



# **Faculty Guide for the PALS Instructor Course**

January 2007

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## **Part 1: Preparing for the Course**

## Course Objectives and Competencies

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**Introduction** This manual is to be used by the Pediatric Advanced Life Support (PALS) Regional Faculty and Training Center (TC) Faculty to conduct the PALS Instructor Course. The PALS Instructor Course is classroom-based and is open to instructor candidates who have met the admission criteria.

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**Course Goal** The American Heart Association designed the PALS Instructor Course to prepare people to become PALS instructors.

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**Objectives** At the end of the PALS Instructor Course, instructor candidates will be able to teach a PALS course using the video and lesson maps that are part of the PALS course instructor materials. Candidates will also be able to use the new testing materials to conduct skills testing.

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**Exit Criteria** Successful completion of the instructor course consists of the instructor candidate

- attending the entire course
- instructing a group on the team concept
- successfully evaluating another instructor candidate's core case test while correctly using the case test checklist
- successfully remediating another instructor candidate

TC Faculty will use the American Heart Association Emergency Cardiovascular Care Instructor Competency Checklist found at the end of this manual. This document serves as a guide for assessing instructor candidate proficiency in the AHA core course competencies during the practice session in the discipline-specific course. Not all competencies can be assessed in a single instructor candidate demonstration.

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## Course Audience and Prerequisites

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**Who Can Take the Course** Anyone who meets the course prerequisites can take this course. The ideal candidate will be motivated to

- teach
- facilitate learning
- ensure that students acquire the skills needed for successful course completion
- view student assessment as a way to improve individual knowledge and skills

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<b>Course Prerequisites</b>	Prospective instructors must <ul style="list-style-type: none"><li>• have completed the AHA Core Instructor Course</li><li>• be aligned with an AHA TC</li><li>• have current AHA PALS provider status</li></ul>
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## Educational Design

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<b>Lesson-Based and Video-Based Structure</b>	The PALS Instructor Course is instructor-led and video-based. The course is divided into multiple lessons.
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<b>Resuscitation Team Concept</b>	Successful resuscitations are the result not only of medical expertise and mastery of resuscitation skills but also of effective communication and teamwork. The PALS Instructor Course gives instructor candidates an opportunity to practice teaching the dynamics of responding to a code as part of a team in simulated cases.
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## Faculty Needs

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<b>Who Can Teach the Course</b>	Any current AHA PALS TC Faculty or Regional Faculty member may teach the PALS Instructor Course. All instructor course faculty members must be current AHA instructors in the discipline being taught.
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<b>TC Faculty-to-Instructor Candidate Ratio</b>	The size of each PALS instructor course is flexible. The PALS Instructor Course agenda has been set up for 14 instructor candidates: Participants will be divided into 2 groups of 7 instructor candidates with 1 TC Faculty per group. During practice and role-playing sessions, 1 instructor candidate in each group will play the role of instructor and the other 6 will play the role of students, which mimics the suggested instructor-to-student ratio of a provider course.
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## Attendance Requirements

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**Attendance Requirements** Instructor candidates must successfully complete the entire course to be eligible to be monitored as a new instructor. An instructor card is issued only after successful monitoring.

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## Course Planning Checklist and Timeline

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**Notifying ECC Service Center of Pending Course** To provide better customer service, the TC should submit a list of planned instructor courses that are open to the public to its AHA Service Center. The list should include course dates, location, and name of a contact person for registration. The Service Center will make this information available to anyone seeking course information.

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**Ordering Materials** To help in the distribution of ECC materials, the AHA has partnered with several companies that provide high-quality customer service and support. To order materials, contact one of the companies listed on the back cover of any ECC book or visit the ECC website at [www.americanheart.org/cpr](http://www.americanheart.org/cpr).

Instructors can order books or support materials directly from any of the AHA distributors. Only a TC Coordinator can order cards.

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**Room Requirements** An average instructor course of 14 instructor candidates can be taught with 2 TC Faculty in 1 large room and 2 small rooms. The large room should comfortably hold at least 20 people. The smaller rooms must hold 7 instructor candidates plus an instructor and the required manikins and equipment.

The room should have

- good acoustics
  - good lighting that can be dimmed or adjusted for video presentations
  - an instructor-controlled video player (DVD or VCR) and monitor large enough to be viewed by all instructor candidates. (Although a TV may be acceptable for small classes with only a few groups, larger classes with several manikins may require a large-screen TV or a TV projector. See the sample floor plan on the next page.)
  - ideally, carpeted floors for skills practice
  - a chair for each instructor candidate
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**Sample Small Room Layout**

The following graphic shows a sample small group room layout for the PALS Instructor Course.

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**Sample Precourse Letter to Instructor Candidates**

The letter on the following page is a sample you may modify and send to instructor candidates.

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## **Sample Precourse Letter to Instructor Candidates**

(Date)

Dear PALS Instructor Candidate:

Welcome to the PALS Instructor Course.

### **When and Where**

The class will be held

Date: \_\_\_\_\_

Time: \_\_\_\_\_

Location: \_\_\_\_\_

Please plan to be on time because it will be hard for those who arrive late to catch up once we start.

### **How to Get Ready**

The PALS Instructor Course covers a lot of material in a short time. Please bring your *PALS Instructor Manual* with lesson maps and your *PALS Provider Manual* and *PALS Course Guide* with you to class. We also strongly encourage you to bring a copy of the *ECC Handbook* with you. You will be using these materials throughout the course.

Make sure you review the PALS instructor materials and be prepared to participate in or lead any lesson or discussion included in the PALS course.

### **What to Wear**

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 any physical conditions that might prevent you from participating in these activities, please tell one of the instructors. The instructor may be able to adjust the equipment if you have back, knee, or hip problems. Also please tell your instructor if you are allergic to latex.

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,

(Title)



## Instructor Course Support Materials

### TC Faculty Materials

The following materials are available for teaching the PALS Instructor Course:

Item	Description	Use
<i>Faculty Guide for the PALS Instructor Course</i>	Text with information about how to teach the PALS Instructor Course. Available on the instructor portal.	Review before class to understand your role and the necessary equipment.
<i>PALS Instructor Update and Instructor Course Tools DVD</i>	<ul style="list-style-type: none"> <li>• <i>PALS Course Briefing</i></li> <li>• <i>PALS Science Update</i></li> <li>• <i>PALS Instructor Course Update</i></li> <li>• <i>BLS Skills Testing</i></li> </ul>	<ul style="list-style-type: none"> <li>• Review before class to understand the videos.</li> <li>• Show during class.</li> </ul>
Instructor manual and videos for PALS Provider Course	Manual and videos (DVD or VHS format) for PALS course	Ask instructor candidates to pull appropriate lesson maps from the course when it is time for role-play lessons.
<i>AHA Core Instructor Workbook and CD</i>	Workbook and CD	Refer to this if instructor candidates ask questions covered in the AHA Core Instructor Course.
PALS Algorithms and Flowcharts	<ul style="list-style-type: none"> <li>• PALS Pulseless Arrest Algorithm</li> <li>• PALS Bradycardia Algorithm</li> <li>• PALS Algorithm for Tachycardia With Poor Perfusion</li> <li>• PALS Algorithm for Tachycardia With Adequate Perfusion</li> <li>• PALS Septic Shock Algorithm</li> <li>• PALS Postresuscitation Treatment of Shock</li> <li>• Pediatric BLS for Healthcare Providers Algorithm</li> <li>• PALS Pediatric Assessment Flowchart</li> <li>• PALS Recognition of Respiratory Problems Flowchart</li> <li>• PALS Management of Respiratory Emergencies Chart</li> <li>• PALS Recognition of Shock Flowchart</li> <li>• PALS Management of Shock Chart</li> </ul>	Use these algorithms and flowcharts during the role-play lessons.

**Equipment List**

The following table lists the equipment and supplies needed for this course. Use the learning station equipment checklists on the PALS instructor CD as you set up the course to make sure you have all the equipment you need for the course. The equipment used for this course includes a code cart for in-hospital providers and a code kit for out-of-hospital providers. The code cart/kit should contain the equipment and supplies listed below.

Equipment and Supplies	Quantity Needed
<b>Paperwork</b>	
Course roster	1/course
Name tags	1/instructor candidate and instructor
Course agenda	1/instructor candidate and instructor
Course completion card	1/instructor candidate
<i>PALS Provider Manual</i>	1/instructor candidate and instructor
<i>PALS Course Guide</i>	1/instructor candidate and instructor
Instructor cue sheets	1/instructor candidate
Learning station competency checklists	1 instructor candidate and instructor
Team role labels	1 set per station
Skills station competency checklists	1 instructor candidate and instructor
PALS course progress checklist	1/instructor candidate
Core case testing checklists	1/instructor candidate
CPR testing checklist	1/instructor candidate
<i>ECC Handbook</i> (optional)	1/instructor candidate and instructor
PALS algorithms and flowcharts	1 set per class
Precourse letter	1/instructor candidate
PALS Provider Course written test	1/instructor candidate
Blank test answer sheet	1/instructor candidate
Written test answer key	1/course
<i>PALS Instructor's Manual</i> and PALS lesson maps	1/instructor candidate
<b>AV Equipment</b>	
TV with DVD player or VCR or Computer with projector and screen	2/course
Course DVD(s) or videotape(s)	2/course
<b>CPR/AED Equipment</b>	
Child or adult CPR manikins with shirt	1/every 3 instructor candidates
Infant CPR manikins	1/every 3 instructor

<b>Equipment and Supplies</b>	<b>Quantity Needed</b>
	candidates
Stopwatch	1/instructor
Countdown timer	1/instructor
AED trainer with child AED training pads	1/every 3 instructor candidates
Stools to stand on for CPR	1/every 3 instructor candidates (optional)
<b>Airway and Ventilation</b>	
Child pocket mask and infant pocket mask	1/every 3 instructor candidates or 1/instructor candidate
1-way valve	1/instructor candidate
Bag-mask for infant and child manikins, reservoir, and tubing	1/every 3 instructor candidates
Oral and nasal airways	1 set each/station
Water-soluble lubricant	1/station
Nonrebreather mask/simple face mask	1/every 3 instructor candidates
Nasal cannula	1/station
Suction catheters (various sizes)	1/station
<b>Rhythm Recognition and Electrical Therapy</b>	
ECG cards or rhythm generator*	1/station
Monitor capable of defibrillation/synchronized cardioversion with small (pediatric) and large (adult) paddles	1/station
Electrodes, electrode pads (pediatric and adult), electrode cream or paste (if self-adhesive monitor/electrode pads are not used)	1/station
Spare batteries or power cord	1/station
Spare ECG paper	1/station
<b>Some Recommended Drugs or Drug Package</b>	
Adenosine	1/station
Albuterol	1/station
Amiodarone	1/station
Atropine sulfate	1/station
Epinephrine 1:10 000, 1:1000, racemic (2.25%)	1/station
Glucose	1/station
Lidocaine	1/station
Magnesium sulfate	1/station
Procainamide	1/station
<b>Vascular Access</b>	
Poultry thighs/IO manikin	1/station
IO needles	1/station
IV equipment (catheters, fluid bags, tubing, 3-way	1/station

<b>Equipment and Supplies</b>	<b>Quantity Needed</b>
stopcocks, T-connectors, pole)	
Syringes	1/station
<b>Safety</b>	
Sharps container (if using real needles)	1/station
<b>Other</b>	
Length-based, color-coded resuscitation tape	1/station
Towel	1/station
Blood pressure cuff	1/station
Stethoscope	1/station
Whiteboard or flip chart with easel and markers	1/station
<b>Cleaning Supplies for Use Between Student Practice and After Course</b>	
Manikin cleaning supplies	varies

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## **Part 2: Teaching the Course**

# Using Lesson Maps

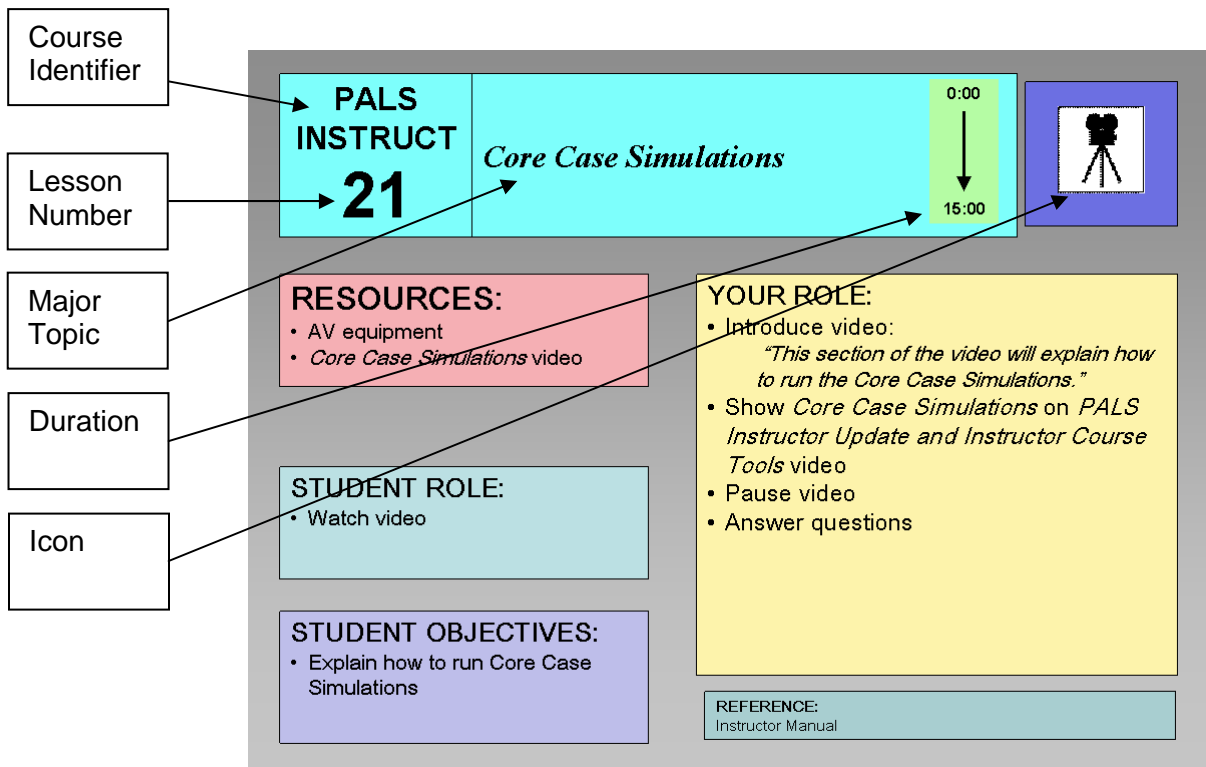
## Understanding Lesson Maps

The AHA 2006 instructor materials include lesson maps to help our instructors better facilitate our courses. The lesson maps help ensure consistency from course to course and help keep the instructor focused on the main objectives for each lesson. Lesson maps are for instructor use only.

Each lesson map represents the main components for that lesson:

- Course identifier
- Lesson number
- Major topics
- Icon for type of lesson
- Reference(s)
- Resources
- Student role
- Student objectives
- Instructor role
- Duration (in minutes)

The following graphic is a sample lesson map:



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**Using Lesson Maps**

There are many ways to use these lesson maps:





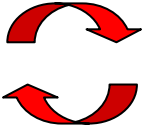

<b>When</b>	<b>Then you can:</b>
Before you teach	Review the maps to understand: <ul style="list-style-type: none"><li>• the objectives for each lesson</li><li>• your role for each lesson</li></ul> the resources that you need for each lesson
As you teach	Follow each lesson map as you conduct the course. <ul style="list-style-type: none"><li>• Remind instructor candidates what they will see in each video segment.</li><li>• Make sure you have all resources and supplies ready for each lesson.</li><li>• Make notes on your lesson maps, such as which page numbers in student books to reference</li></ul>

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**Understanding Icons**

Throughout the video and lesson maps you will see icons that remind you to take certain actions. This approach recognizes that the busy instructor may not be able to keep track of every important action to take.

These icons signal what to do throughout the course:











Icon	Action
	<b>Show the video.</b>
	<b>Pause</b> the video for questions and answers.
	Instructor candidates <b>Practice</b> skills.
	<b>Discuss</b> the topics listed on the lesson map.
	<b>Rotate</b> the students between 2 stations.
	Give the written <b>test</b> and skills test.

























# PALS Instructor Course Outline

The following times are approximate. You may increase times for specific lessons if necessary.

Approximate course duration: 9½ hours  
(Instructor Candidate–TC Faculty ratio 7:1)

Lesson	Course Event	Time Estimate (in minutes)
PALS INSTRUCT 1	Introduction	 5
PALS INSTRUCT 2	PALS Course Orientation	 10
PALS INSTRUCT 3	PALS Science Update (optional)	 25
PALS INSTRUCT 4	New PALS Course Design	 20
PALS INSTRUCT 5	Instructor Materials	 10
PALS INSTRUCT 6	PALS Course Outline	 10
PALS INSTRUCT 7	Lesson Maps	 12
PALS INSTRUCT 8	Technology and Equipment	 5
PALS INSTRUCT 9	Room Setup	 10
PALS INSTRUCT 10	Provider Course Prerequisites	 5

Lesson	Course Event	Time Estimate (in minutes)
PALS INSTRUCT 11	PALS Start Lesson 1: <i>Course Organization</i> video Lesson 2: <i>Science Update</i> video	 4
PALS INSTRUCT 12	Lesson 3: BLS Skills Testing	 20
PALS INSTRUCT 13	Lesson 4: Respiratory Emergencies	 20
PALS INSTRUCT 14	Lesson 5A: Rhythm Disturbances/Electrical Therapy	 10
PALS INSTRUCT 15	Lesson 5B: Role Play: Rhythm Disturbances/Electrical Therapy	 35
PALS INSTRUCT 16	Lesson 6A: Vascular Access	 15
PALS INSTRUCT 17	Lesson 6B: Role Play: Vascular Access	 35
PALS INSTRUCT 18	Lesson 7: Resuscitation Team Concept	 15
PALS INSTRUCT 19	Core Case Simulations	 15
PALS INSTRUCT 20	Lesson 8: Role Play: Core Case Simulations Cardiac Cases 1 and 2	 35
PALS INSTRUCT 21	Lesson 9: Overview of Pediatric Assessment	 10
PALS INSTRUCT 22	Lesson 10: Overview of Core Case Discussions and Simulations	 10
PALS INSTRUCT 23	Lesson 11: Role Play: Core Case Discussions Cardiac Cases 3 and 4	 35

Lesson	Course Event	Time Estimate (in minutes)
PALS INSTRUCT 24	Lesson 12: Role Play: Core Case Simulations Lesson 21: Putting It All Together	 20
PALS INSTRUCT 25	Lesson 23: Written Test	 5
PALS INSTRUCT 26	Remediation	 5
PALS INSTRUCT 27	Core Case Test 1: Cardiac Arrest/Rhythm Disturbance Competency Test	 12
PALS INSTRUCT 28	Core Case Test 2: Respiratory Failure/Shock Role Play: Competency Test	 90
PALS INSTRUCT 29	Self-directed Learning and Blended Training	 5
PALS INSTRUCT 30	Instructor Renewal	 5
PALS INSTRUCT 31	Training Center Specifics	 30
PALS INSTRUCT 32	Course Monitoring	 15

## Part 3: Renewal

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**Instructor  
Renewal  
Criteria**

There is no renewal version of this course. If you offer a “renewal course,” use the full agenda listed earlier in this manual. See the *Program Administration Manual* and instructor portal for renewal requirements.

## Part 4: Lesson Maps

**START**

*Welcome*

0:00



5:00



## RESOURCES:

## STUDENT ROLE:

- Introduce self
- Listen to instructor

## STUDENT OBJECTIVES:

## YOUR ROLE:

- Introduce instructors
- Invite participants to introduce themselves
- Explain housekeeping issues, including restrooms
- Explain paperwork
- Explain how instructor candidates will learn by instructor-led discussions, practice-while-watching lessons, and practice sessions
- Tell the instructor candidates:  
*"We are scheduled to end at \_\_\_\_."*

## REFERENCE:

none

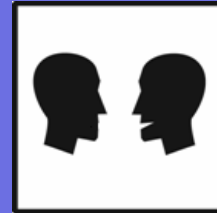
**PALS  
INSTRUCT  
1**

*Introduction*

0:00



5:00



**RESOURCES:**

**STUDENT ROLE:**

- Listen to TC faculty

**STUDENT OBJECTIVES:**

- Get motivated to be an AHA instructor

**YOUR ROLE:**

- Introduce concepts of new courses
- Motivate instructors to teach using new methodology

**REFERENCE:**

Instructor Manual

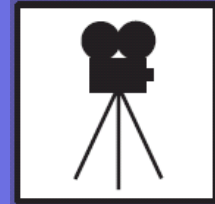
**PALS  
INSTRUCT  
2**

*PALS Course Orientation*

0:00



10:00



**RESOURCES:**

- AV equipment
- *Introduction video*
- *PALS Course Orientation video*

**STUDENT ROLE:**

- Watch video

**STUDENT OBJECTIVES:**

- Understand the main goals of the course

**YOUR ROLE:**

- Introduce video:  
    *“The following video introduces the PALS course.”*
- Show *PALS Course Orientation* on *PALS Instructor Update and Instructor Course Tools* video
- Answer questions

**REFERENCE:**

Instructor Manual



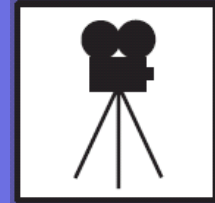
# PALS INSTRUCT 3

## *PALS Science Update (optional)*

0:00



25:00



### RESOURCES:

- AV equipment
- *PALS Science Update* video
  - *PALS Course* video, or
  - *PALS Instructor Update* DVD(Note: In the future, this video may be omitted and other science updates may need to be included.)

### STUDENT ROLE:

- Watch video

### STUDENT OBJECTIVES:

- List the key changes to science in *AHA 2005 Guidelines for CPR and ECC* that affect the PALS course

### YOUR ROLE:

- Evaluate instructor candidates to establish need for in-depth *PALS Science Update* video (omit this lesson if all instructor candidates have cards issued from courses current with 2005 Guidelines)
- Introduce video:
  - “*This video will overview the new science in Guidelines 2005.*”
- Show *PALS Science Update* on *PALS Instructor Update and Instructor Course Tools* video or the *PALS Course* video
- Refer instructor candidates to *Currents in Emergency Cardiovascular Care* Winter 2005 and *AHA 2005 Guidelines for CPR and ECC*
- Answer questions

### REFERENCE:

Instructor Manual, *Currents in Emergency Cardiovascular Care* Winter 2005, *AHA 2005 Guidelines for CPR and ECC*

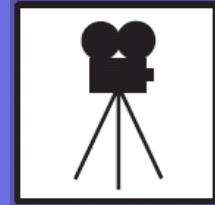
# PALS INSTRUCT 4

## *New PALS Course Design*

0:00



20:00



### RESOURCES:

- AV equipment
- *More Effective Instruction and More Effective Course Design* videos

### STUDENT ROLE:

- Watch video

### STUDENT OBJECTIVES:

- List the major changes to course design and implementation based on educational research

### YOUR ROLE:

- Introduce video:  
*“This section of the video will explain the major changes to course design and implementation based on educational research.”*
- Show *More Effective Instruction and More Effective Course Design on PALS Instructor Update and Instructor Course Tools* video
- Answer questions

### REFERENCE:

Instructor Manual

**PALS  
INSTRUCT  
5**

*Instructor Materials*

0:00



10:00



**RESOURCES:**

- Instructor materials

**STUDENT ROLE:**

- Listen to TC faculty
- Locate course outline and agenda

**STUDENT OBJECTIVES:**

- List the main parts of the instructor materials for the PALS course

**YOUR ROLE:**

- Orient the instructor candidates to the instructor materials and how to use each piece
  - Instructor manual
  - Instructor CD
  - Instructor cue sheets
  - Checklists
  - Course outline
  - Course agenda
  - Course videos
  - Lesson maps
  - Algorithms and flowcharts
- Answer questions

**REFERENCE:**

Instructor Manual

**PALS  
INSTRUCT  
6**

*PALS Course Outline*

0:00



10:00



**RESOURCES:**

- PALS course outline

**STUDENT ROLE:**

- Listen to TC faculty

**STUDENT OBJECTIVES:**

- Know how to use the course outlines to guide teaching

**YOUR ROLE:**

- Refer instructor candidates to PALS course outline in instructor manual
- Explain how to use the course outline
- Tell instructor candidates to keep outline available with sample agenda

**REFERENCE:**

Instructor Manual

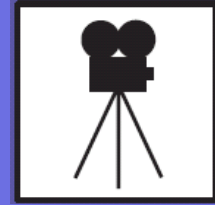
# PALS INSTRUCT 7

## *Lesson Maps*

0:00



12:00



### RESOURCES:

- AV equipment
- *Instructing Consistently With Lesson Maps on PALS Instructor Update and Instructor Course Tools* video

### STUDENT ROLE:

- Watch video

### STUDENT OBJECTIVES:

- Understand the layout of the lesson maps

### YOUR ROLE:

- Introduce video:  
*“This section of the video introduces you to lesson maps, an instructor tool to help you teach courses.”*
- Show *Instructing Consistently With Lesson Maps on PALS Instructor Update and Instructor Course Tools* video
- Pause video
- Answer questions
- Review other lesson maps as needed

### REFERENCE:

Instructor Manual

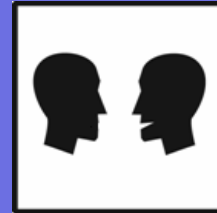
# PALS INSTRUCT 8

## *Technology and Equipment*

0:00



5:00



### RESOURCES:

- AV equipment
- PALS instructor manual
- Code cart or code kit
- Manual defibrillator and simulator

### STUDENT ROLE:

- Listen to TC faculty
- Ask questions

### STUDENT OBJECTIVES:

- Tell how to find needed equipment
- Tell where to find equipment
- Be familiar with the technology used in the course

### YOUR ROLE:

- Explain where to find list of equipment in PALS instructor manual
- Emphasize importance of having the appropriate equipment available during each PALS provider course
- Stress importance of instructor candidates becoming familiar with equipment before they have to use it
- Answer questions

### REFERENCE:

Instructor Manual

# PALS INSTRUCT 9A

## *Room Setup*

0:00



10:00



### RESOURCES:

- AV equipment
- PALS instructor manual

### STUDENT ROLE:

- Listen to TC faculty
- Ask questions

### STUDENT OBJECTIVES:

- Tell how to set up the room to optimize learning

### YOUR ROLE:

- Tell instructor candidates to turn to room requirements in PALS instructor manual
- Explain why it is critical to set up the rooms appropriately

### REFERENCE:

Instructor Manual

**PALS  
INSTRUCT  
9B**

*Room Setup*  
Discussion Details



Key Points to Emphasize

- Management of Respiratory Arrest lesson: need 1 airway manikin and equipment for every 3 instructor candidates
- CPR Competency Test lesson: need 1 CPR manikin and AED trainer for every 3 instructor candidates
- Other learning stations: refer to PALS Instructor Manual for room setup



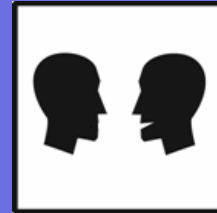
# PALS INSTRUCT 10

## *Provider Course Prerequisites*

0:00



5:00



### RESOURCES:

- PALS instructor manual

### STUDENT ROLE:

- Listen to TC faculty
- Ask questions

### STUDENT OBJECTIVES:

- Tell where to find the list of course prerequisites
- Explain the importance of these prerequisites

### YOUR ROLE:

- Explain where to find list of course prerequisites in the PALS instructor manual
- Explain the importance of these prerequisites
- Answer questions

### REFERENCE:

Instructor Manual

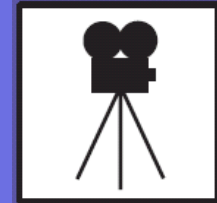
**PALS  
INSTRUCT  
11**

*PALS Start*

0:00



4:00



**RESOURCES:**

- AV equipment
- *PALS Start* video

**STUDENT ROLE:**

- Watch video

**STUDENT OBJECTIVES:**

- Explain how to start the PALS course

**YOUR ROLE:**

- Introduce video:  
*“This section of the video will explain how to start the PALS course.”*
- Show *PALS Start* on *PALS Instructor Update and Instructor Course Tools* video
- Pause video
- Answer questions

**REFERENCE:**

Instructor Manual

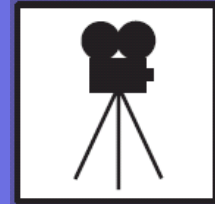
# PALS INSTRUCT 12

## *BLS Skills Testing*

0:00



20:00



### RESOURCES:

- AV equipment
- *Basic Life Support Skills Training* video
- Skills checklists
- Stopwatches
- Child and Infant Manikins
- AED Trainers
- Masks with one-way valve

### STUDENT ROLE:

- Watch video
- Participate with the video

### STUDENT OBJECTIVES:

- Tell how to perform skills testing

### YOUR ROLE:

- Introduce video:  
*“This section of the video will explain how to perform CPR skills testing.”*
- Show *Basic Life Support Skills Training* video on *PALS Instructor Update and Instructor Course Tools* video
- Pause video
- Answer questions
- Do additional practice with live demonstration of one-rescuer CPR with AED using CPR Testing Checklist from PALS Instructor Manual

### REFERENCE:

Instructor Manual

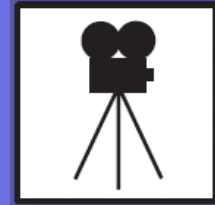
**PALS  
INSTRUCT  
13A**

*Respiratory Emergencies*

0:00



20:00



**RESOURCES:**

- AV equipment
- *Respiratory Emergencies* video

**STUDENT ROLE:**

- Watch video

**STUDENT OBJECTIVES:**

- Explain how to run the management of respiratory emergencies learning station

**YOUR ROLE:**

- Introduce video:  
*“This section of the video will explain how to run the management of respiratory emergencies learning station.”*
- Show *Respiratory Emergencies* on *PALS Instructor Update and Instructor Course Tools* video
- Pause video
- Answer questions
- Stress discussion points on 13B

**REFERENCE:**

Instructor Manual

**PALS  
INSTRUCT  
13B**

*Respiratory Emergencies*  
Discussion Details



Key Points to Emphasize

- Assessment
  - breathing technique and timing
  - pulse technique and timing
- Respiration rate

Type of airway	Rate (breaths per second)	Breaths per minute
No advanced airway	≥8 years 1 breath / 5 to 6	10 to 12
	<8 years 1 breath / 3 to 5	12 to 20
Advanced airway	1 breath / 6 to 8	8 to 10

- Each breath lasts 1 second
- Do not hyperventilate
- Use correct bag-mask technique
- Use correct OPA and NPA technique
- Select correct mask size
- Use correct suctioning technique

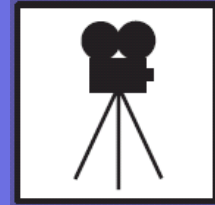
**PALS  
INSTRUCT  
14**

*Rhythm Disturbances/  
Electrical Therapy*

0:00



10:00



**RESOURCES:**

- AV equipment
- *Rhythm Disturbances/Electrical Therapy* video

**STUDENT ROLE:**

- Watch video

**STUDENT OBJECTIVES:**

- Explain how to run Rhythm Disturbances/Electrical Therapy learning stations

**YOUR ROLE:**

- Introduce video:  
*“This section of the video will explain how to run the Pulseless Arrest VF/VT learning station.”*
- Show *Rhythm Disturbances/Electrical Therapy* on *PALS Instructor Update and Instructor Course Tools* video
- Pause video
- Answer questions

**REFERENCE:**

Instructor Manual

# PALS INSTRUCT 15A

## *Role-Play: Rhythm Disturbances/ Electrical Therapy*

0:00



35:00



### RESOURCES:

- AV equipment
- Lesson maps
- Instructor manual

### STUDENT ROLE:

- Participate in and lead Rhythm Disturbances/Electrical Therapy skills station

### STUDENT OBJECTIVES:

- Explain how to run Rhythm Disturbances/Electrical Therapy skills station

### YOUR ROLE:

- Refer instructor candidates to PALS Lesson 5 lesson maps
- 1 instructor candidate acts as the instructor, teaching PALS Lesson 5 – Skills Station: Rhythm Disturbances/Electrical Therapy
- The instructor candidate in the recorder role of each case leads the case debriefing
- Provide positive and corrective feedback
- Switch roles for a second instructor candidate to act as the station instructor during a second case
- Provide positive and corrective feedback
- TCF guides 2 or more “team members” to make errors during the role play of each case
- Answer questions

### REFERENCE:

Instructor Manual

**PALS  
INSTRUCT  
15B**

*Rhythm Disturbances/  
Electrical Therapy*  
Discussion Details



**Key Points to Emphasize**

- How to apply electrode pads
- How to use the monitor
- How to perform defibrillation and synchronized cardioversion
- Early defibrillation and a single shock dose – monophasic vs biphasic



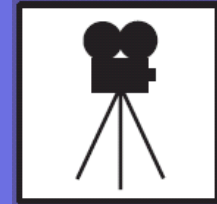
**PALS  
INSTRUCT  
16**

*Vascular Access*

0:00



15:00



**RESOURCES:**

- AV equipment
- *Vascular Access* video

**STUDENT ROLE:**

- Watch video

**STUDENT OBJECTIVES:**

- Explain how to run Vascular Access skills station

**YOUR ROLE:**

- Introduce video:  
*“This section of the video will explain how to run the Vascular Access skills station.”*
- Show *Vascular Access* on *PALS Instructor Update and Instructor Course Tools* video
- Pause video
- Answer questions

**REFERENCE:**

Instructor Manual

**PALS  
INSTRUCT  
17A**

*Role-Play:  
Vascular Access*

0:00



35:00



**RESOURCES:**

- AV equipment
- Lesson maps
- Instructor manual

**STUDENT ROLE:**

- Participate in and lead Vascular Access skills station

**STUDENT OBJECTIVES:**

- Explain how to run Vascular Access skills station

**YOUR ROLE:**

- Refer instructor candidates to PALS Lesson 6 lesson maps
- 1 instructor candidate acts as the instructor, teaching PALS Lesson 6 – Skills Station: Vascular Access
- The instructor candidate in the recorder role of each case leads the case debriefing
- Provide positive and corrective feedback
- Switch roles for a second instructor candidate to act as the station instructor during a second case
- Provide positive and corrective feedback
- TCF guides 2 or more “team members” to make errors during the role play of each case
- Answer questions

**REFERENCE:**

Instructor Manual

**PALS  
INSTRUCT  
17B**

*Vascular Access*  
Discussion Details



**Key Points to Emphasize**

- Ensure that each student can perform IO access appropriately and confirm when needle has reached the marrow cavity
- Ensure that each student can prepare equipment to administer an IV/IO bolus
- Ensure that each student can establish IV access (optional)
- Show length-based, color-coded tape or drug chart; confirm that each student can use it to calculate correct drug dosage
- Stress how to use PALS course progress checklist

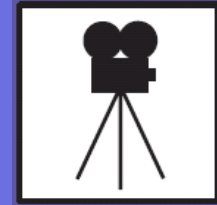
# PALS INSTRUCT 18A

## *Resuscitation Team Concept*

0:00



15:00



### RESOURCES:

- AV equipment
- *Resuscitation Team Concept* video

### STUDENT ROLE:

- Watch video

### STUDENT OBJECTIVES:

- Explain the key roles in a resuscitation team
- Explain how to assign roles and how rotation schedules work

### YOUR ROLE:

- Introduce video:  
*“This section of the video will explain the resuscitation team and how to rotate through the various roles in the rest of the course.”*
- Show *Resuscitation Team Concept on PALS Instructor Update and Instructor Course Tools* video
- Pause video
- Answer questions
- Stress discussion points on 18B

### REFERENCE:

Instructor Manual

**PALS  
INSTRUCT  
18B**

*Resuscitation Team Concept*  
Discussion Details



Key Points to Emphasize

- How to conduct discussion of communication concepts
- How to define the team roles
- How to rotate students through case simulations according to resuscitation team roles

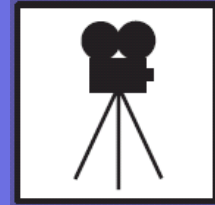
**PALS  
INSTRUCT  
19**

*Core Case Simulations*

0:00



15:00



**RESOURCES:**

- AV equipment
- *Core Case Simulations* video

**STUDENT ROLE:**

- Watch video

**STUDENT OBJECTIVES:**

- Explain how to run Core Case Simulations

**YOUR ROLE:**

- Introduce video:  
*“This section of the video will explain how to run the Core Case Simulations.”*
- Show *Core Case Simulations on PALS Instructor Update and Instructor Course Tools* video
- Pause video
- Answer questions

**REFERENCE:**

Instructor Manual

# PALS INSTRUCT 20A

## *Role-Play: Core Case Simulations Cardiac Cases 1 and 2*

0:00



35:00



### RESOURCES:

- AV equipment
- Lesson maps
- Instructor manual

### STUDENT ROLE:

- Participate in and lead Core Case Simulations Cardiac Cases 1 and 2

### STUDENT OBJECTIVES:

- Explain how to run Core Case Simulations Cardiac Cases 1 and 2

### YOUR ROLE:

- Refer instructor candidates to PALS Lesson 8 lesson maps
- 1 instructor candidate acts as the instructor, teaching PALS Lesson 8 – Core Case Simulations Cardiac Cases 1 and 2
- The instructor candidate in the recorder role of each case leads the case debriefing
- Provide positive and corrective feedback
- Switch roles for a second instructor candidate to act as the station instructor during a second case
- Provide positive and corrective feedback
- TCF guides 2 or more “team members” to make errors during the role play of each case
- Answer questions

### REFERENCE:

Instructor Manual

**PALS  
INSTRUCT  
20B**

*Core Case Simulations*  
*Cardiac Cases 1 and 2*  
Discussion Details



**Key Points to Emphasize**

- Stress that this is the part of the course where the instructor coaches the students and provides any corrective feedback
- Stress how to use PALS course progress checklist



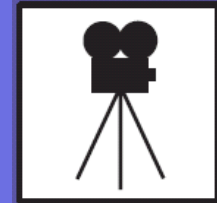
# PALS INSTRUCT 21

## *Overview of Pediatric Assessment*

0:00



10:00



### RESOURCES:

- AV equipment
- *Overview of Pediatric Assessment* video

### STUDENT ROLE:

- Watch video

### STUDENT OBJECTIVES:

- Explain how to run Overview of Pediatric Assessment lesson

### YOUR ROLE:

- Introduce video:  
*“This section of the video will explain how to run the Overview of Pediatric Assessment lesson.”*
- Show *Overview of Pediatric Assessment* on *PALS Instructor Update and Instructor Course Tools* video
- Pause video
- Answer questions

### REFERENCE:

Instructor Manual

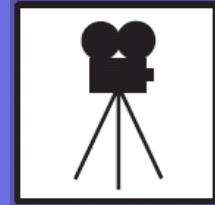
**PALS  
INSTRUCT  
22**

*Overview of Core Case  
Discussions and Simulations*

0:00



10:00



**RESOURCES:**

- AV equipment
- *Overview of Core Case Discussions and Simulations* video

**STUDENT ROLE:**

- Watch video

**STUDENT OBJECTIVES:**

- Explain how to run Overview of Core Case Discussions and Simulations lesson

**YOUR ROLE:**

- Introduce video:  
*“This section of the video will explain how to run the Overview of Core Case Discussions and Simulations lesson.”*
- Show *Overview of Core Case Discussions and Simulations* on *PALS Instructor Update and Instructor Course Tools* video
- Pause video
- Answer questions

**REFERENCE:**

Instructor Manual

# PALS INSTRUCT 23A

## *Role-Play: Core Case Discussions Cardiac Cases 3 and 4*

0:00



35:00



### RESOURCES:

- AV equipment
- Lesson maps
- Instructor manual

### STUDENT ROLE:

- Participate in and lead Core Case Discussions Cardiac Cases 3 and 4

### STUDENT OBJECTIVES:

- Explain how to run Core Case Discussions Cardiac Cases 3 and 4

### YOUR ROLE:

- Refer instructor candidates to PALS Lesson 11 lesson maps
- 1 instructor candidate acts as the instructor, teaching PALS Lesson 11 – Core Case Discussions Cardiac Cases 3 and 4
- Provide positive and corrective feedback
- Switch roles for a second instructor candidate to act as the station instructor during a second case
- Provide positive and corrective feedback
- TCF guides 2 or more “team members” to make errors during the role play of each case
- Answer questions

### REFERENCE:

Instructor Manual

**PALS  
INSTRUCT  
23B**

*Core Case Discussions*  
*Cardiac Cases 3 and 4*  
Discussion Details



Key Points to Emphasize

- Ensure the “teaching” instructor candidate uses the instructor cue sheet
- Stress that the instructor does not discuss treatment during case discussion stations

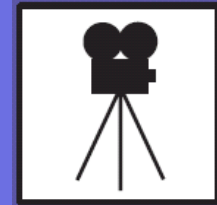
**PALS  
INSTRUCT  
24A**

*Putting It All Together*

0:00



20:00



**RESOURCES:**

- AV equipment
- *Putting It All Together* video

**STUDENT ROLE:**

- Watch video

**STUDENT OBJECTIVES:**

- Explain how the putting it all together lesson is a practice lesson for the core case tests

**YOUR ROLE:**

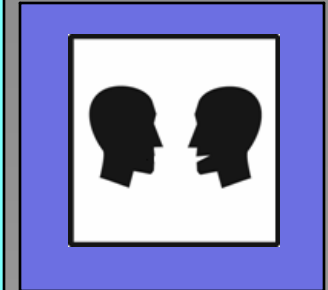
- Introduce video:  
*“This section of the video will explain how the course puts all the skills together.”*
- Show *Putting It All Together* on *PALS Instructor Update and Instructor Course Tools* video
- Pause video
- Answer questions
- Stress discussion points on 24B

**REFERENCE:**

Instructor Manual

**PALS  
INSTRUCT  
24B**

*Putting It All Together*  
Discussion Details



Key Points to Emphasize

- High-quality CPR
- Team leader role
- Team dynamics
- Using algorithms and flowcharts

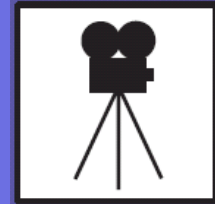
**PALS  
INSTRUCT  
25**

*Written Test*

0:00



5:00



**RESOURCES:**

- AV equipment
- *Written Test* video

**STUDENT ROLE:**

- Watch video

**STUDENT OBJECTIVES:**

- Explain how to administer written tests

**YOUR ROLE:**

- Introduce video:  
*“This section of the video will explain how to administer written tests.”*
- Show *Written Test* on *PALS Instructor Update and Instructor Course Tools* video
- Pause video
- Answer questions

**REFERENCE:**

Instructor Manual

**PALS  
INSTRUCT  
26**

*Remediation*

0:00



5:00



**RESOURCES:**

**STUDENT ROLE:**

- Listen to TC Faculty

**STUDENT OBJECTIVES:**

- Tell how to perform remediation

**YOUR ROLE:**

- Explain the importance of remediating instructor candidates throughout the course
- Explain how to remediate written tests
- Answer questions

**REFERENCE:**

Instructor Manual



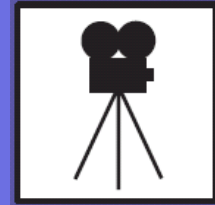
**PALS  
INSTRUCT  
27**

*Competency Test*

0:00



12:00



**RESOURCES:**

- AV equipment
- *Competency Test* video

**STUDENT ROLE:**

- Watch video

**STUDENT OBJECTIVES:**

- Explain how to conduct a competency test

**YOUR ROLE:**

- Introduce video:  
*“This section of the video will explain how to conduct a competency test.”*
- Show *Competency Test* on *PALS Instructor Update and Instructor Course Tools* video
- Pause video
- Answer questions

**REFERENCE:**

Instructor Manual

**PALS  
INSTRUCT  
28**

*Role-Play:  
Competency Test*

0:00



90:00



**RESOURCES:**

- AV equipment
- Lesson maps
- Instructor Manual

**STUDENT ROLE:**

- Participate in competency testing station

**STUDENT OBJECTIVES:**

- Explain how to run competency testing station

**YOUR ROLE:**

- Refer instructor candidates to lesson maps for PALS Lesson 24
- 1 instructor candidate acts as the instructor, teaching PALS Lesson 27 – Competency Testing
- Provide positive and corrective feedback
- Each instructor candidate will teach this station
- Answer questions
- Remind instructor candidates how to remediate and retest

**REFERENCE:**

Instructor Manual

**PALS  
INSTRUCT  
29**

*Self-directed Learning and  
Blended Training*

0:00



5:00



**RESOURCES:**

**STUDENT ROLE:**

- Listen to TC faculty

**STUDENT OBJECTIVES:**

- List self-directed learning offerings and related requirements
- List blended training offerings and related requirements

**YOUR ROLE:**

- List the courses available for self-directed learning and blended training
- Explain how instructors can get more information
- Explain instructor's role in these courses; encourage participation
- Answer questions

**REFERENCE:**

Instructor Manual

**PALS  
INSTRUCT  
30**

*Instructor Renewal*

0:00



5:00



**RESOURCES:**

**STUDENT ROLE:**

- Listen to TC faculty

**STUDENT OBJECTIVES:**

- Understand requirements for instructor renewal
- Tell where to find requirements

**YOUR ROLE:**

- Tell instructor candidates the requirements for instructor renewal
- Tell instructor candidates how your training center will monitor instructors
- Refer instructor candidates to the *Program Administration Manual* for information on this topic
- Answer questions

**REFERENCE:**

*PROAD Manual*

**PALS  
INSTRUCT  
31**

*Training Center Specifics*

0:00



30:00



**RESOURCES:**

- *Essential Knowledge Resource Sheet* from Core Instructor Course

**STUDENT ROLE:**

- Listen to TC faculty

**STUDENT OBJECTIVES:**

- Tell training center specifics for running courses

**YOUR ROLE:**

- Tell instructor candidates issues specific to your training center:
  - Organizing and teaching courses
  - Course completion cards
  - Course evaluations
  - How to get tests
  - Updates
  - Registering on the AHA Instructor Network
  - Staying in touch with your training center
  - Post-course paperwork
- Ask instructor candidates to complete Essential Knowledge Resource Sheet from Core Instructor Course
- Answer questions

**REFERENCE:**

Instructor Manual

**PALS  
INSTRUCT  
32**

*Course Monitoring*

0:00



15:00



**RESOURCES:**

**STUDENT ROLE:**

- Listen to TC faculty

**STUDENT OBJECTIVES:**

- Tell course monitoring requirements

**YOUR ROLE:**

- Explain course monitoring and how to set it up
- Remind instructor candidates that they are not instructors until they complete course monitoring requirement
- Answer questions

**REFERENCE:**

Instructor Manual

## **Appendix: Instructor Competency Checklist**

**Emergency Cardiovascular Care Instructor Competency Checklist**

**Instructions to TC Faculty:** Use this form as a guide in assessing instructor candidate proficiency in the AHA Core Course competencies during the practice session in the discipline-specific course. Not all competencies can be assessed in a single instructor candidate demonstration. Share with the instructor candidate those competencies that are emphasized as well as the ones indicated with an asterisk (\*).

Key	
Successful	Handled at least one instance in a manner consistent with the content of the AHA Core Instructor Course
Needs Remediation	Missed one or more opportunities to handle a situation that occurred in a manner consistent with the content of the AHA Core Instructor Course.

Instructor Candidate: \_\_\_\_\_

Competency	Successful	Needs Remediation	Not Applicable to This Scenario
<b>Communicate Effectively:</b> Communicates ideas and concepts clearly, maintains positive rapport with learners, uses appropriate nonverbal communication skills, uses appropriate terminology for audience			
<b>Establish/Maintain Professional Credibility:</b> Presents self in a professional and confident manner			
<b>Prepare the Learning Environment:</b> Arranges the learning space to best suit course needs, ensures adequate sight lines for viewing demonstrations or videos			
<b>Manage Technology:</b> Uses technology associated with teaching (such as manikins, rhythm generators, AED trainers, and other teaching aids) and/or uses audio/video technology effectively			
<b>Stimulation and Motivation:</b> Provides a stimulating learning environment that maintains interest of students			
<b>Presentation Skills:</b> Discusses or demonstrates course content effectively, uses appropriate teaching aid or supporting materials (including computer slides or video)			
<b>Questioning:</b> Interacts with students with appropriate questions to evaluate student understanding and thinking processes			