

PALS Combo Outline Agenda

Basic Guide for Conducting the PALS Combo Class

Class times will vary based on the number of students (6-8 hours)

Utilize your instructor manual to prompt you for sample discussion questions/topics. The resource ring also has helpful mnemonics!

Before Class – Ensure you have collected the appropriate certificates from each student. Renewal students only need the Pre-Course Self Assessment. First Time students need the Pre-Course Self Assessment and Pre-Course Work.

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 (discuss the importance of high-quality CPR)

Child High Quality BLS Learning station/testing station – (page13-30) – No Video, just instructor led practice.

- Scene Safety and Assessment
- Compression: 1 and 2 rescuer
- Breaths with Pocket mask/BVM
- AED for Children
- Utilize a CPR Coach during practices
- Practice for skills testing
- Actual Skills testing

Infant High Quality BLS Learning station/practice station - (page13-30) – No Video, just instructor led practice.

- Scene Safety and Assessment
- Compression: 1 and 2-rescuer
- Breaths with Pocket mask/BVM
- Utilize a CPR Coach during practices
- Practice for skills testing
- Actual Skills testing

Infant/Child Choking – No video – instructor led demonstration and practice

Team Dynamics – Show video (refer to page27) Discuss the importance of high-quality team dynamics, CCF, and CPR Coach role

Overview of Systematic Approach – (pages 37-40 for PAT, Primary Assessment – 44-63) For PALS renewal – Discuss the Initial Assessment and Primary Assessment in Full Detail. Use the menu option to navigate to the video case discussions. Have the students engage and interact going through the Primary Assessments. ****Use the front of the laminated Systematic Approach Handout to lead your case discussions****

Secondary Assessment – (Pages 64-69) Discuss Secondary Assessment. 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) No video - Discuss verbiage used during case scenario testing. Use the **Recognition of Respiratory Summary Flowchart on page 122 and the Management of Respiratory Emergencies Flowchart on page 141** Talk about the 4 different types of respiratory emergencies outlined in provider manual. **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 from the menu options 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 have discussions throughout. ****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.

Practice Airway Case Scenario - Make sure everyone participating and all aspects of the case scenario are explored. Utilize the dry erase board, if needed. 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. If you feel the students need more practice, give more scenarios.

Management of Shock Emergencies – (Pages 165-188) No video - Discuss verbiage used during case scenario testing, discuss the 4 different types of Shock emergencies outlined in the provider manual. **Use Recognition of Shock Summary Flowchart on page 188 and the Management of Shock Flowchart on page 222** **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 from the main menu 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 have discussions throughout. ****Use the laminated Systematic Approach Handout****

IO Learning station and Testing station – (Pages 223-226) Discuss and demonstrate IO device. Have the students practice and then perform skills testing utilizing the skills check off sheet to lead this checkoff.

Practice Shock Case Scenario - Make sure everyone participating and all aspects of the case scenario are explored. Utilize the dry erase board, if needed. 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. If you feel the students need more practice, give more scenarios.

Management of Arrhythmias – (Pages 229-235) No Video - Discuss the different types of arrhythmias that may occur and their treatments **Use your algorithm pages for Bradycardia and Tachycardia. Discuss stable/unstable, medications, electricity.**

Arrhythmia Video Case Discussion – (Pages 243-256, and 71-88 for Cardiac Arrest, page 290 for rhythm recognition) Advance to the video case discussions from the main menu 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 have discussions throughout. ****Use the laminated Systematic Approach Handout****

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.

Cardiac Arrest/Post Cardiac Arrest Care – (Pages 71-89 Cardiac Arrest, 261-275 ROSC) Review the Circular Algorithm and VARMINT, talk about TTM, and recovery phase of the pediatric chain of survival.

Practice Cardiac Case Scenario – Consider making this a cardiac arrest case. Make sure everyone participating and all aspects of the case scenario are explored. Utilize the dry erase board, if needed. 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. If you feel the students need more practice, give more scenarios.

Case Scenario testing - Runs exactly like the practice, but the instructor is not to prompt or redirect. The students are running the case scenario. Remember if they are an advanced provider they need to act as the team leader during the scenario. **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.