

PALS Case Scenario Testing Checklist Shock Case Scenario Cardiogenic Shock



American
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of Pediatrics



DEDICATED TO THE HEALTH OF ALL CHILDREN™

Student Name _____ Date of Test _____

Critical Performance Steps	Check if done correctly
Team Leader	
Assigns team member roles	
Uses effective communication throughout	
Patient Management	
Directs assessment of airway, breathing, circulation, disability, and exposure, including vital signs	
Directs administration of 100% oxygen	
Directs application of cardiac monitor and pulse oximetry	
Identifies signs and symptoms of cardiogenic shock	
Categorizes as compensated or hypotensive shock	
Directs establishment of IV or IO access	
Directs slow administration of a 5 to 10 mL/kg fluid bolus of isotonic crystalloid over 10 to 20 minutes and reassesses patient during and after fluid bolus. Stops fluid bolus if signs of heart failure worsen	
Directs reassessment of patient in response to treatment	
Recognizes the need to obtain expert consultation from pediatric cardiologist	
Identifies need for inotropic/vasoactive drugs during treatment of cardiogenic shock	
<i>If the student does not indicate the above, prompt the student with the following question: "What are the indications for inotropic/vasoactive drugs during cardiogenic shock?"</i>	
Case Conclusion/Debriefing	
States therapeutic end points during shock management	
<i>If the student does not verbalize the above, prompt the student with the following question: "What are the therapeutic end points during shock management?"</i>	

STOP TEST

Instructor Notes <ul style="list-style-type: none"> Place a check in the box next to each step the student completes successfully. If the student does not complete all steps successfully (as indicated by at least 1 blank check box), the student must receive remediation. Make a note here of which skills require remediation (refer to instructor manual for information about remediation). 		
Test Results Check PASS or NR to indicate pass or needs remediation:	<input type="checkbox"/> PASS	<input type="checkbox"/> NR
Instructor Initials _____ Instructor Number _____ Date _____		

PALS Case Scenario Testing Checklist Shock Case Scenario Hypovolemic Shock



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DEDICATED TO THE HEALTH OF ALL CHILDREN™

Student Name _____ Date of Test _____

Critical Performance Steps	Check if done correctly
Team Leader	
Assigns team member roles	
Uses effective communication throughout	
Patient Management	
Directs assessment of airway, breathing, circulation, disability, and exposure, including vital signs	
Directs administration of 100% oxygen	
Directs application of cardiac monitor and pulse oximetry	
Identifies signs and symptoms of hypovolemic shock	
Categorizes as compensated or hypotensive shock	
Directs establishment of IV or IO access	
Directs rapid administration of a 20 mL/kg fluid bolus of isotonic crystalloid; repeats as needed to treat signs of shock	
Reassesses patient during and after each fluid bolus. Stops fluid bolus if signs of heart failure (worsening respiratory distress, development of hepatomegaly or rales/crackles) develop	
Directs reassessment of patient in response to each treatment	
Case Conclusion/Debriefing	
States therapeutic end points during shock management	
If the student does not verbalize the above, prompt the student with the following question: "What are the therapeutic end points during shock management?"	

STOP TEST

Instructor Notes <ul style="list-style-type: none"> Place a check in the box next to each step the student completes successfully. If the student does not complete all steps successfully (as indicated by at least 1 blank check box), the student must receive remediation. Make a note here of which skills require remediation (refer to instructor manual for information about remediation). 			
Test Results	Check PASS or NR to indicate pass or needs remediation:	<input type="checkbox"/> PASS	<input type="checkbox"/> NR
Instructor Initials _____ Instructor Number _____ Date _____			

Airway Management Skills Station Competency Checklist



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Student Name _____ Date of Test _____

Critical Performance Steps	Check if done correctly
Verbalizes difference between high-flow and low-flow O ₂ delivery systems <ul style="list-style-type: none"> High flow: O₂ flow exceeds patient inspiratory flow, preventing entrainment of room air if system is tight-fitting; delivers nearly 1.00 FIO₂, eg, nonrebreathing mask with reservoir, high-flow nasal cannula Low flow (≤10 L/min): patient inspiratory flow exceeds O₂ flow, allowing entrainment of room air; delivers 0.22 to 0.60 FIO₂, eg, standard nasal cannula, simple O₂ mask 	
Verbalizes maximum nasal cannula flow rate for standard nasal cannula (4 L/min)	
Opens airway by using head tilt–chin lift maneuver while keeping mouth open (jaw thrust for trauma victim)	
Verbalizes different indications for OPA and NPA <ul style="list-style-type: none"> OPA only for unconscious victim without a gag reflex NPA for conscious or semiconscious victim 	
Selects correctly sized airway by measuring <ul style="list-style-type: none"> OPA from corner of mouth to angle of mandible 	
Inserts OPA correctly	
Verbalizes assessment for adequate breathing after insertion of OPA	
Suctions with OPA in place; states suctioning not to exceed 10 seconds	
Selects correct mask size for ventilation	
Assembles bag-mask device, opens airway, and creates seal by using E-C clamp technique	
With bag-mask device, gives 1 breath every 2 to 3 seconds for 30 seconds. Gives each breath in approximately 1 second; each breath should cause chest rise	
Endotracheal Intubation <ul style="list-style-type: none"> States equipment needed for endotracheal (ET) tube intubation procedure Demonstrates technique to confirm proper ET tube placement by physical exam and by using an exhaled CO₂ device Secures ET tube Suctions with ET tube in place 	
The following steps are optional. They are demonstrated and evaluated only when the student's scope of practice involves ET intubation.	
Endotracheal Intubation <ul style="list-style-type: none"> Prepares equipment for ET intubation Inserts ET tube correctly 	

STOP TEST

Instructor Notes

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

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

☐ **PASS**

☐ **NR**

Instructor Initials _____ Instructor Number _____ Date _____

Pediatric Advanced Life Support

Child CPR and AED Skills Testing Checklist



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Student Name _____ Date of Test _____

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

Prehospital Scenario: "You arrive on the scene for a child who is not breathing. No bystander CPR has been provided. You approach the scene and ensure that it is safe. Demonstrate what you would do next."

Assessment and Activation

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

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

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

Child Compressions

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

Child Breaths

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

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

- ☐ Compressions
- ☐ Breaths
- ☐ Resumes compressions in less than 10 seconds

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

AED (follows prompts of AED)

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

Resumes Compressions

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

STOP TEST

Instructor Notes

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

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

☐ **PASS**

☐ **NR**

Instructor Initials _____ Instructor Number _____ Date _____

Pediatric Advanced Life Support
Infant CPR
Skills Testing Checklist (1 of 2)



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Student Name _____ Date of Test _____

Hospital Scenario: "You are working in a hospital or clinic when a woman runs through the door, carrying an infant. She shouts, 'Help me! My baby's not breathing.' You have gloves and a pocket mask. You send your coworker to activate the emergency response system and to get the emergency equipment."

Prehospital Scenario: "You arrive on the scene for an infant who is not breathing. No bystander CPR has been provided. You approach the scene and ensure that it is safe. Demonstrate what you would do next."

Assessment and Activation

- | | |
|--|--|
| <input type="checkbox"/> Checks responsiveness | <input type="checkbox"/> Shouts for help/Activates emergency response system |
| <input type="checkbox"/> Checks breathing | <input type="checkbox"/> Checks pulse |

Once student shouts for help, instructor says, "Here's the barrier device."

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

Infant Compressions

- ☐ Performs high-quality compressions*:
 - Placement of 2 fingers or 2 thumbs in the center of the chest, just below the nipple line
 - 30 compressions in no less than 15 and no more than 18 seconds
 - Compresses at least one third the depth of the chest, about 1½ inches (4 cm)
 - Complete recoil after each compression

Infant Breaths

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

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

- | | | |
|---------------------------------------|----------------------------------|---|
| <input type="checkbox"/> Compressions | <input type="checkbox"/> Breaths | <input type="checkbox"/> Resumes compressions in less than 10 seconds |
|---------------------------------------|----------------------------------|---|

Rescuer 2 arrives with bag-mask device and begins ventilation while Rescuer 1 continues compressions with 2 thumb–encircling hands technique.

Cycle 3 of CPR

- | | | | |
|--|--|--|---|
| <input type="checkbox"/> Powers on AED | <input type="checkbox"/> Correctly attaches pads | <input type="checkbox"/> Clears for analysis | <input type="checkbox"/> Clears to safely deliver a shock |
| <input type="checkbox"/> Safely delivers a shock | | | |

Rescuer 1: Infant Compressions

- ☐ Performs high-quality compressions*:
 - 15 compressions with 2 thumb–encircling hands technique
 - 15 compressions in no less than 7 and no more than 9 seconds
 - Compress at least one third the depth of the chest, about 1½ inches (4 cm)
 - Complete recoil after each compression

Rescuer 2: Infant Breaths

This rescuer is not evaluated.

(continued)

Pediatric Advanced Life Support
Infant CPR
Skills Testing Checklist (2 of 2)



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Student Name _____

Date of Test _____

(continued)

Cycle 4 of CPR

Rescuer 2: Infant Compressions

This rescuer is not evaluated.

Rescuer 1: Infant Breaths

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

STOP TEST

Instructor Notes

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

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

☐ **PASS**

☐ **NR**

Instructor Initials _____ Instructor Number _____ Date _____

Rhythm Disturbances/ Electrical Therapy Skills Station Competency Checklist



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DEDICATED TO THE HEALTH OF ALL CHILDREN™

Student Name _____ Date of Test _____

Critical Performance Steps	Check if done correctly
Applies 3 ECG leads correctly (or local equipment if >3 leads are used) <ul style="list-style-type: none"> Negative (white) lead: to right shoulder Positive (red) lead: to left lower ribs Ground (black, green, brown) lead: to left shoulder 	
Demonstrates correct operation of monitor <ul style="list-style-type: none"> Turns monitor on Adjusts device to manual mode (not AED mode) to display rhythm in standard limb leads (I, II, III) or paddles/electrode pads 	
Verbalizes correct electrical therapy for appropriate core rhythms <ul style="list-style-type: none"> Synchronized cardioversion for unstable SVT, VT with pulses Defibrillation for pulseless VT, VF 	
Selects correct paddle/electrode pad for infant or child; places paddles/electrode pads in correct position	
Demonstrates correct and safe synchronized cardioversion <ul style="list-style-type: none"> Places device in synchronized mode Selects appropriate energy (0.5 to 1 J/kg for initial shock) Charges, clears, delivers current 	
Demonstrates correct and safe manual defibrillation <ul style="list-style-type: none"> Places device in unsynchronized mode Selects energy (2 to 4 J/kg for initial shock) Charges, clears, delivers current 	

STOP TEST

Instructor Notes

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

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

☐ **PASS**

☐ **NR**

Instructor Initials _____ Instructor Number _____ Date _____

Vascular Access Skills Station Competency Checklist



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DEDICATED TO THE HEALTH OF ALL CHILDREN™

Student Name _____ Date of Test _____

Critical Performance Steps	Check if done correctly
Verbalizes indications for IO insertion	
Verbalizes sites for IO insertion (anterior tibia, distal femur, medial malleolus, anterior-superior iliac spine)	
Verbalizes contraindications for IO placement <ul style="list-style-type: none"> • Fracture in extremity • Previous insertion attempt in the same bone • Infection overlying bone 	
Inserts IO catheter safely	
Verbalizes how to confirm IO catheter is in correct position; verbalizes how to secure IO catheter	
Attaches IV line to IO catheter; demonstrates giving IO fluid bolus by using 3-way stopcock and syringe	
Shows how to determine correct drug doses by using a color-coded length-based tape or other resource	
The following is optional:	
Verbalizes correct procedure for establishing IV access	

STOP TEST

Instructor Notes <ul style="list-style-type: none"> • Place a check in the box next to each step the student completes successfully. • If the student does not complete all steps successfully (as indicated by at least 1 blank check box), the student must receive remediation. Make a note here of which skills require remediation (refer to instructor manual for information about remediation). 		
Test Results Check PASS or NR to indicate pass or needs remediation:	<input type="checkbox"/> PASS	<input type="checkbox"/> NR
Instructor Initials _____ Instructor Number _____ Date _____		