Pediatric Advanced Life Support
Instructor Course
Faculty Guide

May 2013

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Introduction

Welcome to the American Heart Association (AHA) *Pediatric Advanced Life Support (PALS) Instructor Course Faculty Guide*. This guide is for PALS National Faculty, Regional Faculty, and Training Center Faculty who are teaching a PALS Instructor Course.

At the AHA National Center, we often get questions about how the AHA works overall and where these courses fit into the broader AHA spectrum. The following is information that answers those questions, and you may find it useful to share with instructor candidates.
Background

- The Early Days
- AHA Mission
- AHA Global Mission
- Emergency Cardiovascular Care Mission
- The Science Process and Why Materials Change Every 5 Years
- Turning Science Into Training
- Making an Impact
- The Instructor-AHA Partnership
- How the PALS Instructor Course Works
A pioneering group of physicians and social workers formed the first Association for the Prevention and Relief of Heart Disease in New York City in 1915. They were concerned about the lack of heart disease information. At that time, patients with heart disease were considered doomed, limited to complete bed rest. So these physicians conducted studies in New York City and Boston to find out whether patients with heart disease could safely return to work. Similar groups in Boston, Philadelphia, and Chicago evolved into heart associations in the 1920s.

Interest spread widely in other cities across the United States and Canada. Recognizing the need for a national organization to share research findings and promote further study, 6 cardiologists representing several groups founded the AHA in 1924. Here is a timeline of some key dates and events in the AHA’s history:

1924    The AHA was founded.
1948    The AHA was transformed from a scientific society into a voluntary health agency with national headquarters located in New York City.
1975    A rapidly growing AHA moved its National Center to Dallas, Texas, to better serve affiliates and local divisions nationwide.
1980s   The AHA gained a foothold as a visible champion of public health. The AHA developed guidelines for the nation’s healthcare system and supported the federal government’s attempt to improve access to healthcare. The AHA focused its planning in 3 areas: cardiovascular science, cardiovascular education and community programs, and fundraising efforts.
Mid-1990s The AHA’s scientific findings began to move more quickly from laboratories and clinics to physicians’ offices and American households.
1995    The AHA’s strategic driving force for moving into the 21st century became providing credible information about heart disease and stroke for effective prevention and treatment.
**AHA Mission**  
The AHA mission is to build healthier lives, free of cardiovascular diseases and stroke. That single purpose drives all we do.

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. 4 killers, respectively. The association is the trusted leader in emergency cardiovascular care and trains people around the world in how to save lives with CPR and first aid.

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**AHA Global Mission**  
Through collaboration with global partners and through knowledge transfer of its proven programs and strategies, the AHA strives to reduce the global burden of cardiovascular disease and stroke.

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**Emergency Cardiovascular Care Mission**  
The AHA’s Emergency Cardiovascular Care (ECC) Programs department is responsible for implementing program initiatives and providing guidance and support to the ECC Training Network. The ECC mission supports this responsibility.

The mission of ECC Programs is to reduce disability and death from acute circulatory and respiratory emergencies, including stroke, by improving the Chain of Survival in every community and in every healthcare system.

**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 ECC Programs is to be the world’s premiere 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. Its programs, products, and services focus on maximizing survival from life-threatening cardiovascular emergencies.


**The Science Process and Why Materials Change Every 5 Years**

Scientists and physicians from the International Liaison Committee on Resuscitation (ILCOR) continuously evaluate current and new evidence about resuscitation. Every 5 years, ILCOR holds an International Consensus Conference, during which these scientists and physicians discuss and debate and then come to a consensus about the best ways to apply the science in resuscitation. This is documented in the ILCOR *International Consensus on CPR and ECC Science With Treatment Recommendations*.

The AHA is a member council of ILCOR, and the AHA Guidelines are written on the basis of the ILCOR consensus.

```
ILCOR International Consensus
  ↓
AHA CPR and ECC Guidelines
  ↓
ECC Training Materials
```

This process allows the AHA to incorporate the most current science into its materials, so that faculty, instructors, and students have up-to-date information on the best practices.
Turning Science Into Training

The 2010 AHA Guidelines for CPR and ECC are based on the most current and comprehensive review of resuscitation literature ever published, the ILCOR 2010 International Consensus on CPR and ECC Science With Treatment Recommendations. The 2010 evidence evaluation process included 356 resuscitation experts from 29 countries who reviewed, analyzed, evaluated, debated, and discussed research and hypotheses through in-person meetings, teleconferences, and online sessions (“webinars”) during the 36-month period before the 2010 International Consensus Conference. The experts produced 411 scientific evidence reviews on 277 topics in resuscitation and emergency cardiovascular care. The process included structured evidence evaluation, analysis, and cataloging of the literature. It also included rigorous disclosure and management of potential conflicts of interest.

The recommendations in the 2010 Guidelines confirm the safety and effectiveness of many approaches, acknowledge the ineffectiveness of others, and introduce new treatments based on intensive evidence evaluation and consensus of experts.

These new recommendations do not imply that care using past guidelines is either unsafe or ineffective. In addition, it is important to note that the new guidelines will not apply to all rescuers and all victims in all situations. The leader of a resuscitation attempt may need to adapt application of these recommendations to unique circumstances. The AHA may update courses if there is a published scientific breakthrough that impacts practices in our educational materials.

Part of the proceeds from AHA courses goes to funding research, which means that the AHA supports the scientists whose research may one day impact our course materials.

The AHA leads the charge in applying evidence-based science into every product it creates.
Making an Impact

Saving lives through training is only one way that the AHA reaches you. Here are some others:

- Childhood obesity prevention
- Heart-Check mark
- Go Red For Women®
- Patient and consumer educational materials
- Power To End Stroke®
- My Heart. My Life.™
- Advocacy—You’re the Cure
- The Guideline Advantage™
- Professional education and professional membership
- Mission: Lifeline®
- Research

For more information visit www.heart.org.
The Instructor-AHA Partnership

The process for developing course materials is elaborate. After consensus is reached at the ILCOR meetings, the AHA writes its guidelines, and then a wide array of volunteer medical professionals work together with AHA staff, the AHA training department, and discipline-specific consultants to produce the texts and DVDs used in courses.

Courses are tested by members of the AHA and AHA training network, and feedback from the test courses is incorporated into the final product. Every word and image in those texts and DVDs is evaluated, revised, and finally vetted by experts. It’s an extensive, detailed, and time-consuming process. The AHA undertakes this extensive process willingly to produce scientifically accurate and up-to-date course materials.

The AHA-instructor partnership is critical to the success of the courses. The AHA develops the DVD and texts that teach the students the science. The instructors are the hands-on implementers: they evaluate, coach, remediate, and help students learn the skills.

This is critical to the course’s success. The DVD can’t determine if candidates are practicing well—or learning well. The instructors are the ones who help students learn critical skills.

Thank you for helping us save lives.

How the PALS Instructor Course Works

To become an AHA PALS Instructor, candidates need to complete an online module. This module is essentially prework, or preparation, for the classroom course, which you teach. The prework allows candidates to maximize their hands-on and practice time with you in the classroom.

There are 4 steps to becoming an PALS Instructor:

1. Candidates align with a Training Center.
2. Candidates take the online module.
3. Candidates take the classroom course.
4. Candidates are monitored as they teach.
Step 1: Prepare

- Prepare Yourself
- Find or List a Course
- Prepare the Materials and Paperwork
- Prepare the Equipment
- Prepare the Room
- Prepare the Instructor Candidate

Prepare Yourself

Faculty should review all course materials before teaching a course. This is especially true for faculty who have not taught the course recently.

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 PALS Instructor Course is flexible, and there is currently no research-based best instructor-to-student ratio. The practice lessons of the course, however, are designed for a ratio of 7 candidates to 1 faculty member. This will create 1 team, with 1 candidate playing the role of team leader, 5 candidates playing the roles of team members, and 1 candidate acting as the instructor evaluating the “team members.”

To form a team for skills practice, you need at least 3 candidates in a class.
Find or List a Course

Use the AHA’s Find a Course online tool to list the Training Center profile and/or classes scheduled. Instructor candidates are able to access this information through the online tool or by phone at 1-877-AHA-4CPR (242-4277). This tool is for US courses only.

Training Center profile information is entered through the Training Center Coordinator’s access to the AHA Instructor Network. Scheduled classes can be entered through the AHA Instructor Network by either Training Center Coordinators or faculty; however, faculty should check with their Training Center Coordinators for any rules or restrictions the Training Center has established regarding faculty entering their classes.

Many Training Centers also have websites on which they post information about their courses.

Find a Course Tool: www.heart.org/cpr

AHA Instructor Network: www.ahainstructornetwork.org

Prepare the Materials and Paperwork

Once you have decided when you’ll be teaching this course, order any materials you might need. Make sure you have 1 or more copies of all the books instructor candidates will refer to during the class. Also make sure that the candidates each have all the books and materials they will need.

Make sure you have all additional support materials, such as posters, pocket reference cards, or emergency crash cart cards.

If you need to order manikins, books, or support materials, contact an AHA distributor. The distributors are listed on the Instructor Network.

Only a Training Center Coordinator can order instructor cards. The materials available for this course are listed here:
<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
<th>Where to Get It</th>
<th>How to Use It</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training Center Faculty Guide with Lesson Maps for PALS Instructor Course</td>
<td>Text with information about how to teach the PALS Instructor Course</td>
<td>Your Training Center Coordinator</td>
<td>Review it before class and use it during class</td>
</tr>
<tr>
<td>PALS Instructor Course DVD</td>
<td>The DVD contains the material that candidates need to learn and that faculty use to test candidates</td>
<td>AHA distributors</td>
<td>Review it before class and play it during class</td>
</tr>
<tr>
<td>PALS Provider Course materials: PALS Instructor Manual with Lesson Maps and PALS DVD</td>
<td>Manual, Lesson Maps, and DVDs for the PALS course</td>
<td>AHA distributors</td>
<td>Review them before class and use them during class; ask candidates to look at appropriate Lesson Maps when it is time to role-play lessons</td>
</tr>
<tr>
<td>PALS Instructor Candidate Workbook</td>
<td>Material covering the essential principles of teaching PALS</td>
<td>Instructor Network</td>
<td>Refer to this if candidates ask questions covered in the online portion of this course</td>
</tr>
</tbody>
</table>
| PALS algorithms and flowcharts                           | • PALS Systematic Approach Algorithm  
• PALS Systematic Approach Summary  
• Pediatric Cardiac Arrest Algorithm  
• Pediatric Bradycardia With       | PALS Provider Manual            | Use these flowcharts during role-play lessons     |
| - | a Pulse and Poor Perfusion Algorithm |
| - | Pediatric Tachycardia With a Pulse and Adequate Perfusion Algorithm |
| - | Pediatric Tachycardia With a Pulse and Poor Perfusion Algorithm |
| - | Pediatric Septic Shock Algorithm |
| - | Pediatric Recognition of Respiratory Problems Flowchart |
| - | Pediatric Management of Respiratory Emergencies Flowchart |
| - | Pediatric Recognition of Shock Flowchart |
| - | Pediatric Management of Shock Flowchart |
Prepare the Equipment

The following table lists the required equipment for the PALS Instructor Course:

<table>
<thead>
<tr>
<th>Equipment and Supplies</th>
<th>Quantity Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Paperwork</strong></td>
<td></td>
</tr>
<tr>
<td>Course roster</td>
<td>1/course</td>
</tr>
<tr>
<td>Name tags</td>
<td>1/instructor candidate and instructor</td>
</tr>
<tr>
<td>Course agenda</td>
<td>1/instructor candidate and instructor</td>
</tr>
<tr>
<td><em>PALS Provider Manual</em></td>
<td>1/instructor candidate and instructor</td>
</tr>
<tr>
<td><em>PALS Course Guide</em></td>
<td>1/instructor candidate and instructor</td>
</tr>
<tr>
<td>Learning station competency checklists</td>
<td>1/instructor candidate and instructor</td>
</tr>
<tr>
<td>Team role labels</td>
<td>1 set per station</td>
</tr>
<tr>
<td>Skills station competency checklists</td>
<td>1/instructor candidate</td>
</tr>
<tr>
<td>PALS Course Progress Checklist</td>
<td>1/instructor candidate</td>
</tr>
<tr>
<td>Core case testing checklists</td>
<td>1/instructor candidate</td>
</tr>
<tr>
<td>CPR Testing Checklist</td>
<td>1/instructor candidate</td>
</tr>
<tr>
<td>ECC Handbook (optional)</td>
<td>1/instructor candidate and instructor</td>
</tr>
<tr>
<td>PALS algorithms and flowcharts</td>
<td>1 set per class</td>
</tr>
<tr>
<td>Precourse letter</td>
<td>1/instructor candidate</td>
</tr>
<tr>
<td>PALS Provider Course written exam</td>
<td>1/instructor candidate</td>
</tr>
<tr>
<td>Blank exam answer sheet</td>
<td>1/instructor candidate</td>
</tr>
<tr>
<td>Written exam answer key</td>
<td>1/course</td>
</tr>
<tr>
<td><em>PALS Instructor Manual</em> and PALS Lesson Maps*</td>
<td>1/instructor candidate</td>
</tr>
<tr>
<td><strong>AV Equipment</strong></td>
<td></td>
</tr>
<tr>
<td>TV with DVD player OR computer with projector and screen</td>
<td>2/course</td>
</tr>
<tr>
<td>Course DVDs</td>
<td>2/course</td>
</tr>
<tr>
<td><strong>CPR and AED Equipment</strong></td>
<td></td>
</tr>
<tr>
<td>Child or adult CPR manikins with shirts</td>
<td>1/every 3 instructor candidates</td>
</tr>
<tr>
<td>Infant CPR manikins</td>
<td>1/every 3 instructor candidates</td>
</tr>
<tr>
<td>Stopwatch</td>
<td>1/instructor</td>
</tr>
<tr>
<td>Countdown timer</td>
<td>1/instructor</td>
</tr>
<tr>
<td>AED trainer with child AED training pads</td>
<td>1/every 3 instructor candidates</td>
</tr>
<tr>
<td>Stools to stand on for CPR</td>
<td>1/every 3 instructor candidates</td>
</tr>
<tr>
<td><strong>Airway and Ventilation</strong></td>
<td></td>
</tr>
<tr>
<td>Child pocket mask and infant pocket mask</td>
<td>1/every 3 instructor candidates or 1/instructor candidate</td>
</tr>
<tr>
<td>1-way valve</td>
<td>1/every 3 instructor candidates or 1/instructor candidate</td>
</tr>
<tr>
<td>Bag-mask device for infant and child manikins, reservoir, and tubing</td>
<td>1 set/station</td>
</tr>
<tr>
<td>Equipment and Supplies</td>
<td>Quantity Needed</td>
</tr>
<tr>
<td>------------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>Oral and nasal airways</td>
<td>1/station</td>
</tr>
<tr>
<td>Water-soluble lubricant</td>
<td>1/station</td>
</tr>
<tr>
<td>Nonrebreathing mask/simple face mask</td>
<td>1/every 3 instructor candidates</td>
</tr>
<tr>
<td>Nasal cannula</td>
<td>1/station</td>
</tr>
<tr>
<td>Suction catheters (various sizes)</td>
<td>1/station</td>
</tr>
</tbody>
</table>

**Rhythm Recognition and Electrical Therapy**

<table>
<thead>
<tr>
<th>Equipment and Supplies</th>
<th>Quantity Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECG cards or rhythm generator</td>
<td>1/station</td>
</tr>
<tr>
<td>Monitor capable of defibrillation/synchronized cardioversion with small (pediatric) and large (adult) paddles</td>
<td>1/station</td>
</tr>
<tr>
<td>Electrodes, electrode pads (pediatric and adult), electrode cream or paste (if self-adhesive monitor/electrode pads are not used)</td>
<td>1/station</td>
</tr>
<tr>
<td>Spare batteries or power cord</td>
<td>1/station</td>
</tr>
<tr>
<td>Spare ECG paper</td>
<td>1/station</td>
</tr>
</tbody>
</table>

**Some Recommended Drugs or Drug Packages**

<table>
<thead>
<tr>
<th>Equipment and Supplies</th>
<th>Quantity Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adenosine</td>
<td>1/station</td>
</tr>
<tr>
<td>Albuterol</td>
<td>1/station</td>
</tr>
<tr>
<td>Amiodarone</td>
<td>1/station</td>
</tr>
<tr>
<td>Atropine sulfate</td>
<td>1/station</td>
</tr>
<tr>
<td>Epinephrine 1:10 000, 1:1000, racemic (2.25%)</td>
<td>1/station</td>
</tr>
<tr>
<td>Glucose</td>
<td>1/station</td>
</tr>
<tr>
<td>Lidocaine</td>
<td>1/station</td>
</tr>
<tr>
<td>Magnesium sulfate</td>
<td>1/station</td>
</tr>
<tr>
<td>Procainamide</td>
<td>1/station</td>
</tr>
</tbody>
</table>

**Vascular Access**

<table>
<thead>
<tr>
<th>Equipment and Supplies</th>
<th>Quantity Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>IO manikin</td>
<td>1/station</td>
</tr>
<tr>
<td>IO needles</td>
<td>1/station</td>
</tr>
<tr>
<td>IV equipment (catheters, fluid bags, tubing, 3-way stopcocks, T-connectors, pole)</td>
<td>1/station</td>
</tr>
<tr>
<td>Syringes</td>
<td>1/station</td>
</tr>
<tr>
<td>Safety</td>
<td></td>
</tr>
<tr>
<td>Sharps container (if using real needles)</td>
<td>1/station</td>
</tr>
</tbody>
</table>

**Other**

<table>
<thead>
<tr>
<th>Equipment and Supplies</th>
<th>Quantity Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Length-based, color-coded resuscitation tape</td>
<td>1/station</td>
</tr>
<tr>
<td>Towel</td>
<td>1/station</td>
</tr>
<tr>
<td>Blood pressure cuff</td>
<td>1/station</td>
</tr>
<tr>
<td>Stethoscope</td>
<td>1/station</td>
</tr>
<tr>
<td>Equipment and Supplies</td>
<td>Quantity Needed</td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>Whiteboard or flip chart with easel and markers</td>
<td>1/station</td>
</tr>
<tr>
<td>Manikin cleaning supplies</td>
<td>Varies</td>
</tr>
</tbody>
</table>

**Prepare the Room**

You can teach an average instructor course of 7 instructor candidates with 1 faculty member in 1 large room. The room should comfortably accommodate the candidates with open space at the front of the classroom for manikins, candidates, chairs, tables, and space to move around easily. An average instructor course of 14 instructor candidates can be taught with 2 faculty members in 1 large room and 2 small rooms. The large room should comfortably hold at least 20 people. The smaller rooms must hold 7 candidates plus an instructor and the required equipment.

The rooms should have

- Good acoustics
- Good lighting that can be dimmed or adjusted for video presentations
- An instructor-controlled DVD player and screen large enough to be viewed by all candidates
- Ideally, carpeted floors for skills practice
- A chair for each instructor candidate
Sample Room Floor Plan

- Red circle = Manikin
- Blue circle = Instructor Candidate
- Green circle = Training Center Faculty (TCF)
- Brown rectangle = Table

Screen
Prepare the Instructor Candidate

Prerequisites

The instructor course is an intensive course for those individuals who have already successfully completed the discipline-specific provider course. This course is designed to train instructor candidates to conduct provider and update courses on the latest AHA guidelines and skills set for the specific discipline being taught. The role and scope of practice of healthcare providers vary greatly globally, 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 training.

Instructor candidates must meet certain requirements before taking the instructor course. Before attending the PALS classroom portion of an instructor course, all instructor candidates must

- Be at least 18 years of age
- Be licensed or certified in a healthcare occupation in which PALS skills are within their scope of practice
- Be aligned with an AHA Training Center
- Have a current/official AHA PALS Provider course completion card
- Be proficient in the skills of PALS
- Complete PALS Instructor Essentials
- Complete an Instructor Candidate Application

This instructor course has 2 parts. The first part is the PALS Instructor Essentials module, which contains essential information about teaching PALS for the AHA. Every candidate must take this module. Faculty need to take the Instructor Essentials module as well so that they know what to expect from the instructor candidates.

The second part is the classroom portion, which you lead.

The goal of dividing the course into online and classroom-based portions is to maximize in-class learning and make sure that candidates get as much hands-on practice time with an experienced faculty member as possible.

If you have any questions about prerequisites, please consult your Training Center Faculty or Regional Faculty, and/or refer to the Program Administration Manual (PAM).

Forms

We recommend sending a letter or email to candidates before the course starts. A sample of a precourse letter follows; you may edit it to
suit your needs. It should include information about when and how to return all forms and proof that all prerequisites have been met.

Sample Precourse Letter to Instructor Candidates

(Date)

Dear Instructor Course Candidate:

Welcome to the instructor course.

When and Where
The class will be

Date: ____________________________
Time: ____________________________
Location: ________________________

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

How to Get Ready
The instructor course covers a lot of material in a short time.

Please bring your Instructor Manual with Lesson Maps, Provider Manual, and Instructor Candidate Workbook with you to class. They will help you learn more during the course and make you more comfortable with the material. You will also need to bring your completion certificate from the Instructor Essentials online module.

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.

Special Considerations
If you have any physical conditions that might prevent these activities, please tell one of the faculty members before the class. The faculty may be able to adjust the equipment if you have back, knee, or hip problems. Also please tell your faculty member 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)
Step 2: Teach

- Overview of Competencies
- Ethical and Professional Considerations
- Faculty Role and Video-Based Lessons
- Using Lesson Maps
- Sample Course Agenda
- Course Outline
- Cleaning Manikins
- PALS and PEARS Audiences
- Debriefing the Debriefers

Overview of Competencies

The goal of this course is to prepare candidates to teach PALS Provider classes. Each of the learning stations is designed to help students learn in situations that are as close to real life as possible. Educational science suggests that this is one of the most effective ways to prepare students for real-life emergencies. The closer you can make the scenarios to real-life situations, the better.

The candidates should be competent in all of the following:

- **Skills:** Instructors need to be proficient in all the skills of the disciplines they teach.
- **Course delivery:** Instructors need to teach AHA materials correctly and as they were intended.
- **Testing:** Instructors have to be able to test 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.
Ethical and Professional Considerations

There are 2 main reasons why it’s especially important for faculty to behave impeccably when it comes to ethics and professional behavior. The first is that it’s important to the overall AHA mission, and the second is that faculty teach candidates through their actions as well as their words.

Faculty and the Mission

The main goal of the AHA is to save as many lives as possible. To that end, the AHA is committed to teaching lifesaving skills such as CPR.

It’s crucial that instructors be prepared both to teach well and to test their students well. Faculty have the responsibility to pass candidates when, and only when, candidates are ready. If candidates aren’t ready, they won’t be able to teach and test students well, and students may miss out on learning lifesaving skills.

Ethical Teaching Under Pressure

Instructors can be under pressure to pass students who don’t necessarily have the skills to pass. Sometimes an instructor may have his boss or a friend in a class. Other times, an instructor may be worried about the repercussions for her Training Center or business if the client/student isn’t happy. Or a student may not be able to work without a course completion card, a situation that can evoke sympathy in an instructor. There are a number of complicated reasons why an instructor may be inclined to let a student slide and then pass the student before the student is ready.

When it comes to testing and issuing course completion cards, instructor candidates need to understand what’s at stake. Faculty can help candidates by acknowledging the complexities of some situations and by clarifying instructor responsibilities.

Ethical Faculty Behavior

Model ethical behavior in all aspects of your class, especially in testing. Showing instructor candidates how to behave is far more compelling than simply telling them.
**Faculty Role and Video-Based Lessons**

There are 2 key elements to this course (and all AHA courses). The AHA provides the content, and the faculty make sure that instructor candidates have learned, and can adequately perform, the skills necessary for teaching a course.

The AHA uses a rigorous process to determine the best practices on the basis of scientific evidence. (See Introduction for details on how the AHA science process works.) Once the AHA guidelines are written, then the course content is determined. The content is provided in the video.

The faculty implement the content, making sure that the instructor candidates know how to do the things that are shown in the video. Faculty members monitor, observe, and coach instructor candidates so that candidates are then ready to teach students. Giving candidates immediate feedback during skills practice helps them learn.

Using videos and dedicating significant time to role playing are effective tools in helping candidates learn. Using the video also helps make sure that instructor courses are consistent across the world, so that all instructors learn the same skills, and Training Centers know exactly what it means if an instructor says that she has completed instructor training.

**Using Lesson Maps**

Lesson Maps tell faculty what is going on and what is coming next. Faculty use them during class to keep the class running smoothly and to model how to use Lesson Maps for the instructor candidates. Instructors also use Lesson Maps in their courses.

Some instructors don’t realize the importance of using Lesson Maps. As a result, the students don’t learn everything they need to perform in a real emergency.

If the faculty emphasize the importance of using Lesson Maps, then instructors are more likely to follow them and students are more likely to learn what they need to know.
Here’s a sample Lesson Map, with all the numbers, letters, and icons explained.

Use Lesson Maps as shown here:

<table>
<thead>
<tr>
<th>When</th>
<th>Then you can</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before you teach</td>
<td>Review the maps to understand</td>
</tr>
<tr>
<td></td>
<td>• The objectives for each lesson</td>
</tr>
<tr>
<td></td>
<td>• Your role for each lesson</td>
</tr>
<tr>
<td></td>
<td>• The resources that you need for each lesson</td>
</tr>
<tr>
<td>As you teach</td>
<td>Follow each Lesson Map as you conduct the course.</td>
</tr>
<tr>
<td></td>
<td>• Remind candidates what they will see in each video segment.</td>
</tr>
<tr>
<td></td>
<td>• Make sure you have all resources and supplies ready for each lesson.</td>
</tr>
<tr>
<td></td>
<td>• Make notes on your Lesson Maps, such as what page numbers to reference in Instrucion Manuals.</td>
</tr>
</tbody>
</table>
Sample Agenda for PALS Instructor Course
14 Students, 2 PALS Faculty
Approximately 9 hours with breaks

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30</td>
<td>Welcome and Administration</td>
</tr>
<tr>
<td>8:45</td>
<td><strong>Lesson 1</strong>: Course Overview: Purpose and Expectations</td>
</tr>
<tr>
<td>8:50</td>
<td><strong>Lesson 2</strong>: Introduction to PEARS</td>
</tr>
<tr>
<td>9:05</td>
<td><strong>Lesson 3</strong>: Introduction to Skills Practice Stations</td>
</tr>
</tbody>
</table>

- **Divide class into 2 groups**
- **Lesson 3**: Skills Practice Stations (Management of Respiratory Emergencies)
- **Lesson 3**: Skills Practice Stations (Rhythm Disturbances/Electrical Therapy)

<table>
<thead>
<tr>
<th>Time</th>
<th>Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:25</td>
<td>Group 1</td>
</tr>
<tr>
<td>9:55</td>
<td>Group 2</td>
</tr>
<tr>
<td>10:25</td>
<td>Break</td>
</tr>
</tbody>
</table>

- **Divide class into 2 groups**
- **Lesson 3**: Skills Practice Stations (Vascular Access)
- **Lesson 3**: Skills Practice Stations (BLS Skills)

<table>
<thead>
<tr>
<th>Time</th>
<th>Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:30</td>
<td>Group 1</td>
</tr>
<tr>
<td>11:00</td>
<td>Group 2</td>
</tr>
</tbody>
</table>

- **One large group**
- **Lesson 4**: Debriefing Review
- **Lunch**

<table>
<thead>
<tr>
<th>Time</th>
<th>Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>12:30</td>
<td>Group 1</td>
</tr>
<tr>
<td>2:20</td>
<td>Break</td>
</tr>
</tbody>
</table>

- **Divide class into 2 groups**
- **Lesson 5**: Debriefing Practice Using Core Case Scenarios
- **Lesson 5**: Debriefing Practice Using Core Case Scenarios

<table>
<thead>
<tr>
<th>Time</th>
<th>Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>12:30</td>
<td>Group 1</td>
</tr>
<tr>
<td>2:20</td>
<td>Break</td>
</tr>
</tbody>
</table>

- **Divide class into 2 groups**
- **Lesson 6**: Core Case Testing and Remediation
- **Lesson 6**: Core Case Testing and Remediation

<table>
<thead>
<tr>
<th>Time</th>
<th>Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>2:30</td>
<td>Group 1</td>
</tr>
<tr>
<td></td>
<td>Group 2</td>
</tr>
</tbody>
</table>

- **One large group**
- **Lesson 7**: Training Center–Specific Policies
- **Lesson 8**: Written Exam
- **Lesson 9**: Summary
- **Course Ends**
## Outline for PALS Instructor Course

<table>
<thead>
<tr>
<th>Lesson Identifier</th>
<th>Course Event</th>
<th>Type of Lesson, Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>PALS INSTRUCT START</td>
<td>Welcome and Administration</td>
<td>15</td>
</tr>
<tr>
<td>PALS INSTRUCT 1</td>
<td>Course Overview: Purpose and Expectations</td>
<td>5</td>
</tr>
<tr>
<td>PALS INSTRUCT 2</td>
<td>Introduction to PEARSS</td>
<td>15</td>
</tr>
<tr>
<td>PALS INSTRUCT 3A-3G</td>
<td>Skills Practice Stations</td>
<td>PWW</td>
</tr>
<tr>
<td>PALS INSTRUCT 4</td>
<td>Debriefing Review</td>
<td>PWW</td>
</tr>
<tr>
<td>PALS INSTRUCT 5A-5D</td>
<td>Debriefing Practice Using Core Case Scenarios</td>
<td>110</td>
</tr>
<tr>
<td><strong>PALS INSTRUCT 6A-6B</strong></td>
<td>Core Case Testing and Remediation</td>
<td>![Image] 105</td>
</tr>
<tr>
<td>-------------------------</td>
<td>-----------------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td><strong>PALS INSTRUCT 7A-7B</strong></td>
<td>Training Center–Specific Policies</td>
<td>![Image] 30</td>
</tr>
<tr>
<td><strong>PALS INSTRUCT 8</strong></td>
<td>Written Exam</td>
<td>![Image] T</td>
</tr>
<tr>
<td><strong>PALS INSTRUCT 9</strong></td>
<td>Summary</td>
<td>![Image]</td>
</tr>
</tbody>
</table>

**Cleaning Manikins**

Follow the same procedures for cleaning manikins as you would during a provider course. Instructor candidates need to know about the Equipment Decontamination Guidelines for CPR Training on the Instructor Network. Also remind them that they will need to follow their Training Center’s policies for cleaning equipment.
PALS and PEARS Audiences

Instructors need to know the difference between the audience for the PALS Course and the audience for the Pediatric Emergency Assessment, Recognition, and Stabilization (PEARS®) Course.

PEARS is designed for healthcare providers who might encounter pediatric patients in their profession but who do not routinely provide care for children with high-acuity illness or injury. This course is not intended for those who

- Require credentialing in advanced pediatric skills
- Are routinely involved in resuscitation

Those students should take the PALS Course.

The PALS Course is designed for healthcare providers who deliver advanced life support during the initial phase of a pediatric emergency, either in or out of the hospital.
Debriefing the Debriefer

Guiding Principles

- PALS facilitators should follow the Gather-Analyze-Summarize (GAS) format for debriefing.
- Facilitators should address the main learning objectives for each case and, in particular, identify performance gaps that arise and pertain to the learning objectives.
- Not all learning objectives will be covered during the debriefing, but critical errors must be discussed.
- Both medical objectives and team dynamics should be discussed during each debriefing.

Debriefing the Debriefer Strategies

- Take notes during the debriefing, and write down exactly what was said and how it was phrased:
  - Did you notice something that was unusual or awkward?
  - Was there a particular question that was phrased poorly?
  - Did the debriefer fail to address a glaring performance gap?
- Follow the GAS framework. For each performance gap, ask yourself
  - Did the debriefer use an observation (or paraphrase a learner comment) as the basis of the discussion for the Gather section?
  - Did the debriefer appropriately Analyze the performance gap and close the performance gap?
  - Did the debriefer Summarize effectively?

Failure to follow each of these steps for a particular performance gap warrants discussion during your debriefing of the debriefer.

Don’t assume you know why the facilitator decided to address a specific issue in a particular way. The best way to provide good feedback is to understand why the facilitator did things the way he or she did.
### Debriefing the Debriefer Framework

<table>
<thead>
<tr>
<th>Observation: Debrief Performance Gap</th>
<th>Your Point of View</th>
<th>Elicit Learner Point of View</th>
<th>Close Performance Gap</th>
</tr>
</thead>
<tbody>
<tr>
<td>I noticed….</td>
<td>It made me think….</td>
<td>What were your thoughts at that time?</td>
<td>How do you think you would alter things next time?</td>
</tr>
<tr>
<td>I heard that….</td>
<td>It made me feel….</td>
<td>What was your reasoning at that time?</td>
<td>How would you change things next time?</td>
</tr>
<tr>
<td>I heard you saw….</td>
<td>I was thinking….</td>
<td>What did you think at the time?</td>
<td>How would your questioning be different next time?</td>
</tr>
<tr>
<td>When you said….</td>
<td>I was concerned….</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I observed that….</td>
<td>I was worried….</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Step 3: Test

- How to Test Instructor Candidates
- Monitoring Instructor Candidates

How to Test Instructor Candidates

Instructor candidates take a written exam at the end of the course. They must score 84% or higher to pass.

You can get the written exam from your Training Center Coordinator.

Candidates who do not pass the written exam the first time may take a second version of the test.

Monitoring Instructor Candidates

After completing the instructor course, the instructor must be monitored by a faculty member while teaching. It may take several classes before an instructor candidate is ready to teach on her own. The faculty member determines when the candidate is ready to teach on her own. At that point, an instructor card is issued. Refer to the PAM for specific instructions about filling out an instructor card.

You can get an instructor card from your Training Center Coordinator.
Step 4: Close

- Participant Evaluations
- Next Steps
- Paperwork
- Renewal
- Mentoring

**Participant Evaluations**
Get course evaluation forms from your Training Center Coordinator. Give the instructor candidates the evaluation so that they can let you know how they thought the class went: what worked and what didn’t.

Evaluations are required and can be very useful tools. Looking at several sets of evaluations can show faculty which parts of their classes are working well from the candidates’ perspective. Evaluations also can show what’s confusing to candidates and where candidates might need more help; faculty can then adapt their teaching styles to help candidates learn better.

As the class draws to an end, hand out evaluations to instructor candidates. Collect them when candidates are finished. Read them carefully and decide how to strengthen your teaching. Turn them in to your Training Center, along with the rest of your paperwork, according to your Training Center’s policies.

**Next Steps**
Let the instructor candidates know what they will be expected to do after this course ends. Explain how monitoring works, and remind them of the resources they have at their disposal, particularly the Instructor Network. Let them know that their Training Centers will have their own specific policies as well.

**Paperwork**
Complete the postcourse paperwork. Make sure that the roster was accurate and that you have a grade report and summary evaluation.

**Renewal**
The PAM has information on renewing instructors’ credentials.
Mentoring is a nonevaluative process through which both a mentor and a mentee can strengthen their skills and deepen their knowledge.

Instructor candidates should master provider skills before taking this course. The teaching skills the candidates learn in this course are an important step toward mastery of PALS instruction.

After this course is completed, and after the instructor has been monitored and received an instructor card, she is ready to teach. More experienced instructors and faculty can help her become a better instructor by mentoring and sharing wisdom gleaned through years of experience. Mastering subject matter and skills takes a long time; less experienced instructors can benefit from the wisdom of more experienced instructors.

Instructors can also mentor students, particularly in terms of professionalism, team work, communication, and quality of performance. Encourage instructor candidates to mentor their students.

Through conversations with mentees, mentors often strengthen their own skills. They get new perspectives, think through new challenges, and often clarify their own thinking. Mentoring is a mutually beneficial relationship. Please consider mentoring a new instructor and encourage new instructors to seek mentors. Mentoring is one the best ways to build expert instructors and, consequently, one of the best ways to help more people save lives.
Step 5: Keep Current

- Resources for AHA Updates
- Maintaining Faculty Status
- Forms

Resources for AHA Updates
Check the Instructor Network for any AHA updates. Overall, the best resources for an instructor are the Training Center and the PAM.

Maintaining Faculty Status
To teach instructor courses, faculty need to maintain their faculty status. Faculty who want to know more about maintaining their status should refer to the PAM, which has detailed information on the subject.

Forms
For forms, such as the Instructor Renewal Form and Course Evaluation, please refer to the Instructor Network or consult your Training Center Coordinator.
Lesson Maps
<table>
<thead>
<tr>
<th>Your Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Determine</td>
</tr>
<tr>
<td>– Number of instructor candidates</td>
</tr>
<tr>
<td>– Special needs or equipment</td>
</tr>
<tr>
<td>• Reserve equipment</td>
</tr>
<tr>
<td>• Schedule room</td>
</tr>
<tr>
<td>• Schedule additional faculty if needed</td>
</tr>
<tr>
<td>• Determine course specifics</td>
</tr>
</tbody>
</table>

**Reference**
PALS Faculty Guide
At Least 3 Weeks Before Course

Your Role

• Ensure that instructor candidates are sent precourse letters with materials and that the letters specify any precourse assignments
• Confirm additional faculty

Reference
PALS Faculty Guide
Your Role

- Confirm room reservations and setups
- If you need additional faculty, given the class size, coordinate with the other faculty
- Make sure all equipment is available and working
- Make sure all course paperwork is in
Day of Course

Your Role
• Greet instructor candidates as they arrive to put them at ease
• Pass out supplies
• Have instructor candidates fill out the course roster
• Collect instructor candidates’ certificates of completion from the PALS online module

Reference
None
Instructor Candidate Objectives

• Get acquainted with faculty and other instructor candidates

Resources

• PALS Faculty Guide

Instructor Candidate Role

• Introduce self
• Listen to faculty

Your Role

• Introduce faculty
• Invite instructor candidates to introduce themselves
• Explain layout of facilities and course logistics
• Explain that parts of the course are somewhat strenuous
• Ask that anyone with a medical concern, such as knee or back problems, talk with one of the faculty
• Tell the instructor candidates, “We are scheduled to end at ____”

Reference

PALS Instructor Manual
Course Overview:
Purpose and Expectations

Instructor Candidate Objectives
• Explain the steps to becoming an instructor

Instructor Candidate Role
• Listen to faculty

Resources
• None

Your Role
• Explain the purpose of the course and the following expectations:
  – That candidates have completed the Instructor Essentials online module
  – That they will have to pass the instructor course written exam
  – That they will have to be monitored successfully teaching a course to get their instructor cards

Reference
PALS Instructor Manual
Introduction to PEARS

Instructor Candidate Objectives
- Explain the difference between PALS and PEARS
- Explain the audience for PEARS

Your Role
- Present PowerPoint presentation by using the speaker notes
- Answer instructor candidate questions
- Encourage individuals who will teach PEARS to take the PEARS Instructor Essentials online course

Instructor Candidate Role
- Watch presentation
- Ask questions

Resources
- PEARS® PowerPoint presentation (available on Instructor Network)

Reference
PEARS Provider Manual
Skills Practice Stations

**Instructor Candidate Objectives**
- Show skills at stations as a participant
- Show skills as the instructor at the stations

**Your Role (7 candidates to 1 faculty)**
- Show Skills Testing video (5 minutes)
- Review each of the skills testing checklists and how to use them (15 minutes)
- Have candidates rotate through the following skills stations:
  - BLS Practice and Competency Testing
  - Management of Respiratory Emergencies
  - Rhythm Disturbances/Electrical Therapy
  - Vascular Access
- Have only 2 candidates act as “instructor” in each station

**Resources**
- AV equipment
- PALS Instructor Course DVD
- 1- and 2-Rescuer Child BLS With AED Skills Testing Sheet
- 1- and 2-Rescuer Infant BLS Skills Testing Sheet
- Management of Respiratory Emergencies Skills Station Competency Checklist
- Rhythm Disturbances/Electrical Therapy Skills Station Competency Checklist
- Vascular Access Skills Station Competency Checklist
- Equipment for each skills station

**Instructor Candidate Role**
- Participate in each skill station
- Act as instructor in at least 1 skills station

**Reference**
PALS Instructor Manual
Running Skills Stations

- Have all equipment for use in the stations on a table in the room. Have the candidates use the PALS Provider Course Lesson Maps to set up the skills station.
- Using the appropriate skills testing checklist, the candidate “instructor” evaluates the skills of another candidate playing the role of student.
- Rotate so that 2 candidates have the opportunity to be the “instructor” and 2 have the opportunity to be “student” in each station (use rotation schedule on Lesson Map 3C).
- Each candidate must be the “instructor” in at least 1 skills station.
- Provide positive and corrective feedback to candidates acting as the “instructor.”
- Make note of any candidates who don’t perform PALS skills correctly. They may need additional training and remediation.

Rotation Schedule

- The next page provides a rotation for working through all the stations. It’s designed for 7 instructor candidates. Adapt it if you have fewer or more candidates. If you have more than 7 candidates, you’ll also need another faculty member.
- The goal of the rotation is to keep students actively engaged. If you adapt the rotations, consider how you’ll keep candidates engaged.
- Candidates who are not actively testing/practicing a station should actively follow along, using their skills station competency checklists.
<table>
<thead>
<tr>
<th>Station</th>
<th>BLS</th>
<th>BLS</th>
<th>Respiratory</th>
<th>Respiratory</th>
<th>Vascular Access</th>
<th>Vascular Access</th>
<th>Rhythm Disturbances</th>
<th>Rhythm Disturbances</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Instructor” Role</td>
<td>C 1</td>
<td>C 3</td>
<td>C 5</td>
<td>C 7</td>
<td>C 2</td>
<td>C 4</td>
<td>C 6</td>
<td>C 1</td>
</tr>
<tr>
<td>“Student” Role</td>
<td>C 2</td>
<td>C 4</td>
<td>C 6</td>
<td>C 1</td>
<td>C 3</td>
<td>C 5</td>
<td>C 7</td>
<td>C 2</td>
</tr>
<tr>
<td>Observer</td>
<td>C 3</td>
<td>C 5</td>
<td>C 7</td>
<td>C 2</td>
<td>C 4</td>
<td>C 6</td>
<td>C 1</td>
<td>C 3</td>
</tr>
<tr>
<td>Observer</td>
<td>C 4</td>
<td>C 6</td>
<td>C 1</td>
<td>C 3</td>
<td>C 5</td>
<td>C 7</td>
<td>C 2</td>
<td>C 4</td>
</tr>
<tr>
<td>Observer</td>
<td>C 5</td>
<td>C 7</td>
<td>C 2</td>
<td>C 4</td>
<td>C 6</td>
<td>C 1</td>
<td>C 3</td>
<td>C 5</td>
</tr>
<tr>
<td>Observer</td>
<td>C 6</td>
<td>C 1</td>
<td>C 3</td>
<td>C 5</td>
<td>C 7</td>
<td>C 2</td>
<td>C 4</td>
<td>C 6</td>
</tr>
<tr>
<td>Observer</td>
<td>C 7</td>
<td>C 2</td>
<td>C 4</td>
<td>C 6</td>
<td>C 8</td>
<td>C 3</td>
<td>C 5</td>
<td>C 7</td>
</tr>
</tbody>
</table>
BLS Practice and Competency Testing

BLS Skills Station

- Have all the candidates work together to set up the BLS skills testing station by using Lesson Map PALS 3A from their PALS Instructor Manual (5 minutes)
- Allow 5 minutes for one instructor candidate acting as the “instructor” to evaluate another candidate (”student”) on BLS skills while other candidates observe (use rotation schedule on Lesson Map 3C)
- The candidate should evaluate BLS skills by using
  - 1- and 2-Rescuer Child BLS With AED Skills Testing Sheet
  - 1- and 2-Rescuer Infant BLS Skills Testing Sheet
- The “instructor” should provide feedback to the “student” after the skills evaluation (1-2 minutes)
- You provide feedback to the “instructor” on the “instructor’s” evaluation of and feedback to the “student” (5 minutes)
- Rotate to allow another candidate to act as “instructor” and repeat the process, beginning with the second bullet on this page (12 minutes)
- Limit station to 30 minutes
Respiratory Skills Station

- Have all candidates work together to set up the Management of Respiratory Emergencies skills station by using Lesson Map PALS 4A from the PALS Instructor Manual (5 minutes)
- Allow 5 minutes for one instructor candidate acting as the “instructor” to evaluate another candidate (“student”) on respiratory skills while other candidates observe (use rotation schedule on Lesson Map 3C)
- The “instructor” should evaluate skills by using the Management of Respiratory Emergencies Skills Station Competency Checklist
- The “instructor” provides feedback to the “student” after the skills evaluation (1-2 minutes)
- You provide feedback to the “instructor” on the “instructor’s” evaluation of and feedback to the “student” (5 minutes)
- Rotate to allow another candidate to act as “instructor” and repeat the process, beginning with the second bullet on this page (12 minutes)
- Limit station to 30 minutes
Rhythm Disturbances/Electrical Therapy Skills Station

• Have all candidates work together to set up the Rhythm Disturbances/Electrical Therapy skills station by using Lesson Map PALS 5A from the PALS Instructor Manual (5 minutes)
• Allow 5 minutes for one instructor candidate acting as the “instructor” to evaluate one other candidate (“student”) on rhythm disturbances/electrical therapy skills while other candidates observe (use rotation schedule on Lesson Map 3C)
• The “instructor” should evaluate skills by using the Rhythm Disturbances/Electrical Therapy Skills Station Competency Checklist
• The “instructor” should provide feedback to the “student” after the skills evaluation (1-2 minutes)
• You provide feedback to the “instructor” on the “instructor’s” evaluation of and feedback to the “student” (5 minutes)
• Rotate to allow another candidate to act as “instructor” and repeat the process, beginning with the second bullet on this page (12 minutes)
• Limit station to 30 minutes
Vascular Access Skills Station

- Have all candidates work together to set up the Vascular Access skills station by using Lesson Map PALS 6A from their PALS Instructor Manual (5 minutes)
- Allow 5 minutes for one instructor candidate acting as the “instructor” to evaluate another candidate (“student”) on vascular access skills while other candidates observe (use rotation schedule on Lesson Map 3C)
- The “instructor” should evaluate skills by using the Vascular Access Skills Station Competency Checklist
- The “instructor” should provide feedback to the “student” after the skills evaluation (1-2 minutes)
- You provide feedback to the “instructor” on the “instructor’s” evaluation of and feedback to the “student” (5 minutes)
- Rotate to allow another candidate to act as “instructor” and repeat the process, beginning with the second bullet on this page (12 minutes)
- Limit station to 30 minutes
Debriefing Review

Instructor Candidate Objectives
• Explain the ways debriefing could be improved
• Explain the GAS model of debriefing

Your Role
• Show Debriefing Overview video
• Discuss how to use the gather-analyze-summarize (GAS) model
• Review how to use the debriefing cards in the Instructor Manual
• Show Debriefing Practice video. Have the candidates follow along by using the PALS Respiratory Core Case 2: Lower Airway Obstruction scenario card
• When the video pauses, discuss poor debriefing and how it could be done better
• Continue Debriefing Practice video and then discuss the positive aspects of the model debriefing

Instructor Candidate Role
• Watch video
• Discuss debriefing principles

Resources
• AV equipment
• PALS Instructor Course DVD
• Core case testing scenarios with debriefing cards

Reference
PALS Instructor Manual
Debriefing Practice Using Core Case Scenarios

Instructor Candidate Objectives
• Effectively debrief the team performance on selected video segments

Your Role (groups of 7 candidates to 1 faculty)
• Assign roles by using rotation on Lesson Map 5B
• Tell candidates that each scenario contains some errors. Candidates should watch for the errors
• Have candidates watch video clip 1 and then ask candidate assigned to the instructor role to debrief the team
• After the “instructor” has completed the debriefing, debrief the debriefer by using the guiding principles and strategies found in the Faculty Guide and Lesson Map 5C
• Rotate roles and repeat for video clips 2-7 until each candidate has had the opportunity to be the instructor
• Discuss challenging learners

Resources
• AV equipment
• PALS Instructor Course DVD

Instructor Candidate Role
• Watch video
• Debrief

Reference
PALS Instructor Manual, PALS Faculty Guide
### Rotation Schedule, Core Case Scenarios

<table>
<thead>
<tr>
<th></th>
<th>Case 1</th>
<th>Case 2</th>
<th>Case 3</th>
<th>Case 4</th>
<th>Case 5</th>
<th>Case 6</th>
<th>Case 7</th>
</tr>
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<tbody>
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<td><strong>Instructor</strong></td>
<td>C 1</td>
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</tr>
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<td><strong>Team Leader</strong></td>
<td>C 2</td>
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<tr>
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# Debriefing the Debriefing Framework

<table>
<thead>
<tr>
<th>Observation: Debrief Performance Gap</th>
<th>Your Point of View</th>
<th>Elicit Learner Point of View</th>
<th>Close Performance Gap</th>
</tr>
</thead>
<tbody>
<tr>
<td>I noticed….</td>
<td>I noticed….</td>
<td>What were your thoughts at that time?</td>
<td>How do you think you would alter things next time?</td>
</tr>
<tr>
<td>I heard that….</td>
<td>I heard that….</td>
<td>What was your reasoning at that time?</td>
<td>How would you change things next time?</td>
</tr>
<tr>
<td>I heard you saw….</td>
<td>I was thinking….</td>
<td>What did you think at the time?</td>
<td>How would your questioning be different next time?</td>
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<tr>
<td>When you said….</td>
<td>I was concerned….</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I observed that….</td>
<td>I was worried….</td>
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Lead a 5- to 10-minute discussion on challenging learners

Some typical challenging learners:
• Unprepared student
• Anxious student
• Dominating student
• Bored student

Some general strategies for addressing challenging learners:
• Acknowledge the learner and then redirect:
  “Thanks for contributing, Student. Now, let's talk about…”
• Use neutral criticism, focused on the work rather than on the person:
  “Compressions should be at least 100/min” vs “You’re not going fast enough”
• When you can, acknowledge what the student is doing well/right before introducing a criticism

Some good general strategies for leading discussions:
• Asking probing or open-ended questions
• Listening to students and building on their comments
• Clarifying student comments
• Paraphrasing student comments
• Encouraging quieter members to participate (“Let’s hear from someone who hasn’t spoken yet”)
Resources
• PALS Instructor Manual
• PALS Core Case Testing Checklists
• Equipment for skills testing stations (will provide later)

Instructor Candidate Role
• Function as team leader or team member in core case
• Function as the instructor in a designated core case

Instructor Candidate Objectives
• Show competency as team leader managing a simulated patient case
• Show effective team management
• Show competency as an instructor evaluating a team performance

Your Role
• Have candidates rotate through each of the team roles with one candidate acting as the instructor for the course (use rotation schedule on Lesson Map 6B)
• Evaluate the performance of the instructor and each team member
• Note any deficiencies in team members’ knowledge of skills or algorithms and create an action plan to work with the candidate on course knowledge
• Observe the “instructor” and provide feedback on areas for improvement

Reference
PALS Instructor Manual
### Rotation Schedule, Core Case Testing and Remediation

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Instructor Candidate Objectives
• Explain TC-specific policies and where to get more information

Your Role
• Discuss AHA and TC-specific policies
• Have candidates complete the TC-specific sections of their Candidate Workbooks

Reference
PALS Instructor Manual
Explain what a TC is

Discuss ethics, specifically:
- Appropriate behavior
- Avoiding fraudulent behaviors

Tell candidates the following about course materials and cards:
- How to get cards
- How to get and secure exams
- That instructors must have their own Instructor Manuals
- That students must have their own Provider Manuals before, during, and after the course
- That all appropriate videos must be used in each course
- That there are different skills check sheets and the right one must be used at each station
- That stopwatches must be used

Explain requirements, the Instructor Network, and paperwork:
- Explain monitoring (including that it must be done by an RF or TCF)
- Explain renewal requirements and any TC-specific requirements. Also, tell candidates that they need to keep duplicate copies of their own records
- Show how to complete paperwork and discuss how to file it, including any relevant TC-specific policies
- Explain the Instructor Network: how to navigate it and how to find required course materials
- Have candidates review Chapter 3 of the PAM

Provide any additional TC-specific policies:
- Contact information for TC personnel
- How to handle skills testing
- Anything else specific to the TC
Resources
- PALS Instructor Course DVD
- Written exams
- Answer sheets
- Answer key

Instructor Candidate Role
- Take written exam

Instructor Candidate Objectives
- Complete written exam

Your Role
- Pass out the exam
- Proctor the exam
- Collect and score each exam
- Review the answers by using the answer key with the candidates
- Provide remediation as needed

Reference
PALS Instructor Manual
Summary

Instructor Candidate Objectives
• Explain next steps and resources

Your Role
• Discuss
  – Next steps
  – Resources for finding more information
• Distribute and collect course evaluations

Resources
• Instructor course evaluations

Instructor Candidate Role
• Listen to faculty
• Complete course evaluation

Reference
PALS Faculty Guide