a device for offline viewing. This digital format is an alternative to

DVDs/DVD players. Online digital videos include the required video segments for the classroom-based PALS Course and the PALS Update Course. The agenda and lesson plans for each version of the PALS Course explains when to play the appropriate video.

- The videos for the instructor-led class are organized by lessons that correspond with the lesson plans. High-Performance Teams is one primary video that needs to be shown in class as well as discussed.
- The menu has an in-hospital and out-of-hospital version of the High-Performance Teams video.

Discussion: Video-Driven Learning Stations

Remind instructor candidates of the following:

- The video-based lessons are designed to give students an opportunity to reflect on the information being presented and to allow for self-discovery.
- Videos will be shown in segments. The video will prompt pauses to begin discussions. During the pause, you will ask the questions provided in the lesson plan.
- It's best to begin by asking students to summarize the video and discuss what they learned during the video segment. Then proceed with the questions provided.
- The answers to the pause questions have been provided, allowing you to focus on guiding the classroom discussion.
- It's crucial that you follow the lesson plans as written to ensure the consistency of AHA courses.

Lesson Plans Overview
- Lesson plan design
  - The lesson plan titles and icons, which indicate instructor actions, correspond with the course video.
- Emphasize that instructors need to review and use these elements:
  - Learning Objectives
  - Instructor Tips
  - Key points listed in student practice sections for instructors to provide feedback
  - Instructor flexibility
    - There are optional lessons in the PALS Lesson Plans to help instructors tailor the course to audience needs.
    - Instructor-led practice and discussions are included in the PALS Lesson Plans to promote student-instructor interaction.
    - Instructors have the option in the course to adjust the flow of lessons after BLS testing to adjust to audience needs and understanding of content.

Part 4: Learning Objectives and Course Completion Requirements

Discussion: Learning Objectives and Course Completion Requirements

Have instructor candidates locate the learning objectives on the lesson plans, and explain that they are featured on all lessons, where applicable.

- Explain to instructor candidates that learning objectives are the measurable outcomes of a student's completion of the course and are listed on each lesson. The learning objectives and course completion requirements need to be met for a student to receive a PALS course completion card.
  - Instructor candidates can refer to the Learning Objectives section in Part 2: Preparing for the Course in the *PALS Instructor Manual* for a complete list of learning objectives for the PALS Provider Course.
- Let instructor candidates know about the table of skills testing and exam requirements in the Course Completion Requirements section of Part 4: Testing in the *PALS Instructor Manual*.

Lesson 6

PALS Provider Course With Precourse Work: Lessons 1 and 2   **30 minutes**

Part 1: Feedback Device Requirement

Part 2: Lesson 1: CPR Coach and High-Performance Teams

Part 3: Lesson 2A: Testing Station: Child High-Quality BLS Test

Part 4: Lesson 2B: Testing Station: Infant High-Quality BLS Test

Part 5: Lesson 2C: Learning/Testing Station: Child and Infant Choking (Optional)

Part 6: Technology Review

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Learning Objectives
- Describe the use of a CPR Coach
- Identify the need to measure CCF and the effect on team choreography

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Discussion: Feedback Device

All CPR practice and testing must be performed with an audiovisual feedback device for adult CPR (preferred for child and infant). In addition, all CPR performed in real life should be done with an audiovisual feedback device for optimal quality and timing. Refer to the Feedback Information on the Instructor Network.

Faculty Tip

Before teaching this lesson, thoroughly review Lessons 1 through 2C of the PALS Lesson Plans from Part 6: Lesson Plans in the *PALS Instructor Manual* with the corresponding lessons on the PALS Provider Course video.

Instructor Candidate Materials

All instructor candidates need to have Lessons 1 through 2B of the PALS Lesson Plans from Part 6: Lesson Plans in *the PALS Instructor Manual* accessible during this lesson. Lesson 2C is an optional lesson.

Part 1: Feedback Device Requirement

Discussion: Feedback Device

All CPR practice and testing must be performed with an audiovisual feedback device (required). In addition, all CPR performed in real life should be done with an audiovisual feedback device for optimal quality and timing.

Part 2: Lesson 1: CPR Coach and High-Performance Teams

Discuss the coordination of a High-Performance team and ask candidates how they function in their workplace on a high-performance team.

Play Video: High-Performance Teams
- Show candidates that they have 2 tracks to choose from in the provider course: In-Facility and Prehospital. Choose one to show during this instructor course.

Discussion: CPR Coach
- Discuss how candidates may apply the high-performance teams and CPR Coach concepts in their workplace and how they could incorporate when teaching provider courses.
- Discuss with instructor candidates the role and responsibilities of the CPR Coach on the resuscitation team.

- – The CPR Coach supports performance of high-quality BLS skills within the high-performance team, allowing the Team Leader to focus on other aspects of clinical care.
- – The CPR Coach does not need to be a separate role; it can be blended into the current responsibilities of the Monitor/Defibrillator.
- – A primary focus is to coach team members in performing high-quality BLS skills and help them minimize pauses in chest compressions.
  - ▪ Coordinate the start of CPR.
  - ▪ Coach to improve the quality of chest compressions and ventilation.
  - ▪ Coordinate provider switches and defibrillation.
  - ▪ Coordinate the placement of an advanced airway.
- – CPR Coaches provide peer coaching in the High-Quality BLS and Airway Management stations and in the High-Performance Teams Learning and Testing Stations (Monitor/Defibrillator position)—as well as in real-life emergencies. During class, the CPR Coach (a student) should encourage the other students to make compression and ventilation adjustments on the basis of the audiovisual feedback and data from the timing devices. The CPR Coach should also assist the Team Leader in keeping pauses in compressions to a minimum (high CCF).

Instructor Tips

- • Any healthcare professional can be a CPR Coach. This person must have a current BLS Provider card, understand the responsibilities of a CPR Coach, and demonstrate the ability to coach Compressors and Airway providers effectively to improve performance.
- • The CPR Coach should be positioned next to the Defibrillator and in the direct line of sight of the Compressor.
- • Because the CPR Coach must continually talk to give ongoing coaching, they must modulate their voice's tone and volume so that they do not disrupt other aspects of patient care.
- • The CPR Coach should respect the Team Leader's role and not be perceived as trying to take over leadership. They should keep the Team Leader informed, share their understanding with the Team Leader, and ask for verification of key tasks and decisions.

Play Video: CPR Coach

Ask instructor candidates if they have any questions before proceeding with the course.

Part 3: Lessons 2A: Testing Station: Child High-Quality BLS Test

Discussion: Lessons 2A: Child High-Quality BLS Practice

Explain to instructor candidates that some of the information may be new (eg, the integration of the CPR Coach role).

Have instructor candidates turn to Lesson 2A. Discuss with instructor candidates that these lessons are an example of a learning station format with video instruction, practice, and then testing. Remind instructor candidates that when students are practicing, it is important to keep the following in mind:

- • When providing feedback to students who are practicing, remember to provide feedback in a positive tone, focusing on what you do want rather than what you don't want.
- • At the end of any practice segment, ask all students if they are ready to move forward to the next skill or if they would like to repeat the practice. This is especially important before skills testing.

Play Video: PALS High-Quality BLS

- • Discuss the roles of each team member.
- • Discuss fatigue and how that will affect high-quality CPR performance.
- • Discuss the importance of knowing your limits.

- Discuss how practicing will help the teams realize how they could work on their choreography of the switch to increase CCF.

Ask instructor candidates if they have any questions before proceeding with the course.

Instructor Candidates Practice: AED Review and Practice (Optional)

As an option, you can have instructor candidates practice leading the AED review and practice.

- Have instructor candidates locate the Students Practice: AED section in Lesson 3A of the PALS Traditional Lesson Plans and read through before practicing.
- Split instructor candidates into groups of 2 to 4 and have each one practice playing the role of the instructor, with any remaining instructor candidates in the group playing the role of the students.
- Repeat the practice as many times as necessary until everyone feels comfortable and understands how to demonstrate correct AED use and lead a discussion.

Part 4: Lessons 2B: Testing Station: Infant High-Quality BLS Test

Discussion: Lesson 2B: Infant High-Quality BLS Practice

Have instructor candidates turn to Lesson 2B. Discuss with instructor candidates that the Infant High-Quality BLS Learning/Testing Station is very similar to the one for child BLS. Students will follow the same format of practice and then testing.

Inform instructor candidates that, before they have the opportunity to practice testing in Lessons 2B, the next portion of the course will discuss skills testing and remediation in the PALS Provider Course.

Discuss with instructor candidates that, during this lesson, they will have the opportunity as instructors to teach and lead a discussion about using the AED. Discuss the following tips with instructor candidates on how to lead a good discussion in the classroom:

- Ask students open-ended questions that focus on their perspective to engage their minds and increase their participation.
- When answering a question, acknowledge the individual with eye contact, and then answer to the entire room, coming back to the questioner periodically.

Part 5: Lesson 2C: Learning/Testing Station: Child and Infant Choking (Optional)

Discussion 2C: Learning/Testing Station: Child and Infant Choking (Optional)

Have instructor candidates turn to Lesson 2C. Discuss with instructor candidates that this learning station is optional.

- Discuss with instructor candidates that, during this lesson, they will have the opportunity as instructors to teach and lead a discussion about techniques for child and infant choking. If practiced in the instructor course, it will add time to the course.
- Inform instructor candidates that this lesson can be used to enhance the BLS concepts taught within the PALS Provider Course and can be taught to meet the needs of providers in class.
- This lesson does include a practice-while-watching video for the relief of choking in an infant.

Part 6: Technology Review

Discussion: Technology Review

Before conducting the learning stations, be sure that each student is familiar with all equipment and is able to operate the monitor/defibrillator and any other necessary equipment:

- Review the available resuscitation equipment.
- Review how to use the monitor/defibrillator at the station, including pacing and cardioversion.

- Give each student an opportunity to push the buttons on the defibrillator and become comfortably familiar with its use.
- Emphasize the importance of safety.
- Familiarize students with pacing and cardioversion. Be sure that each student is familiar with the proper use of an AED and the transition to a manual defibrillator. Emphasize the following:
  - Remedies for pads-connector incompatibility (use an adapter or switch pads as quickly as possible)
  - The importance of continuous, uninterrupted chest compressions, including providing compressions during CPR

Instructor Candidates Practice: Technology Review

Let instructor candidates know that they will now practice leading the Technology Review discussion and demonstration.

- Split instructor candidates into groups of 2 to 4. Depending on availability of equipment, group sizes can be larger.
  - Explain to instructor candidates that there are different versions of equipment used in the PALS Provider Course and that it is beneficial to be familiar with multiple versions of equipment to answer student questions in their class.
    - Optional: Provide different versions of equipment in the course for instructor candidates to have exposure to equipment that they may not be familiar with.
- Assign roles of instructors and students to the instructor candidates. Have each one practice playing the role of the instructor, with the remaining instructor candidates playing the role of the student.
  - Encourage instructor candidates in the student role to participate in discussion and ask questions of the instructor role during the lesson.
- Repeat the practice at least twice or as many times as necessary until everyone feels comfortable with the lesson.

Lesson 7
PALS Skills Testing and Remediation   **30 minutes**

Part 1: PALS Skills Testing (PALS Provider Traditional Course Lessons 5A and 5B: Child and Infant BLS Testing)

Part 2: Remediation

Part 3: Peer-to-Peer Debriefing

Learning Objectives
- Demonstrate the administration of skills testing with the use of the skills testing checklists
- Describe effective AHA Instructor feedback and remediation techniques

Faculty Tips
- Before teaching this lesson, thoroughly review
  - The Child CPR and AED Skills Testing Checklist, along with critical skills descriptors
  - The Infant CPR Skills Testing Checklist, along with critical skills descriptors
  - Lessons 5A and 5B of the PALS Traditional Lessons Plans from Part 6: Lesson Plans, particularly the information about peer-to-peer debriefing
  - Remediation section in Part 1: General Concepts in the *PALS Instructor Manual*
- Have at least 2 copies of both the Child CPR and AED and the Infant CPR Skills Testing Checklists for students to practice with for this lesson.
- This lesson requires the use of the PALS Instructor Essentials Course video.

Instructor Candidate Materials

All instructor candidates need to have copies of the Child CPR and AED and the Infant CPR Skills Testing Checklists in Part 4: Testing and Lessons 5A and 5B of the PALS Traditional Lesson Plans from Part 6: Lesson Plans in the *PALS Instructor Manual*.

Part 1: PALS Skills Testing (Lessons 2A and 2B: Child and Infant BLS Testing)

Discussion: Skills Testing

Remind instructor candidates that, in the PALS Provider Course, there are multiple skills testing requirements. These include

- BLS skills
  - Child CPR and AED Skills Test
  - Infant CPR Skills Test
- PALS Case Scenario Test 1—cardiac (as Team Leader or a team member)
- PALS Case Scenario Test 2—respiratory or shock (as Team Leader or a team member)

Part 2: Remediation

Discussion: Remediation

Before discussing and practicing the BLS skills, discuss the following key points with instructor candidates about remediation:

- Informal vs formal remediation
  - Let instructor candidates know that they can refer to the Remediation section in Part 1: General Concepts in the *PALS Instructor Manual* for further details.
- Students receive formal remediation after they complete the skills test if they did not pass. Remediation is not provided during a skills test.

- Instructors can use the PALS Provider Course video and the *PALS Provider Manual* to provide remediation and additional instruction to students, if necessary.
- After skills remediation, the student will complete a second skills testing session.
- If remediation is not successful, then students will need to retake the provider course to receive a course completion card.

Discussion: BLS Skills Testing

Let instructor candidates know that, during this lesson, they will practice with the Child CPR and AED and Infant CPR Skills Testing Checklists. Before they practice, discuss the following key points with instructor candidates:

- Hospital and Prehospital Scenario options on the skills testing checklists
- Assessment and Activation steps: can be done simultaneously
- Checking each box on the checklist if the criteria for each skill is met
- Statements that the instructor or Rescuer 2 needs to say
- 2-rescuer roles for the Infant CPR Skills Testing Checklist: Only Rescuer 1 is evaluated for each individual skills testing checklist
- Discuss with instructor candidates that, in addition to the skills testing checklists, they also have the following resources to facilitate the skills testing session:
  - Critical skills descriptors located on the back of each skills testing checklist
  - Understanding the Child CPR and AED Skills Testing Checklist and the Understanding the Infant CPR Skills Testing Checklist sections located in Part 4: Testing of the *PALS Instructor Manual*
- Inform instructor candidates that, when they administer learning stations in their provider courses, it is important to give students their skills testing checklists while they are practicing. This is especially important in learning stations because the skills are tested immediately after practice and students need to be well prepared.
- Remind instructor candidates that, in the provider course, this station includes 3 ten-minute rounds, with 5 minutes of CPR performance and 5 minutes of peer-to-peer debriefing. This information is in the instructor manual, Lesson 2A.

Instructor Candidates Practice: BLS Skills Testing

Inform instructor candidates that they will now practice using the Child CPR and AED and the Infant CPR Skills Testing Checklists.

- Make sure that each instructor candidate has 2 copies of each skills testing checklist and a timing device. Instructor candidates will need 3 copies if they are practicing the third optional scenario.
- Explain to instructor candidates how to use a timing device with the skills testing checklist. Allow them to practice as needed before playing the skills scenarios.
- As a class, all instructor candidates will view the skills testing practice scenarios within the PALS Instructor Essentials Course video and evaluate the skills testing performance for each.

Play Video: BLS Skills Scenarios

Navigate to the BLS Skills Scenarios videos within the PALS Instructor Essentials Course video menu for practice evaluating skills testing, not letting instructor candidates know whether they are pass or fail student performances.

Discussion: PALS High-Quality BLS and Skills Testing Checklist Scenarios

PALS High-Quality BLS and Skills Testing Checklist: Scenario 1 (Unsuccessful)

Discuss the following skills that were performed or not performed:

- For the first assessment, the student's timing is just over 9 seconds. This creates an opportunity to reinforce 5 to 10 seconds
- Compressions for the first 2 sets were performed too fast, around 12 seconds. Discuss the implications for rate, depth, and recoil.

Discussion: PALS High-Quality BLS and Skills Testing Checklist: Scenario 2 (Successful)

Discuss any questions that the candidates may have.

After each video, debrief instructor candidates on how they evaluated each skills testing performance. Discuss the differences of each evaluation and if the students passed or failed the performances in each skills testing scenario.

- For those scenarios that are "failed," ask instructor candidates to provide examples of remediation that they would provide.

Instructor Candidates Practice: Infant Skills Testing
- Ask for volunteers to conduct a 2-person team and a volunteer to be the instructor. Other candidates will practice using their skills sheets to "test" the group on CPR. Discuss with the testing group how easy or difficult it was to monitor the infant vs the child tests.
- Switch groups and repeat the skills sessions until everyone has had an opportunity to perform the role of instructor using a skills sheet.

Part 3: Peer-to-Peer Debriefing

Discussion: Peer-to-Peer Debriefing
- In the PALS course, there are 2 types of debriefing; instructor led and peer-to-peer. Debriefing is an organized, evidence-based, student-focused process that takes place in a nonthreatening environment. It is a method of assisting students in thinking about what they did, why and how they did it, and how they can improve. In an effective instructor-led debriefing session, instructors ask questions and encourage students to analyze their own performance. This is not an instructor-led summary of events. A gather-analyze-summarize (GAS) model tool is provided for every case scenario. Debriefing experts developed questions and discussion points for you to use as a guide.
- Peer-to-peer debriefing is used during BLS Testing. As the name describes, this debriefing session is led by the students. After each 5-minute round of CPR, the team will have 5 minutes to discuss what went well and what did not and develop strategies to improve their performance in the next 5-minute round of CPR. Instructors cannot provide direct feedback during BLS testing. However, you may remind the group of the required metrics for successful CPR performance.

Lesson 8
PALS Provider Traditional Course: Lessons 6A and 6B   **25 minutes**

Part 1: Lesson 6A: Overview of Systematic Approach Model

Part 2: Lesson 6B: Secondary Assessment

Learning Objectives
- Describe how to facilitate the learning and testing stations
- Demonstrate facilitating the case scenario skills testing

Faculty Tips
- Before teaching this lesson, thoroughly review Lessons 6A and 6B of the PALS Traditional Lesson Plans from Part 6: Lesson Plans in the *PALS Instructor Manual* with the corresponding lessons on the PALS Provider Course video.
- This lesson requires the use of the PALS Provider Course video.

Instructor Candidate Materials

All instructor candidates need to have Lessons 6A and 6B of the PALS Traditional Lesson Plans from Part 6: Lesson Plans in the *PALS Instructor Manual* accessible during this lesson.

Part 1: Lesson 6A: Overview of Systematic Approach Model

Discussion: Overview of Systematic Approach Model

Have instructor candidates turn to Lesson 6A. Discuss with instructor candidates that this lesson is the first example of how video case discussions are facilitated within the course. Discuss the following key points with instructor candidates:

- Video case discussions begin with an overview of content, with the video pausing for a discussion that assesses student understanding. Next, the video will show a patient case followed by another pause for student assessment.
  – Remind instructor candidates that each element of the systematic approach is designed to lay the foundation for the next.
  – When facilitating case discussions, instructors need to be intentional to not progress beyond the individual elements of the systematic approach.
- Inform instructor candidates that, during this lesson, students will be practicing both initial assessment and primary assessment.
  – Students will first complete an initial assessment in response to 3 different real-world patient cases before completing both an initial assessment and primary assessment for an additional 3 patient cases.
- Discuss with instructor candidates the importance of students having exposure to a variety of patient cases to reach different outcomes by using the same process of initial assessment followed by primary assessment.
- Optional: Play the PALS Systematic Approach video found on the Instructor Resources page of the Instructor Network to provide instructor candidates an example of how to lead a case discussion.

Instructor Candidates Practice: Overview of Systematic Approach

Let instructor candidates know that they will now practice leading a video case discussion.

- Assign an instructor role for each question featured during the pause in the Systematic Approach Video Case Discussion 2: Primary Assessment (Infant in Blanket With ECG Leads) to practice leading students through both initial assessment and primary assessment. Depending on class size, everyone

may not have the opportunity to practice leading a discussion question. All remaining instructor candidates will need to play the role of student during each question.
  – As an option, you can repeat the practice as many times as necessary until everyone feels comfortable.
- Allow the instructor roles to choose which discussion question they would like to lead from Lesson 6A during the Primary Assessment Video Case Discussion 2.
  – Make sure instructor candidates read through and are comfortable with their discussion question before practicing.

Discussion: Video Case Discussion

Inform the candidates that the lesson plans have specific questions and answers for each video case discussion. The questions and answers were developed by a panel of pediatric critical care experts to alleviate the stress and pressure on instructors to develop their own. Please do not deviate from the questions and answers. In some cases, the contrast and color settings on a screen may present a different visual assessment than the lesson plans state. In these instances, you may allow the discussion to progress as the child presents on-screen. However, use the questions and answers in the lesson plans as problem-based learning scenarios to ensure the concepts have been covered.

Play PALS Provider Course Video: Primary Assessment Video Case Discussion 2: Infant in Blanket With ECG Leads

Navigate to the Primary Assessment Video Case Discussion 2 on the PALS Provider Course video menu within the Case Discussions videos.

- *Note:* If you're using DVDs, the lesson plans require you to switch between the Instructor Essentials DVD and the course DVD. If you're using the digital videos, the course videos are included in the playlist, so no switching is required.
- During the patient case, the video will pause for the initial assessment and for the primary assessment discussion. Have each instructor role lead his or her discussion question during the pause.
- Encourage those instructor candidates playing the role of student to participate and ask questions during each discussion question.

Part 2: Lesson 6B: Secondary Assessment

Discussion: Secondary Assessment

Have instructor candidates turn to Lesson 6B. Discuss with instructor candidates that this lesson is also an example of a video case discussion focusing on secondary assessment.

- Inform instructor candidates that the optional activity featured on this lesson allows students to role-play the dynamic of caretaker and patient.
  – Emphasize how this activity is an opportunity for student engagement, creativity, and conversation between students in the class.
  – Remind instructor candidates that there is also a discussion with open-ended questions included after completion of the activity.

Lesson 9
PALS Provider Traditional Course: Lessons 7-9   225 minutes

Part 1: Lessons 7A-7C: Management of Respiratory Emergencies

Part 2: Lessons 8A-8C: Management of Shock Emergencies

Part 3: Lessons 9A-9C: Management of Arrhythmia Emergencies

Faculty Tips

Before teaching this lesson, thoroughly review the following:

- Lessons 7A through 9C of the PALS Traditional Lesson Plans from Part 6: Lesson Plans in the *PALS Instructor Manual* with the corresponding lessons on the PALS Provider Course video.
- Review the Airway Management, Vascular Access, and Rhythm Disturbances/Electrical Therapy Skills Station Competency Checklists in Appendix A in Part 5: Appendixes of the *PALS Instructor Manual*.
  - Provide each instructor candidate a copy of the competency checklist for each learning station. Each instructor candidate should have 3 total.
- This lesson requires the use of the PALS Provider Course video.

Instructor Candidate Materials

All instructor candidates need to have Lessons 7A through 9C of the PALS Traditional Lesson Plans from Part 6: Lesson Plans in the *PALS Instructor Manual* accessible during this lesson, in addition to the skills station competency checklists.

Part 1: Lessons 7A-7C: Management of Respiratory Emergencies

Discussion: Lessons 7A-7C: Management of Respiratory Emergencies

Have instructor candidates turn to Lessons 7A through 7C. Discuss with instructor candidates that these lessons cover the topic of respiratory emergencies and have the format of content overview, followed by a video case discussion, and then practice during the learning station.

- *Note:* If you're using DVDs and decide to show this video, the lesson plans require you to switch between the Instructor Essentials DVD and the course DVD. If you're using digital videos, the course videos are included in the playlist, so no switching is required.

Lesson 7A
- Inform instructor candidates that, when administering video-based lessons, it is important to challenge students by asking questions after the video that are tailored to their level of experience.

Lesson 7B
- Discuss with instructor candidates that the video case discussions feature titles to help navigate through the discussion with students.
- Emphasize the importance of allowing students to work together when answering questions to allow for self-discovery after viewing patient cases.
- The video will pause 2 times, prompting students to complete both the initial assessment and the primary assessment for each patient.
  - The questions featured on the lesson plan for each discussion pause are meant to be used as a guide. It is important to keep students focused on each concept and to not move ahead during discussion.

Lesson 7C

- Inform instructor candidates that, after the video-based discussion, students will then practice airway management.
- Remind instructor candidates that students can use their pocket reference cards or *2020 Handbook of ECC for Healthcare Providers* during this portion of the provider course, but they will need to become less reliant on these resources as they progress to future learning stations.
- The PALS Course Progress Checklist, found on the Instructor Network, can also be used to evaluate and measure each student's performance during each learning station.
- Remind instructor candidates that, during these discussions, it is helpful to have students use their Provider Manual for reference.

Instructor Candidates Practice: Lessons 7B and 7C

Let instructor candidates know that they will now practice the roles of instructor and students for both the video case discussion and learning station.

- Split instructor candidates into groups of 7, depending on class size.
- Assign each instructor candidate an instructor number of 1 through 7. For organizational purposes, feel free to use name tags for instructor candidates, labeled with their designated number.
  - Let instructor candidates know that if they do not have the opportunity to act as the role of instructor during this practice, they will be able to in the remaining learning stations.
    - Every instructor candidate will have the opportunity to play the role of instructor for at least 1 video case discussion, followed by the learning station.
    - Depending on course size, the rotation of instructor candidates playing the role of instructor can be modified as well as the number of patients discussed in the video cases. If the rotation is modified, make sure that each instructor candidate has the opportunity to practice at least 1 video case discussion learning station.
- For the video case discussion, navigate to the Case Discussions videos for Management of Respiratory Emergencies on the PALS Provider Course Video menu.
- For the learning station, each instructor role will need the Airway Management Skills Station Competency Checklist to follow along and evaluate student performance.
- Instructor candidates will first complete the video case discussion followed by the learning station.
- When instructor candidates are not playing the role of instructor, they will play the role of student.

Part 2: Lessons 8A-8C: Management of Shock Emergencies

Discussion: Lessons 8A-8C: Management of Shock Emergencies

Have instructor candidates turn to Lessons 8A through 8C. Discuss with instructor candidates that, similar to Lessons 7A through 7C, these lessons also follow the same format of content overview, video case discussion, and a learning station.

- *Note:* If you're using DVDs and decide to show this video, the lesson plans require you to switch between the Instructor Essentials DVD and the course DVD. If you're using digital videos, the course videos are included in the playlist, so no switching is required.
- During the case discussion, the video will pause 2 times, prompting students to complete both the initial assessment and the primary assessment for each patient.

Instructor Candidates Practice: Lessons 8B and 8C

Let instructor candidates know that they will now practice the roles of instructor and students for both the video case discussion and learning station.

- Instructor roles 3 and 4 will not practice leading Lessons 8B and 8C.

- For the video case discussion, navigate to the Case Discussions videos for Management of Shock Emergencies on the PALS Provider Course video menu.
- For the learning station, each instructor role will need the Vascular Access Skills Station Competency Checklist to follow along and evaluate student performance.
- Instructor candidates will first complete the video case discussion followed by the learning station.
- When instructor candidates are not playing the role of instructor, they will play the role of student.

Part 3: Lessons 9A-9C: Management of Arrhythmia Emergencies

Discussion: Lessons 9A-9C: Management of Arrhythmia Emergencies

Have instructor candidates turn to Lessons 9A through 9C. Discuss with instructor candidates that, similar to Lessons 8A through 8C, these lessons also follow the same format of content overview, video case discussion, and a learning station.

- *Note:* If you're using DVDs and decide to show this video, the lesson plans require you to switch between the Instructor Essentials DVD and the course DVD. If you're using digital videos, the course videos are included in the playlist, so no switching is required.
- During the case discussion, the video will pause 2 times, prompting students to complete both the initial assessment and the primary assessment for each patient.

Instructor Candidates Practice: Lessons 9B and 9C

Let instructor candidates know that they will now practice the roles of instructor and students for both the video case discussion and learning station.

- Instructor roles 5, 6, and 7 will not practice leading Lessons 9B and 9C.
- For the video case discussion, navigate to the Case Discussions videos for Management of Arrhythmia Emergencies on the PALS Provider Course video menu.
- For the learning station, each instructor role will need the Rhythm Disturbances/Electrical Therapy Skills Station Competency Checklist to follow along and evaluate student performance.
- Instructor candidates will first complete the video case discussion followed by the learning station.
- When instructor candidates are not playing the role of instructor, they will play the role of student.

Lesson 10

PALS Provider Traditional Course: Lessons 10 and 11   **5 minutes**

Part 1: Lesson 10: Management of Post–Cardiac Arrest Care

Part 2: Lesson 11: Learning Station: Coping With Death

Faculty Tip

Before teaching this lesson, thoroughly review Lessons 10 and 11 of the PALS Traditional Lesson Plans from Part 6: Lesson Plans in the *PALS Instructor Manual* with the corresponding lessons on the PALS Provider Course video.

Instructor Candidate Materials

All instructor candidates need to have Lessons 10 and 11 of the PALS Traditional Lesson Plans from Part 6: Lesson Plans in the *PALS Instructor Manual* accessible during the lesson.

Part 1: Lesson 10: Management of Post–Cardiac Arrest Care

Discussion: Lesson 10: Management of Post–Cardiac Arrest Care

Have instructor candidates turn to Lesson 10. Discuss with instructor candidates that this lesson is a video-based lesson.

- Remind instructor candidates to assess students' knowledge of the content covered in the video after it finishes playing.

Part 2: Lesson 11: Learning Station: Coping With Death

Discussion: Lesson 11: Learning Station: Coping With Death

Have instructor candidates turn to Lesson 11. Discuss with instructor candidates that this lesson is optional, depending on the scope of their audience.

- Inform instructor candidates that the content of this video and lesson may be sensitive for students if they have recently experienced the loss of a loved one. Express the importance of knowing your audience and their ability to view the content if teaching this lesson.

Lesson 11
PALS Provider Traditional Course: Lessons 12 and 13   **45 minutes**

Part 1: Prebriefing and Debriefing

Part 2: Lesson 12: Case Scenario Practice With Simulations

Part 3: Lesson 13: Case Scenario Testing/Team Testing Concept

Learning Objectives
- Demonstrate prebriefing and structured debriefing skills
- Demonstrate facilitating the case scenario skills testing

Faculty Tips
- Before teaching this lesson, thoroughly review Lessons 12 and 13 of the PALS Traditional Lesson Plans from Part 6: Lesson Plans in the *PALS Instructor Manual* with the corresponding lessons on the PALS Provider Course video.
- Be sure to also review the testing checklists for the respiratory, shock, and cardiac case scenarios.
  - If completing the optional case scenario practice, have at least 1 copy of each case scenario testing checklist to provide instructor candidates, depending on the case scenarios chosen.
- This lesson requires the use of the PALS Instructor Essentials Course video.

Part 1: Prebriefing and Debriefing

Discussion: Prebriefing and Debriefing

Have instructor candidates turn to Part 1: General Concepts in the instructor manual and read the Prebriefing and Debriefing sections. Summarize the key characteristics.

Prebriefing
- Prebriefing builds rapport between instructor and student, which can make students more receptive to feedback after the event.
  - Promoting **psychological safety**, ensuring a safe learning environment (it's OK to make mistakes and learn from them)
  - Setting **expectations**, including discussing realism for the case
  - Explaining the **rules** for the case
  - Conducting the case with **mutual respect**
  - Helping the team set **goals** for the case (eg, CCF of 82%). These goals will be evaluated in the structured debriefing.

Play Video: PALS Prebriefing
- Navigate to the Prebriefing video within the PALS Instructor Essentials Course video menu.
- Ask the candidates to discuss the prebriefing benefits presented in this video and to summarize their effectiveness in real a classroom setting, as well as how it could affect clinical practice.

Debriefing

Debriefing is critical to the learning process of team-oriented training. Knowledge retention is superior in training with proper debriefing than training without. Effective debriefing sessions are as long or longer than the training scenario itself. A 2- to 5-minute debriefing session after a PALS case scenario is quite ineffective. Healthcare debriefing experts developed a debriefing tool for every case scenario. Each case scenario has questions and discussion guides leading instructors through the GAS debriefing model. Regardless of an instructor's level of debriefing expertise, everyone can use and benefit from the tools provided.

- This is an evidence-based method of helping students think about their actions and how they can apply this knowledge in the clinical setting.
- During the debriefing, you'll lead a discussion about whether the students accomplished the goal they set for their team during the prebriefing.
- Be sure to allow enough time to conduct a debriefing session after each case scenario.

Phase	Goal	Actions
Gather	Ask what happened during the case, to develop a shared mental model of the events. Listen to students to understand what they think and how they feel about the simulation.	• Request a narrative from the Team Leader. • Request clarifying or supplementary information from the high-performance team.
Analyze	Facilitate students' reflection on and analysis of their actions.	• Review an accurate record of events. • Report observations (both correct and incorrect steps). • Assist students in thoroughly reflecting on and examining their performance during the simulation as well as in reflecting on their perceptions during the debriefing. • Direct and redirect students during the debriefing to ensure continuous focus on session objectives.
Summarize	Facilitate identification and review of the lessons learned that can be taken into actual practice.	• Summarize comments or statements from students. • Have students identify positive aspects of their high-performance team or individual behaviors. • Have students identify areas of their high-performance team or individual behaviors that require change or correction.

Play Video: Debriefing
- Navigate to the Debriefing video within the PALS Instructor Essentials Course video menu.
- Ask the candidates to discuss the debriefing management strategies presented in this video and to summarize the effectiveness in real a classroom setting, as well as how it could affect clinical practice.

Part 2: Lesson 12: Case Scenario Practice With Simulations

Instructor Candidate Materials

All instructor candidates need to have Lessons 12 and 13 of the PALS Traditional Lesson Plans from Part 6: Lesson Plans in the *PALS Instructor Manual* accessible during this lesson, in addition to the case scenario testing checklists.

Discussion: Case Scenario Practice With Simulations

Have instructor candidates turn to Lesson 12 in the *PALS Instructor Manual*. Discuss with instructor candidates that this lesson involves the use of case scenarios.

Case Scenarios
- Case scenarios can be found in Appendix B in Part 5: Appendixes of the *PALS Instructor Manual*.

- Multiple case scenarios are provided for instructors to expand their learning stations to incorporate more in-depth and varied scenarios for students.
- Inform instructor candidates that the case scenarios can be taught in any order. The case scenarios have been grouped together from least to most complex.
  - The level of difficulty for students should be chosen based on the experience and use of skill in the real world per scope of each provider.
  - Instructor candidates can refer to the Understanding Case Scenarios section in Part 3: Teaching the Course in the *PALS Instructor Manual* for further detail on the grouping of case scenarios.

Lesson 12
- Discuss with instructor candidates that Lesson 12 provides the opportunity for students to practice before skills testing. It is important to address any weak skills with students before moving to testing in Lesson 13.
- Each simulation is 20 minutes, including time for debriefing. Remind instructor candidates that they will be using a timing device during case scenarios.
  - Every student in the provider course is required to do 2 practice scenarios as Team Leader.
- Lesson 12 also includes the Structured and Supported Debriefing Process table (Table 2 in the *PALS Instructor Manual*), with information about the GAS debriefing process and a sample rotation schedule. Encourage instructor candidates to use these resources while administering this lesson.
- Instructor candidates will need to refer to the skills station competency checklists when evaluating students.

Part 3: Lesson 13: Case Scenario Testing/Team Testing Concept

Discussion: Case Scenario Testing

Have instructor candidates turn to Lesson 13 in the *PALS Instructor Manual*. Discuss with instructor candidates that, during this lesson, students will be tested with the case scenario testing checklists.

Discussion: Team Testing Concept
- The team will be tested using objective and subjective measures.
  - For example, you will evaluate the team's overall performance, including CCF and team communication.
- Competency in Case Scenario Testing means that the team successfully managed a resuscitation team's completion of all skills steps on the critical performance checklist, including objective measure (eg, CCF). There are 3 opportunities for testing as a team to pass 2 of the 3 scenarios. If the team passes the first 2, they should continue with the third scenario as a practice.
- The team members can keep the same roles, if they choose, or switch roles.
- The case scenario testing stations for course completion must be 1 cardiac case scenario and either a shock or respiratory case scenario.
- As with the BLS skills testing, do not prompt or interrupt students while they are completing the test.
  - The student being tested can use a quick reference guide, such as the ECC Handbook.
- Remind instructor candidates that they will need to randomly assign a case scenario for each team to complete the case scenario test. As an option, instructors can write each of the case scenarios on a piece of paper or card for students to be randomly assigned their test scenario.
  - As a minimum requirement, each team must be tested on 2 case scenarios, one being cardiac and the other being either respiratory or shock.
  - There are 4 case scenarios for test 1 and 8 case scenarios for test 2.
- Each test should take no longer than 8 minutes to complete, followed by 2 minutes of debriefing.
  - The debriefing for the student who is being tested should be done in a private setting.
- If a student is having trouble mastering skills, the instructor should address this well before the student moves all the way through the course to the case scenario testing.

- If a student has failed to demonstrate adequate understanding of PALS content before testing, instructors should explain that the student will need to retake the course. Instructors may remove students before testing or allow them to stay, but they should not count the student's performance against the team.

Instructor Candidates Practice: Case Scenario Testing (Optional)

As an option, have instructor candidates practice the roles of instructor and students for case scenario testing.

- Remind instructor candidates of their assigned instructor role number. Instructor candidates will practice playing the role of instructor for at least 1 case scenario test for Cardiac, Shock, and Respiratory.
- Make sure each instructor role has a copy of the case scenario testing checklist for the case that they will be administering and are following the guidance in Lesson 13.
- Rotate through each case scenario testing until all instructor candidates have had the opportunity to play the role of instructor.
- When instructor candidates are not playing the role of instructor, they will play the role of students.

Lesson 12

PALS Provider Traditional Course: Lesson 14: Exam   **10 minutes**

Faculty Tips

- Before teaching this lesson, thoroughly review
  - Lesson 14 of the PALS Traditional Lesson Plans from Part 6: Lesson Plans in the *PALS Instructor Manual*
  - PALS Provider Course exam
    - Have at least 1 copy of the PALS Provider Course exam for instructor candidates to view (you will collect these after class).

Instructor Candidate Materials

All instructor candidates need to have Lesson 14 of the PALS Traditional Lesson Plans from Part 6: Lesson Plans in the *PALS Instructor Manual* accessible during this lesson.

Discussion: PALS Exam

Discuss with instructor candidates that, in addition to the skills testing checklists, there is also a required PALS exam to measure student outcomes of course learning objectives. Provide instructor candidates a copy of the PALS Provider Course Exam and discuss the following key points:

- Exams are administered online, though there may be an occasional need to administer a paper exam.
- Use the current version of course exams and obtain them from your TCC in advance. Exams are available only through the TCC.
  - Remind instructor candidates about the TC policy on exam security.
- TCC can provide information on how to obtain online or paper exams; refer to the Instructor Network and instructor manual for information about exam administration and security. The TC must keep exam answer sheets for those students who did not meet course completion requirements.
- The PALS exam consists of 50 questions.
- The exam has a minimum passing score of 84%.
- The use of scenarios in the exam are to stimulate critical thinking and allow students to have real-world examples when measuring their PALS knowledge.
- The exam is open resource.
  - Have instructor candidates refer to the Exam section in Part 1: General Concepts in the *PALS Instructor Manual* for examples of appropriate resources that students can use.
- The AHA does not mandate a time limit for completion and considered the Americans With Disabilities Act in the decision not to mandate a course exam time limit. This does not mean that students should be given unlimited time to complete course exams.
  - The amount of time allotted for a student to complete the exam can be determined by the AHA Instructor or TC.
- If a paper copy of the exam is administered, make sure to collect the copies of the exam after the discussion.

Discussion: Remediation

- Remind instructor candidates that, as with skills testing, students receive formal remediation after they complete the PALS Exam if they did not pass. Remediation is not provided during an exam or skills test.
- After exam remediation, the student will take the alternate version of the current PALS Exam.
- If remediation is not successful, the student will need to retake and pass the provider course to receive a course completion card.

Lesson 13
PALS Update Course and HeartCode® PALS   15 minutes

Part 1: PALS Update Course

Part 2: HeartCode PALS Overview

Part 3: HeartCode PALS Hands-on Session

Faculty Tips
- Before teaching this lesson, thoroughly review
  - Benefits of Blended Learning and Preparing to Teach Blended-Learning Courses sections in Part 2: Preparing for the Course in the *PALS Instructor Manual*
  - HeartCode PALS online portion
  - HeartCode PALS and PALS Update Lesson Plans, course agendas, and outlines
- Remind instructor candidates that it is highly recommended that they take the HeartCode PALS online portion if they are planning to teach students who might. Doing so will better prepare them for what the students learned as well as anticipate questions that might be asked.

Instructor Candidate Materials

All instructor candidates need to have the PALS Update and HeartCode PALS Lesson Plans, course agendas, and outlines accessible from the *PALS Instructor Manual*.

Part 1: PALS Update Course

Discussion: PALS Update Course

Discuss the following overview of the PALS Update Course, including the videos and outline.

PALS Update Course Videos
- The required videos used in the PALS Update Course are, Science of Pediatric Resuscitation, CPR Coach, and High-Performance Teams.
- Relief of Choking and Coping With Death also are included, if teaching optional lessons.

PALS Update Course Outline
- Have instructor candidates locate the Outline for PALS Update Course found in Part 3: Teaching the Course of the *PALS Instructor Manual*.
- Inform instructor candidates that the update course is very similar to the PALS Provider Course but is tailored to meet the needs of those students who are renewing their PALS Provider course completion card.

Tell instructor candidates that the update course does not administer the lessons that cover management of respiratory, shock, and arrhythmia emergencies, including the case discussions and learning stations.

- Also, point out to instructor candidates that, in the update course, students are only required to complete 1 case scenario during the Case Scenario Practice With Simulations lesson.
- Remind instructor candidates of the approximate time difference that it takes to complete the PALS Update Course in comparison to the PALS Provider Course.

Part 2: HeartCode PALS Overview

Discussion: HeartCode PALS Overview

Discuss the following key points with instructor candidates:

- Students completing HeartCode PALS must present a certificate of completion to an instructor to complete the hands-on session.
  - This certificate of completion is also validation that students passed the required PALS cognitive assessment activities that are included in the online portion. No exam is needed in the classroom for HeartCode PALS students because they already took the exam online.
  - Refer instructor candidates to the Validation of Online Course Certificates in Part 2: Preparing for the Course in the *PALS Instructor Manual* for further details.
- The same course completion requirements are required for both the instructor-led and blended-learning PALS Course formats.

Part 3: HeartCode PALS Hands-on Session

Discussion: HeartCode PALS Hands-on Session

Discuss the following overview of the HeartCode PALS hands-on session, including the videos and outline.

HeartCode PALS Videos
- The required videos used in the hands-on session of HeartCode PALS are Course Introduction and IO Access.
- Relief of Choking and Coping With Death also are included, if teaching optional lessons.

HeartCode PALS Outline
- Have instructor candidates locate the Outline for HeartCode PALS found in Part 3: Teaching the Course of the *PALS Instructor Manual*.
- Inform instructor candidates that, during the hands-on session, they have the opportunity to bridge the gap between online learning and skills testing. It is important to adapt to the skill levels of students on the basis of their performance during practice.
- During the hands-on session, students will first practice skills before testing. Only the following lessons are covered in HeartCode PALS:
  - Learning/Testing Station: High-Quality BLS (Child and Infant)
  - Learning Station: Airway Management
  - Learning Station: Vascular Access
  - Learning Station: Rhythm Disturbances/Electrical Therapy
  - Case Scenario Testing

Lesson 14
Course Conclusion and Exam   30 minutes

Part 1: Course Conclusion

Part 2: PALS Instructor Essentials Exam

Learning Objectives
- Identify the prerequisites to becoming an AHA Instructor
- Describe the requirements for how to maintain an AHA Instructor status

Faculty Tip

Make sure to have a copy of the PALS Instructor Essentials Exam for each instructor candidate.

Part 1: Course Conclusion

Discussion: Course Conclusion

At the end of the PALS Instructor Essentials Course, discuss the following with instructor candidates:
- Encourage instructor candidates to become familiar with the PALS instructor materials discussed throughout this course.
  - Instructor candidates can also refer to the FAQ found in their instructor candidate workbook and FAQ for the PALS Course found on the Instructor Network.
- Answer any questions that the instructor candidates have about the instructor materials, the courses, or AHA protocols and procedures.
- Summarize what instructor candidates have learned, referencing the learning objectives featured in Lesson 1: Course Introduction in this faculty guide.
- Remind instructor candidates that to become a PALS Instructor, he or she must first pass the PALS Instructor Essentials Exam and then be monitored teaching the first course within 6 months after completing the PALS Instructor Essentials Course.
  - Instructor candidates can refer to the Recruiting and Mentoring Instructors section in Part 1: General Concepts of the *PALS Instructor Manual* for information on how to encourage providers in the PALS Provider Course to become instructors.
- Discuss the requirements for how to maintain instructor status.
- Discuss any TC-specific policies or protocols with instructor candidates and remind them of the importance of registering on the Instructor Network after being monitored teaching their first class.
  - Optional: Have instructor candidates turn to the Quick Self-Quiz found in their instructor candidate workbook and discuss the questions with them for a review before taking the exam.
- Distribute and collect course evaluations either before or after the PALS Instructor Essentials exam.

Part 2: PALS Instructor Essentials Exam

PALS Instructor Essentials Exam
- Distribute an answer sheet and exam to each instructor candidate.
- As instructor candidates complete the exam, collect their exams and grade them.
- Regardless of their score, all instructor candidates should be given their exam results and be allowed the opportunity to review and ask questions.
- For instructor candidates who need remediation, follow these steps:
  - Instructor candidates who scored less than 84% need immediate remediation.
  - Provide remediation by giving a second exam or by having instructor candidates orally go over each item that they answered incorrectly, showing understanding of those incorrect items.
  - Upon successful remediation, instructor candidates should show an improvement in being able to provide correct responses and an understanding of the correct response.