

FT PALS Outline Agenda

Basic Guide for Conducting a PALS first-time class

Class times will vary based on the number of students approx. 8-10hrs

Utilize your instructor manual to prompt you for sample discussion questions/topics

****Do not skip any videos during the FT PALS course*****

Course Introduction/overview – Introductions/explain how the class will run for the day. Talk about learning stations, skills testing and written examination.

Science of Resuscitation – Show video(pg. 9) to recap and discuss The Chain of Survival

CPR Coach – Show Video (refer to page 31)

Team Dynamics – Show video (refer to page27) Discuss the importance of high-quality team dynamics, CCF, and CPR Coach role *** defer the practice session until the learning station for Child

Child High Quality BLS Learning station/testing station – (page13-30) – Show videos for Child BLS practice. Have the students do the PWW.

***Have students go through a practice skills check using a CPR Coach. Then provide skills testing (individual but can test 2 at a time) for the Child per the skills testing sheet.

Infant High Quality BLS Learning station/practice station - (page13-30) – Show videos for Infant BLS practice. Have the students do the PWW.

*** Complete the infant skill checkoff the same way you check off students in BLS

Infant/Child Choking – play video and do demonstration/practice with video.

Overview of Systematic Approach – (pages 37-40 for PAT, Primary Assessment – 44-63) Video has case discussions built into the video. Please play the video and when it pauses use the instructor manual to ask the questions related to the PAT, then video will recap the Primary assessment. Please recap the videos and use PALS instructor manual for the discussion questions. ***Note the practice of the Primary Assessment also include the PAT*** *****Use The Front Laminated Systematic Approach Handouts to lead your case discussions*****

Secondary Assessment – (Pages 64-69) Play video after practicing the Primary Assessments. Recap video as needed. Talk about diagnostic testing and lab work that could be ordered. ***Use the back of the Laminated Systematic Approach Handout to lead this discussion.***

Management of Respiratory Emergencies – (Page 109-137) Show video and provide recap, discuss verbiage used during case scenario testing) Note the difference between normal respiratory status, respiratory distress, and respiratory failure – ***table on page 122 and please use the Management of Respiratory Flowchart on page 141 to lead your discussion on treatments.*** ***Discuss the different type and treatments of respiratory emergencies before the video case discussions.***

Respiratory Video Case Discussions – (Pages 123-162) Advance to the video case discussions and have the student participate in the video case discussions starting with the PAT then moving on to the Primary Assessment. Make sure students are engaged and having discussion throughout. – **please use the recognition of shock flowchart on Page 188 and the Management of Shock Flowchart on Page 222 to lead your discussion on treatment. Have student Use the Laminated Systematic Approach Handout.**

Airway Management Learning Station and Testing Station – Demonstrate the equipment and have the students practice using the PALS airway equipment. Fill out the Skills check paperwork for Airway management after watching all students perform tasks as outlined.

Management of Shock Emergencies – (Pages 165-188) Show video and provide recap, discuss verbiage used during case scenario testing) **Use Recognition of Shock Summary Flowchart on page 188 and the Management of Shock Flowchart on page 222 to lead your discussion. Discuss the different type and treatments of shock before the video case discussions.**

Shock Video Case Discussions – (Pages 189-226) Advance to the video case discussions and have the student participate in the video case discussions starting with the PAT then moving on to the Primary Assessment. Make sure students are engaged and having discussion throughout. **Have student Use the Laminated Systematic Approach Handout.**

IO Learning station and Testing station – (Pages 223-226) Show video and then do demonstration with IO device. Have the students practice and then perform skills testing utilizing the skills check off sheet.

Management of Arrhythmias – (Pages 229-235) Show video and provide recap, discuss verbiage used during case scenario testing)

Arrhythmia Video Case Discussion – (Pages 243-256, and 71-88 for Cardiac Arrest, page 290 for rhythm recognition) Advance to the video case discussions and have the student participate in the video case discussions starting with the PAT then moving on to the Primary Assessment. Make sure students are engaged and having discussion throughout.

Learning Station and testing station for Electrical Disturbances - Utilize DART Sim to review all rhythms, talk about Sync. Cardio. Defib, and Pacing. Show the students on the rhythm generator where and how to turn those functions on. Perform skills testing using the Rhythm and electrical disturbances skills check, making sure the students can answer all questions correctly.

Post Cardiac Arrest Care – (Pages 261-275) Play video and do recap. Talk about TTM, and recovery phase of the pediatric chain of survival. Please utilize the Post Cardiac Arrest Checklist on **Page. 263**

Coping with Death – Ask students to step out if they are not able to watch this video, show video and recap incorporating how to deliver the news, how to create positive last impression for the family, and how to properly debrief afterwards. **A lot of instructors chose to show this video earlier in the course, such as just prior to lunch.**

Practice Case scenario testing - Can be done in groups of 2-3 students, practice at least one of each type of emergency as a group (Total of 3), make sure everyone participating and all aspects of the case scenario are explored. Utilize the dry erase board. And it is ok for the instructor to intervene and redirect, as necessary. It is especially important to get the students using the AHA verbiage such as "Respiratory Distress caused by a Lower Airway Obstruction like Asthma" Reiterate the E-I-I circular chart that will help them not forget any assessments. **There needs to be a minimum of 3 practice case scenarios [1 Cardiac, 1 Respiratory, and 1 Shock]** (for 3 students max), however, if you feel the students need more practice, give more scenarios. If there are more than 3 students, there will be 6 practice case scenarios.

Case Scenario testing - Runs exactly like the practice, in groups of 2-3 students. But the instructor is not to prompt or redirect. The group is running the case scenario. Remember if they are an advanced provider they need to act as the team leader during the scenario. Some students may participate multiple times if needed. Please make sure they are utilizing DART Sim – even if not an arrhythmia case – so they can identify the heart rhythm. **Each group is required to complete a total of 2 Final Case Scenarios~ (1) Cardiac Case and (1) either Respiratory or Shock Case.** *Dart Sim should be incorporated into your final case scenarios!

Written Testing - After successful completion of all skills testing, explain there is a 50-question written test, can use notes, cards, and books.