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**PALS Instructor Essentials Course**  
**Faculty Lesson Plans**  
PALS IE 1-38

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June 20, 2019  
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Instructor Essentials Overview

Welcome to the American Heart Association (AHA) Pediatric Advanced Life Support (PALS) Instructor Essentials Course. The Instructor Essentials Course is designed to prepare instructor candidates to teach AHA instructor-led and blended-learning course formats. The course educates participants on how to adequately use instructor teaching materials, ensure that students meet learning objectives, offer student coaching skills, provide an objective skills performance evaluation, and follow AHA Instructor and course policies. The course covers core content and discipline-specific content required to teach AHA courses.

Educational Design

The PALS Instructor Essentials Course is taught in a blended-learning format. To become an AHA PALS Instructor, candidates must complete the online portion, followed by the hands-on session, which is classroom based. The online portion of the course contains both core content and discipline-specific modules to prepare the instructor candidates for the hands-on session. In the classroom, Faculty will continue preparing instructor candidates to become AHA Instructors by focusing on in-depth material about the PALS discipline that candidates will be teaching. The hands-on session includes instruction, practice, and an exam, allowing instructor candidates to successfully use their instructor materials and skills. As a PALS Instructor, candidates will also be able to teach the PEARS Provider Course.

Steps to Become an Instructor

There are 4 steps to become a PALS Instructor. For successful completion, instructor candidates must

1. Be accepted by an AHA Training Center (TC) before enrolling in an Instructor Essentials Course and have a completed Instructor Candidate Application on file with that TC
2. Have current AHA Provider status in the discipline for that Instructor Essentials Course and be proficient in all the skills of that discipline
3. Successfully complete the Instructor Essentials Course, including both the online and hands-on session
4. Successfully be monitored teaching within 6 months of completing the hands-on session of the Instructor Essentials Course (Training Center Coordinators [TCCs] may require additional monitoring, if needed)

Role of Faculty

This guide, including the Lesson Plans, is for PALS Faculty—Regional or TC—who will be teaching the hands-on session of the PALS Instructor Essentials Course. The purpose of this Faculty Guide and the Lesson Plans is to provide Faculty with materials that contain new information and educational practices that are incorporated into the 2015 product development cycle. These materials are to be used as a guide for teaching and preparing instructor candidates to become AHA Instructors. We thank you for your continuous efforts in conducting the hands-on session of Instructor Essentials.
As Faculty, your role is critical to successful instructor candidate outcomes. During the course, the Faculty should

- Facilitate discussions with a focus on desired outcome
- Listen to instructor candidates’ responses and provide feedback to ensure understanding of learning concepts
- Observe instructor candidates’ actions and coach as needed
- Give positive and corrective feedback
- Keep discussions and activities on track for optimal learning and use of time in the classroom

Find or List a Course

Use the AHA’s My Courses online tool on the AHA Instructor Network to list your TC profile, the courses your TC offers, and your scheduled Instructor Essentials Courses. Instructor candidates will then be able to access this information through the AHA’s online Find a Course tool (www.heart.org/findacourse) or by phone at 1-877-AHA-4CPR (1-877-242-4277). This tool is for US TCs only.

TC profile information is entered in the Instructor Network by the TCC. The AHA encourages TCs to post scheduled courses on the Instructor Network. With permission from the TCC, TC Faculty may also post scheduled courses.

Many TCs also have websites where they post information about AHA classes.

Faculty–to–Instructor Candidate Ratio

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 Essentials Course is flexible, but it is ideal that 1 Faculty member conduct an Instructor Essentials Course with up to 7 instructor candidates, so as not to exceed a 1:7 ratio. This ratio is ideal because throughout the course, there are group activities where 1 instructor candidate would play the role of instructor and the other candidates would play the role of students. Two manikin stations would be needed for an instructor course of 7 candidates.

Room Requirements

When selecting a location for the PALS Instructor Essentials Course, make sure the room has

- Good acoustics
- A clean and well-maintained environment
- Bright lighting that can be adjusted for video presentations
- An instructor-controlled video player and a monitor or screen large enough to be viewed by all instructor candidates
- A chair for each instructor candidate
- Ideally, a firm surface with adequate padding or protection for skills practice (eg, carpeted floors, sturdy table top, padded mats)
- A table for completing the exam
Course Equipment and Materials

Once the course has been scheduled, contact your TCC for all equipment needed for this course. Make sure you have any additional support materials needed, such as posters, pocket reference cards, or emergency crash cart cards.

Equipment required for each class held is listed in the table below. All equipment used must be in proper working order and good repair.

<table>
<thead>
<tr>
<th>Quantity</th>
<th>Materials and Equipment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 per Faculty</td>
<td><em>PALS Instructor Essentials Faculty Guide with Lesson Plans</em></td>
</tr>
<tr>
<td></td>
<td><em>Program Administration Manual</em></td>
</tr>
<tr>
<td></td>
<td><em>PALS Provider Course materials: PALS Instructor Manual, Lesson Plans, and videos (or course DVD)</em></td>
</tr>
<tr>
<td></td>
<td><em>PALS Instructor Essentials Course video (or course DVD)</em></td>
</tr>
<tr>
<td>1 per instructor candidate</td>
<td><em>Name tag (optional)</em></td>
</tr>
<tr>
<td></td>
<td><em>Course agenda</em></td>
</tr>
<tr>
<td></td>
<td><em>PALS Child CPR and AED and Infant CPR Skills Testing Checklists</em></td>
</tr>
<tr>
<td></td>
<td><em>(have at least 2 copies of each)</em></td>
</tr>
<tr>
<td></td>
<td><em>Airway Management, Vascular Access, and Rhythm Disturbances/Electrical Therapy Learning Station Competency Checklists</em></td>
</tr>
<tr>
<td></td>
<td><em>Respiratory, Shock, and Cardiac Case Scenario Testing Checklists (optional)</em></td>
</tr>
<tr>
<td></td>
<td><em>PALS Instructor Essentials Exam</em></td>
</tr>
<tr>
<td></td>
<td><em>Instructor Candidate Workbook</em></td>
</tr>
<tr>
<td></td>
<td><em>PALS Instructor Manual and PALS Provider Manual</em></td>
</tr>
<tr>
<td></td>
<td><em>PALS Provider Course Exam</em></td>
</tr>
<tr>
<td>Course equipment per learning station practice</td>
<td>Refer to the following sections in the PALS Provider Course Equipment List for quantity and items:</td>
</tr>
<tr>
<td></td>
<td>• CPR and AED</td>
</tr>
<tr>
<td></td>
<td>• Airway and Ventilation</td>
</tr>
<tr>
<td></td>
<td>• Rhythm Recognition and Electrical Therapy</td>
</tr>
<tr>
<td></td>
<td>• Equipment and Medications</td>
</tr>
<tr>
<td></td>
<td>• Advanced Airways</td>
</tr>
<tr>
<td></td>
<td>• Safety</td>
</tr>
<tr>
<td></td>
<td>• Cleaning Supplies</td>
</tr>
</tbody>
</table>
Ordering Materials

If you need to order manikins or support materials, check with your TCC or contact an AHA distributor. The distributors are listed on the Instructor Network. The TCC is responsible for ordering all course completion cards.

Who Can Take the Course

The PALS Instructor Essentials Course is an intensive course for instructor candidates who have already successfully completed the PALS Provider Course. The role and scope of practice of healthcare providers can vary greatly, 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 of training.

PALS instructor candidates must meet certain requirements before taking the Instructor Essentials Course. Before attending the hands-on session (facilitated by Faculty), all instructor candidates must

- Be at least 18 years of age
- Be aligned with an AHA TC
  - Instructor candidates must have a TC that has agreed to accept them as an instructor once they have completed Instructor Essentials and their monitoring is completed.
- Have a current AHA PALS Provider course completion card
- Be proficient in the skills of PALS
  - To measure the proficiency of the skills of PALS, be sure to observe instructor candidates during the course. If you feel that instructor candidates need to be retested in their skills of PALS, you can include this as part of the Instructor Essentials Course.
- Complete an Instructor Candidate Application
- Successfully complete the online portion of Instructor Essentials

If you have any questions about prerequisites, please consult your TCC and/or refer to the Program Administration Manual.
The letter below is a sample you may modify and send to instructor candidates attending the hands-on session of the PALS Instructor Essentials Course.

(Date)
Dear Instructor Candidate:

Welcome to the hands-on session of the _________ Instructor Essentials Course. Enclosed are the agenda and your copy of the _________ Instructor Manual and Instructor Candidate Workbook. Please bring your Instructor Manual to class to use during the course. Review both the agenda and the Instructor Manual before coming to class so that you learn more and are more comfortable with the course.

The class is scheduled for

Date: ____________________________
Time: ____________________________
Location: ____________________________

Please wear loose, comfortable clothing. You will be practicing skills that require working on your hands and knees, bending, standing, and lifting. If you have physical conditions that might prevent you from participating in the course, please tell one of the instructors when you arrive for the course. The instructor will work to accommodate your needs within the stated course completion requirements. In the event that you are ill, please notify your instructor to reschedule your training.

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,

(Name), Faculty
Understanding Icons

The icons used in the Lesson Plans are there to remind you to take certain actions during the course. The Lesson Plans contain the following icons:

<table>
<thead>
<tr>
<th>Icon</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Discussion Icon" /></td>
<td>Discussion</td>
</tr>
<tr>
<td><img src="image" alt="Play Video Icon" /></td>
<td>Play video</td>
</tr>
<tr>
<td><img src="image" alt="Instructor Candidate Practice Icon" /></td>
<td>Instructor candidate practice</td>
</tr>
<tr>
<td><img src="image" alt="Instructor Candidate Materials Icon" /></td>
<td>Instructor candidate materials</td>
</tr>
<tr>
<td><img src="image" alt="Exam Icon" /></td>
<td>Exam</td>
</tr>
</tbody>
</table>

Using Lesson Plans

Use Lesson Plans before and during the course.

<table>
<thead>
<tr>
<th>When</th>
<th>How to Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before the course</td>
<td>Review the Lesson Plans to understand • Objectives for each lesson • Your role for each lesson • Resources that you need for each lesson Make notes of things you want to remember or add, and consider preparing a list of questions and answers to use during a debrief of the lessons.</td>
</tr>
<tr>
<td>During the course</td>
<td>• Follow each Lesson Plan as you conduct the course. • Make sure you have all the resources, equipment, and supplies ready for each lesson. • Help the instructor candidates achieve the objectives identified for each lesson.</td>
</tr>
</tbody>
</table>
**PALS Instructor Essentials Course Outline**

Approximate course duration without breaks: 8.5 hours

(Instructor candidate–Faculty ratio 7:1; instructor candidate–manikin ratio 3:1)

Lesson times below are estimates and can vary from course to course.

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Course Event</th>
<th>Lesson Plan Actions and Time Estimate (in Minutes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Course Introduction</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>
| 2      | AHA Introduction  
Part I: American Heart Association Mission  
Part II: Instructor Core Competencies | 15                                                  |
| 3      | PALS Provider Course Preparation  
Part I: Course Paperwork  
Part II: Course Preparation |                                                      |
|        | 25           |                                                    |
| 4      | PALS Provider Course Overview  
(Instructor-Led)  
Part I: Course Formats  
Part II: Instructor Materials  
Part III: Learning Objectives and Course Completion Requirements | 15                                                  |
| 5      | Life Is Why® Activity |                                                      |
|        | 5            |                                                    |
| 6      | PALS Provider Course: Lessons 3-5B  
Part I: Lesson 3: Science of Pediatric Resuscitation  
Part II: Lessons 4A and 4B: Learning/Testing Station: Child High-Quality BLS  
Part III: Lessons 5A and 5B: Learning/Testing Station: Infant High-Quality BLS | 15                                                  |
| 7      | PALS Skills Testing and Remediation  
Part I: PALS Skills Testing  
Part II: Remediation | 30                                                  |
| 8      | PALS Provider Course: Lessons 6-7B  
Part I: Lesson 6: Learning/Testing Station: Child and Infant Choking  
Part II: Lesson 7A: Overview of Systematic Approach Model  
Part III: Lesson 7B: Secondary Assessment | 25                                                  |
<table>
<thead>
<tr>
<th>Lesson</th>
<th>Course Event</th>
<th>Lesson Plan Actions and Time Estimate (in Minutes)</th>
</tr>
</thead>
</table>
| 9     | PALS Provider Course: Lessons 8-11C  
Part I: Lesson 8: Team Dynamics  
Part II: Lessons 9A-9C: Management of Respiratory Emergencies  
Part III: Lessons 10A-10C: Management of Shock Emergencies  
| 10    | PALS Provider Course: Lessons 12-13  
Part I: Lesson 12: Management of Post–Cardiac Arrest Care  
Part II: Lesson 13: Learning Station: Coping With Death | ![chat, settings] 5 |
| 11    | PALS Provider Course: Lessons 14-15  
Part I: Debriefing  
Part II: Lesson 14: Case Scenario Practice With Simulations  
Part III: Lesson 15: Case Scenario Testing | ![play, chat, settings] 55 |
| 12    | PALS Provider Course: Lesson 16: Exam | ![chat] 10 |
| 13    | PALS Update Course and HeartCode® PALS  
Part I: PALS Update Course  
Part II: HeartCode PALS Overview  
Part III: HeartCode PALS Hands-on Session | ![chat, play] 15 |
| 14    | AHA Instructor Resources  
Part I: Program Administration Manual  
Part II: Instructor Network  
Part III: Training Center–Specific Policies | ![chat] 20 |
| 15    | Course Conclusion and Exam  
Part I: Course Conclusion  
Part II: PALS Instructor Essentials Exam | ![chat, checkmark] 30 |
### Sample PALS Instructor Essentials Course Agenda

7 Instructor Candidates, 1 Faculty  
Instructor candidate–Faculty ratio 7:1; instructor candidate–manikin ratio 3 or 4:1  
Total time: Approximately 10 hours (with breaks)

<table>
<thead>
<tr>
<th>8:00-8:05</th>
<th>Lesson 1: Course Introduction</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:05-8:20</td>
<td>Lesson 2: AHA Introduction</td>
</tr>
<tr>
<td></td>
<td>Part I: American Heart Association Mission</td>
</tr>
<tr>
<td></td>
<td>Part II: Instructor Core Competencies</td>
</tr>
<tr>
<td>8:20-8:45</td>
<td>Lesson 3: PALS Provider Course Preparation</td>
</tr>
<tr>
<td></td>
<td>Part I: Course Paperwork</td>
</tr>
<tr>
<td></td>
<td>Part II: Course Preparation</td>
</tr>
<tr>
<td>8:45-9:00</td>
<td>Lesson 4: PALS Provider Course Overview (Instructor-Led)</td>
</tr>
<tr>
<td></td>
<td>Part I: Course Format</td>
</tr>
<tr>
<td></td>
<td>Part II: Instructor Materials</td>
</tr>
<tr>
<td></td>
<td>Part III: Learning Objectives and Course Completion Requirements</td>
</tr>
<tr>
<td>9:00-9:05</td>
<td>Lesson 5: Life Is Why® Activity</td>
</tr>
<tr>
<td>9:05-9:20</td>
<td>Lesson 6: PALS Provider Course: Lessons 3-5B</td>
</tr>
<tr>
<td></td>
<td>Part I: Lesson 3: Science of Pediatric Resuscitation</td>
</tr>
<tr>
<td></td>
<td>Part II: Lessons 4A and 4B: Learning/Testing Station: Child High-Quality BLS</td>
</tr>
<tr>
<td></td>
<td>Part III: Lessons 5A and 5B: Learning/Testing Station: Infant High-Quality BLS</td>
</tr>
<tr>
<td>9:20-9:35</td>
<td>Break</td>
</tr>
<tr>
<td>9:35-10:05</td>
<td>Lesson 7: PALS Skills Testing and Remediation</td>
</tr>
<tr>
<td></td>
<td>Part I: PALS Skills Testing</td>
</tr>
<tr>
<td></td>
<td>Part II: Remediation</td>
</tr>
<tr>
<td>10:05-10:30</td>
<td>Lesson 8: PALS Provider Course: Lessons 6-7B</td>
</tr>
<tr>
<td></td>
<td>Part I: Lesson 6: Learning/Testing Station: Child and Infant Choking</td>
</tr>
<tr>
<td></td>
<td>Part II: Lesson 7A: Overview of Systematic Approach Model</td>
</tr>
<tr>
<td></td>
<td>Part III: Lesson 7B: Secondary Assessment</td>
</tr>
<tr>
<td>10:30-12:30</td>
<td>Lesson 9: PALS Provider Course: Lessons 8-11C (First 2 Hours)</td>
</tr>
<tr>
<td></td>
<td>Part I: Lesson 8: Team Dynamics</td>
</tr>
<tr>
<td></td>
<td>Part II: Lessons 9A-9C: Management of Respiratory Emergencies</td>
</tr>
<tr>
<td></td>
<td>Part III: Lessons 10A-10C: Management of Shock Emergencies</td>
</tr>
<tr>
<td></td>
<td>Part IV: Lessons 11A-11C: Management of Arrhythmia Emergencies</td>
</tr>
<tr>
<td>12:30-1:00</td>
<td>Lunch</td>
</tr>
<tr>
<td>1:00-3:00</td>
<td>Lesson 9: PALS Provider Course: Lessons 8-11C (Second 2 Hours)</td>
</tr>
<tr>
<td></td>
<td>Part I: Lesson 8: Team Dynamics</td>
</tr>
<tr>
<td></td>
<td>Part II: Lessons 9A-9C: Management of Respiratory Emergencies</td>
</tr>
<tr>
<td></td>
<td>Part III: Lessons 10A-10C: Management of Shock Emergencies</td>
</tr>
<tr>
<td></td>
<td>Part IV: Lessons 11A-11C: Management of Arrhythmia Emergencies</td>
</tr>
<tr>
<td>3:00-3:05</td>
<td>Lesson 10: PALS Provider Course: Lessons 12-13</td>
</tr>
<tr>
<td></td>
<td>Part I: Lesson 12: Management of Post–Cardiac Arrest Care</td>
</tr>
<tr>
<td></td>
<td>Part II: Lesson 13: Learning Station: Coping With Death</td>
</tr>
<tr>
<td>3:05-3:20</td>
<td>Break</td>
</tr>
</tbody>
</table>

(continued)
<table>
<thead>
<tr>
<th>Time</th>
<th>Session Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3:20-4:15</td>
<td><strong>Lesson 11: PALS Provider Course: Lessons 14-15</strong></td>
</tr>
<tr>
<td></td>
<td>Part I: Debriefing</td>
</tr>
<tr>
<td></td>
<td>Part II: Lesson 14: Case Scenario Practice With Simulations</td>
</tr>
<tr>
<td></td>
<td>Part III: Lesson 15: Case Scenario Testing</td>
</tr>
<tr>
<td>4:15-4:25</td>
<td><strong>Lesson 12: PALS Provider Course: Lesson 16: Exam</strong></td>
</tr>
<tr>
<td>4:25-4:40</td>
<td><strong>Lesson 13: PALS Update Course and HeartCode® PALS</strong></td>
</tr>
<tr>
<td></td>
<td>Part I: PALS Update Course</td>
</tr>
<tr>
<td></td>
<td>Part II: HeartCode PALS Overview</td>
</tr>
<tr>
<td></td>
<td>Part III: HeartCode PALS Hands-on Session</td>
</tr>
<tr>
<td>4:40-4:55</td>
<td><strong>Break</strong></td>
</tr>
<tr>
<td>4:55-5:15</td>
<td><strong>Lesson 14: AHA Instructor Resources</strong></td>
</tr>
<tr>
<td></td>
<td>Part I: <em>Program Administration Manual</em></td>
</tr>
<tr>
<td></td>
<td>Part II: Instructor Network</td>
</tr>
<tr>
<td></td>
<td>Part III: Training Center–Specific Policies</td>
</tr>
<tr>
<td>5:15-5:45</td>
<td><strong>Lesson 15: Course Conclusion and Exam</strong></td>
</tr>
<tr>
<td></td>
<td>Part I: Course Conclusion</td>
</tr>
<tr>
<td></td>
<td>Part II: PALS Instructor Essentials Exam</td>
</tr>
</tbody>
</table>
Lesson Plans

PALS Instructor Essentials Course
Faculty Lesson Plans
Precourse

Faculty Tips
Prepare for your role as a PALS Faculty Instructor well. Thoroughly review the PALS Provider Course instructor materials and the Faculty materials for the PALS Instructor Essentials Course. The time you invest in this part of your preparation is important to the overall success of every instructor candidate and will allow the course to run smoothly.

30 to 60 Days Before the Course
- Schedule a room that meets the room requirements for the Instructor Essentials Course.
- Reserve all needed equipment to teach the course.
- Schedule additional Faculty, if needed, depending on the size of the class.

At Least 3 Weeks Before the Course
- Review the PALS and HeartCode® PALS Provider Course materials, including
  - PALS Provider Course video
  - PALS Provider Manual
  - PALS Instructor Manual, including the sections Preparing for the Course, Teaching the Course, Testing and Remediation, Additional Resources, Appendixes, and PALS Lesson Plans
  - HeartCode PALS online portion
- Read through the Faculty Guide and Lesson Plans.
  - Prepare any questions for each lesson in advance.
- Review the Program Administration Manual.
- Send participating instructor candidates precourse letters, course materials, and the course agenda.

1 Week Before the Course
- Confirm room reservations and that all required equipment needed are available for the course.

Day Before the Course
- Set up the room and make sure that all technology and equipment are working properly. This can also be done before class begins the day of the course if the room is not accessible the day before.
- Coordinate the roles and responsibilities with additional Faculty, if needed, to fulfill the course agenda and to ensure efficiency and timing of the course.
- Ensure that all course paperwork is in order.
- Verify that instructor candidates have successfully passed the PALS Provider Course by viewing proof of their current PALS course completion card.
Day of the Course

Arrive at the course location in plenty of time to complete the following:

• Have the video ready to play before instructor candidates arrive and make sure it is working properly with sound.
• Distribute supplies to the instructor candidates or set up supplies for instructor candidates to collect when they arrive, with clear instructions on what they need.
• Greet instructor candidates as they arrive to put them at ease, and direct them where to go.
• Make sure the course roster is completed by all instructor candidates as they arrive for the course.
Lesson 1
Course Introduction

5 minutes

Faculty Tips

- Be familiar with the learning objectives and the PALS Instructor Essentials Course content. Knowing what you want to communicate, why it’s important, and what you want to happen as a result is critical to the success of the course.

- Think about how you want to manage breaks during the course. Making yourself available allows you to answer questions people might feel too embarrassed to ask in front of everyone. It also gives you time to establish rapport and get feedback.

Discussion

- Introduce yourself and additional Faculty, if present.
- Invite instructor candidates to introduce themselves.
- Explain that the course is interactive. Refer to the following points for discussion with instructor candidates:
  - Your role
  - Video-based and hands-on learning with practice
    - Explain to students that during the course, they will have the opportunity to go through the overall flow of the PALS Provider Course, with extensive practice demonstrating instructor skills.
  - Use and reference of the Instructor Manual, Lesson Plans, and skills testing checklists
  - Exam

- Ask that any instructor candidate who anticipates difficulties because of personal limitations, such as a medical concern or knee or back problems, speak with one of the Faculty.

- Explain the layout of the building, including bathrooms and emergency exits.

- Remind instructor candidates of where the nearest AED is located and what their emergency response number is.

- Describe the course agenda:
  - Inform instructor candidates of breaks you have scheduled during the class.
  - Tell the instructor candidates, “We are scheduled to end at _____.”

- Remind instructor candidates what they will learn during the course. At the end of the PALS Instructor Essentials Course, learners will be able to
  - Identify the prerequisites to becoming an AHA Instructor
  - Describe the usability of the Program Administration Manual
  - Describe the core competencies of an AHA Instructor
  - Describe the 5 steps of the AHA Instruction Cycle: prepare, teach, test and remediate, close, and keep current
  - Identify resources available to an AHA Instructor
  - Describe how to use discipline-specific AHA instructor materials; the Instructor Manual, Lesson Plans, course videos, and skills testing checklists
  - Identify discipline-specific course formats available to instructor candidates for completion of the course
- Describe discipline-specific course completion requirements
- Describe discipline-specific flexibility options available to an AHA Instructor within the course
- Describe the requirements for how to maintain an AHA Instructor status
- Demonstrate structured debriefing skills
- Demonstrate effective AHA Instructor feedback and remediation techniques
- Demonstrate the administration of skills testing with the use of the skills testing checklists

- Remind instructor candidates that they must score at least 84% on the exam as part of the course completion requirements.
- Encourage instructor candidates to write notes in their Instructor Candidate Workbook and Instructor Manual throughout the course.
Lesson 2
AHA Introduction

Part I: American Heart Association Mission
Part II: Instructor Core Competencies

Learning Objective
Tell instructor candidates that at the end of this lesson, they will be able to
• Describe the core competencies of an AHA Instructor

Faculty Tip
• Become familiar with the AHA Mission, Global Mission, and Emergency Cardiovascular Care (ECC) Mission and with the instructor core competencies before teaching this lesson.

Instructor Candidate Materials
All instructor candidates need to have their Instructor Candidate Workbook accessible to follow along with the AHA Mission, Global Mission, and ECC Mission.

Discussion: AHA Mission
Discuss the following mission statements with instructor candidates by first choosing an instructor candidate to read each of the mission statements aloud from the Instructor Candidate Workbook and then discussing as a group their role in the overall AHA, Global, and ECC Mission.

AHA Mission
Our mission is to build healthier lives, free of cardiovascular disease and stroke. That single purpose drives all we do. The need for our work is beyond question.

The AHA is the nation’s oldest and largest voluntary health organization dedicated to saving people from heart disease and stroke, America’s number 1 and number 5 killers, respectively. The AHA is the trusted leader in ECC and trains people around the world in how to save lives with CPR and first aid.

AHA Global Mission
AHA Global Training has set up International TCs to provide quality ECC training across the world. 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. This mission will contribute to the World Health Organization’s goal of reducing chronic illness by 20% by 2020.

ECC Mission
The 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 the AHA’s 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 the AHA’s ECC Programs, specifically, is to be the world’s premier 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. Our programs, products, and services focus on maximizing survival from life-threatening cardiovascular emergencies.

Discussion: Instructor Core Competencies

Review the following instructor core competencies with instructor candidates, providing an example of how each competency can be demonstrated in the classroom. Remind instructor candidates that these competencies were discussed in the online course and are referenced in their Instructor Candidate Workbook.

- **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 need to be able to test instructor candidates 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.
Lesson 3
PALS Provider Course Preparation

Part I: Course Paperwork
Part II: Course Preparation

Faculty Tips

- Be familiar with all up-to-date course paperwork and your TC protocols to provide instructor candidates specific information on where to obtain all the forms they will need for teaching.
- Review the Preparing Your Materials section of the Instructor Candidate Workbook and “Part 1: Preparing for the Course” in the PALS Instructor Manual, including the equipment list, before teaching this lesson.

Instructor Candidate Materials

All instructor candidates need to have their Instructor Candidate Workbook and the PALS Instructor Manual accessible during this lesson

Discussion: Course Paperwork

Let instructor candidates know they can refer to the Preparing Your Materials section of the Instructor Candidate Workbook. Discuss how to obtain the following course paperwork forms, and include specific procedures that pertain to your TC:

- Course rosters: Available on the Instructor Network or from TCC; need to be kept by TC
- Course evaluations: Available on the Instructor Network or from TCC; need to be kept by TC
- Student materials: TCC can provide the authorized list of AHA distributors
- Exams: TCC can provide and refer to the Instructor Manual for exam security; need to be kept by TC for those students who did not meet course completion requirements
- Skills testing documents: Found in the Instructor Manual, Instructor CD, Instructor Network, or TCC; need to be kept by TC for those students who did not meet course completion requirements
- Course completion cards: TCC can provide in the form of electronic or paper cards
  - Electronic course completion cards (eCards)
    - eCards can be provided to students as an alternative to printed cards. eCards are more secure than printed cards, and a 3-point verification by the TCC, instructor, and students is required to issue and claim eCards.
    - eCard information is populated electronically by the TCC or instructor and can be altered by only the TCC or AHA Customer Service by using the AHA's My Cards.
    - eCards can be easily verified by employers at www.heart.org/cpr/mycards to prove issuance by a valid TC and instructor aligned with that TC.
  - Issuing course completion cards
    - The Issuing Provider Cards/eCards section in “Part 3: Testing and Remediation” of the PALS Instructor Manual has further details about the criteria, per course completion requirements, for issuing course completion cards.
• All other course paperwork can usually be found either on the Instructor Network or in the Instructor Manual.

Discussion: Course Preparation
Discuss with instructor candidates that there are 3 main parts when preparing to teach an AHA course, which include students, equipment, and the classroom. Emphasize that instructor preparation for each course is essential to successful student outcomes. Review the following key steps to course preparation:

Student Preparation
• Be sure to know your course audience, including professions and the size of your class.
  – Instructor candidates can refer to the Course Prerequisites section in “Part 1: Preparing for the Course” in the PALS Instructor Manual for detailed information on who can take the PALS Provider Course.
• Remind instructor candidates that students must take the mandatory Precourse Self-Assessment found on the PALS Student Website before attending the course. The Precourse Self-Assessment helps evaluate a student’s proficiency and determine the need for additional review and practice before the course.
  – Students must have a passing rate of 70% to attend the PALS Provider Course.
• Send students all course materials, including a precourse letter and agenda, at least 3 weeks before the course. A sample precourse letter can be found in “Part 1: Preparing for the Course” in the PALS Instructor Manual.

Classroom Preparation
• Reserve a room per the room requirements found in “Part 1: Preparing for the Course” in the PALS Instructor Manual 30 to 60 days before the course.
• Review all course materials, including Lesson Plans and the video, in plenty of time before the course.
• Depending on the size of your course audience, be sure to schedule any needed additional AHA Instructors for appropriate instructor-to-student ratios.

Equipment Preparation
• Reserve all needed equipment to teach the course found on the equipment list in “Part 1: Preparing for the Course” in the PALS Instructor Manual at least 30 to 60 days before the course.
• Ensure that course equipment is in good working order and is properly set up before students arrive at class.

Instructor Candidates Practice: Assembling the Manikins and Course Equipment
To provide instructor candidates with hands-on practice assembling the equipment needed to teach a PALS Provider Course, you can have instructor candidates assemble the course equipment for the Instructor Essentials Course, including
• Assembling manikins and lungs
• Assembling a bag-mask device
• Setting up course equipment in the classroom
  – Airway equipment
  – Monitor/defibrillator
  – Vascular access equipment
• Cleaning of course equipment
  – Instructor candidates can refer to the Equipment and Manikin Cleaning section of “Part 1: Preparing for the Course” in the PALS Instructor Manual.

For the assembly of course equipment, please follow the instructions provided by the manufacturer.
Lesson 4
PALS Provider Course Overview
(Instructor-Led)

15 minutes

Part I: Course Formats
Part II: Instructor Materials
Part III: Learning Objectives and Course Completion Requirements

Learning Objectives
Tell instructor candidates that at the end of this lesson, they will be able to

• Identify discipline-specific course formats available to students for completion of the course
• Describe discipline-specific course completion requirements
• Describe discipline-specific flexibility options available to an AHA Instructor within the course
• Describe how to use discipline-specific AHA instructor materials, the Instructor Manual, Lesson Plans, course videos, and skills testing checklists

Faculty Tips

• Inform instructor candidates that they can continue to reference their Instructor Candidate Workbook during and after the course, but now they will transition to using and becoming familiar with the Instructor Manual.

• Before teaching this lesson, become familiar with how the instructor materials are aligned within the PALS Provider Course, including the Lesson Plans and the PALS Provider Course video.

• Remind instructor candidates that, for this portion of the PALS Instructor Essentials Course, they will move through the elements of the PALS Provider Course, and it is important to keep in mind the perspective of their future students as they learn how to teach the PALS Provider Course.

Instructor Candidate Materials

All instructor candidates need to have their PALS Instructor Manual and “Part 6: PALS Lesson Plans” accessible during this lesson.

Discussion: PALS Course Formats

Discuss with instructor candidates that this lesson specifically pertains to the instructor-led training format of PALS. Inform instructor candidates that in addition to instructor-led training, there are 2 other course formats that providers can use to obtain a PALS Provider course completion card:

• Instructor-Led Training: Classroom-based course taught by an instructor
• Blended Learning: eLearning portion followed by a hands-on session of practice and skills testing that can be completed by an instructor or a computer-based module with a voice-assisted manikin
PALS Instructor Essentials

Discussion: Instructor-Led PALS Instructor Materials

- Instructors have the option in the course to adjust the flow of lessons after the testing of BLs to adjust to audience needs and understanding of content.
- Instructors can refer to www.heart.org/RQI for further information.
- Instructor-led practice and discussions are included in the PALS Lesson Plans to promote audience needs.
- There are additional lessons in the PALS Lesson Plans to help instructors tailor the course.

Lesson Plan Design

- The Lesson Plans contain the following elements to help instructors teach the course, correspond with the course video.
  - The Lesson Plan titles and icons, which indicate instructor actions.
  - Instructor Flexibility
  - Instructor Notes
  - Key Points listed in student practice sections for instructors to provide feedback
  - Instructor Tips
  - Learning Objectives

Organization of the Videos

- The videos for the instructor-led class are organized by lessons that correspond with the course.
  - When discussing HeartCode PALS in this course.
  - Instructors can look up on the second set of videos.

PALs Provider Course Video Overview

- Instructor candidates will learn more about the PALs Provider Course video and PALs Lesson Plans.
- PALs Provider Course video accessible during this discussion.

Discussion: Instructor-Led PALS Instructor Materials

- Instructor candidates can refer to www.heart.org/RQI for further information.
- Employed healthcare providers in clinical environment not led by an instructor.
Discussion: Learning Objectives and Course Completion Requirements

Have instructor candidates locate the learning objectives on the Lesson Plans, and explain that they are featured on all lessons, where applicable.

- Explain to instructor candidates that learning objectives are the measurable outcomes of a student’s completion of the course and are listed on each lesson. The learning objectives and course completion requirements need to be met for a student to receive a PALS course completion card.

  - Instructor candidates can refer to the Learning Objectives section in “Part 1: Preparing for the Course” in the PALS Instructor Manual for a complete list of learning objectives for the PALS Provider Course.

- Let instructor candidates know about the table of skills testing and exam requirements in the Course Completion Requirements section of “Part 3: Testing and Remediation” in the PALS Instructor Manual.
Lesson 5
Life Is Why® Activity

Faculty Tips

• Before teaching this lesson, complete the Life Is Why activity in the PALS Instructor Manual to share your Why with instructor candidates.

• Have the PALS Provider Course or Instructor Essentials Course video menu navigated to the Life Is Why video, if instructor candidates did not complete the Life Is Why activity in their PALS Provider Course.

Instructor Candidate Materials

All instructor candidates need to have the Life Is Why activity located in the front of the PALS Instructor Manual and the Life Is Why Activity Lesson Plan in “Part 6: Lesson Plans” accessible during this lesson.

Discussion: Life Is Why Activity

Discuss with instructor candidates that the Life Is Why activity is an optional lesson that instructors can use to promote student engagement in the course.

• Ask instructor candidates if they completed the Life Is Why activity in their PALS Provider Course. If instructor candidates did not, have them complete the activity to prepare them to use it when teaching the PALS Provider Course.

• Inform instructor candidates that the optional Life Is Why activity can be completed at any point during the course, but it is preferable to do it at the beginning to promote initial student engagement before learning.

  – Instructors also have the flexibility to administer the Life Is Why activity in different formats, such as in a group setting or individually, with students having the option of sharing their Why with the class.

Instructor Candidates Practice: Life Is Why Activity (Optional)

• Allow instructor candidates 2 to 3 minutes to read through the Life Is Why activity page and Lesson Plan to become familiar with the activity and the Life Is Why icon that is featured in the PALS Provider Manual.

• Play the Life Is Why video.

• After viewing the video, take 2 to 3 minutes to share your Why with the instructor candidates to serve as an example of a Why.

• Have instructor candidates complete their Why activity page, share with the class, and then place their Life Is Why activity and Lesson Plan back into their Instructor Manuals.

  – Encourage instructor candidates to complete this activity in their PALS Provider Courses by using the Why that they completed in class.
Lesson 6
PALS Provider Course: Lessons 3-5B

Part I: Lesson 3: Science of Pediatric Resuscitation
Part II: Lessons 4A and 4B: Learning/Testing Station: Child High-Quality BLS
Part III: Lessons 5A and 5B: Learning/Testing Station: Infant High-Quality BLS

15 minutes

Faculty Tip

• Before teaching this lesson, thoroughly review Lessons 3 through 5B in “Part 6: Lesson Plans” in the PALS Instructor Manual with the corresponding lessons on the PALS Provider Course video.

Instructor Candidate Materials

All instructor candidates need to have Lessons 3, 4A, 4B, 5A, and 5B from “Part 6: Lesson Plans” in the PALS Instructor Manual accessible during this lesson.

Discussion: Lesson 3: Science of Pediatric Resuscitation

Have instructor candidates turn to Lesson 3. Discuss with instructor candidates that during this lesson, they can see how the Lesson Plans and course videos are aligned with the integration of instruction and instructor-led discussion. Remind instructor candidates that when they are leading a discussion with students, it is important to

• Use transitional language when providing a recap of what the video has covered
• Ask open-ended questions to help facilitate discussion
• Avoid lecturing and allow students to speak

Have instructor candidates reference the Summary of High-Quality CPR Components for BLS Providers—Comparison of Key Elements of Child and Infant BLS table located on the back of Lesson 3. This table can be used as a guide to point out the differences between performing CPR on adults and adolescents, children, and infants.

Optional: You can play the Science of Pediatric Resuscitation video from the PALS Provider Course menu if instructor candidates in your class did not view the Science of Pediatric Resuscitation video in the PALS Provider Course.

Discussion: Lessons 4A and 4B: Learning/Testing Station: Child High-Quality BLS

Have instructor candidates turn to Lessons 4A and 4B. Discuss with instructor candidates that these lessons are an example of a learning station format with video instruction, practice, and then testing. Remind instructor candidates that when students are practicing, it is important to keep the following in mind:

• When providing feedback to students who are practicing, remember to provide feedback in a positive tone, focusing on what you do want rather than what you don’t want.
• At the end of any practice segment, ask all students if they are ready to move forward to the next skill or if they would like to repeat the practice. This is especially important before skills testing.
Discuss with instructor candidates that during this lesson, they will have the opportunity as instructors to teach and lead a discussion about using the AED. Discuss the following tips with instructor candidates on how to lead a good discussion in the classroom:

- Ask students open-ended questions that focus on their perspective to engage their minds and increase their participation.
- When answering a question, acknowledge the individual with eye contact, and then answer to the entire room, coming back to the questioner periodically.

**Instructor Candidates Practice: AED Review and Practice (Optional)**

As an option, you can have instructor candidates practice leading the AED review and practice.

- Have instructor candidates locate the Students Practice: AED section of the Lesson Plan and read through before practicing.
- Split instructor candidates into groups of 2 to 4 and have each one practice playing the role of the instructor, with any remaining instructor candidates in the group playing the role of the students.
- Repeat the practice as many times as necessary until everyone feels comfortable and understands how to demonstrate correct AED use and lead a discussion.

**Discussion: Lessons 5A and 5B: Learning/Testing Station: Infant High-Quality BLS**

Have instructor candidates turn to Lessons 5A and 5B. Discuss with instructor candidates that the Infant High-Quality BLS Learning/Testing Station is very similar to the one for child BLS. Students will follow the same format of practice and then testing.

- Make sure instructor candidates know which practice is video led vs instructor led.

Inform instructor candidates that before they have the opportunity to practice testing in Lessons 4B and 5B, the next portion of the course will discuss skills testing and remediation in the PALS Provider Course.
Lesson 7
PALS Skills Testing and Remediation

Part I: PALS Skills Testing
Part II: Remediation

Learning Objectives
Tell instructor candidates that at the end of this lesson, they will be able to
• Demonstrate the administration of skills testing with the use of the skills testing checklists
• Demonstrate effective AHA Instructor feedback and remediation techniques

Faculty Tips
• Before teaching this lesson, thoroughly review
  – Child CPR and AED Skills Testing Checklist, along with critical skills descriptors
  – Infant CPR Skills Testing Checklist, along with critical skills descriptors
  – Lessons 4B and 5B
• Have at least 2 copies of both the Child CPR and AED and the Infant CPR Skills Testing Checklists for students to practice with for this lesson.
• This lesson requires the use of the PALS Instructor Essentials Course video.

Instructor Candidate Materials
All instructor candidates need to have copies of the Child CPR and AED and the Infant CPR Skills Testing Checklists in “Part 3: Testing and Remediation” and Lessons 4B and 5B.

Discussion: Skills Testing
Remind instructor candidates that in the PALS Provider Course, there are multiple skills testing requirements. These include
• BLS Skills
  – Child CPR and AED
  – Infant CPR
• PALS Case Scenario Test 1 — cardiac
• PALS Case Scenario Test 2 — respiratory or shock

Play Video: Skills Testing
Navigate to the Skills Testing video within the PALS Instructor Essentials Course video. Discuss with instructor candidates that the video will provide an overview of all skills testing completed within the PALS Provider Course.
Discussion: Remediation
Before discussing and practicing the BLS skills, discuss the following key points with instructor candidates about remediation:

- **Informal vs formal remediation**
  - Let instructor candidates know they can refer to the Remediation section in “Part 3: Testing and Remediation” in the PALS Instructor Manual for further detail.

- **Students receive formal remediation after** the skills test if they did not pass. Remediation is not provided during a skills test.

- **Instructors can use the PALS Provider Course video and the PALS Provider Manual** to provide remediation and additional instruction to students, if necessary.

- **After skills remediation, the student will complete a second skills testing session.**

- **If remediation is not successful, then students will need to retake the provider course to receive a course completion card.**

Discussion: BLS Skills Testing
Let instructor candidates know that during this lesson, they will practice with the Child CPR and AED and Infant CPR Skills Testing Checklists. Before they practice, discuss the following key points with instructor candidates:

- **Hospital and Prehospital Scenario options on the skills testing checklists**

- **Assessment and Activation steps: can be done simultaneously**

- **Checking each box on the checklist if the criteria for each skill is met**

- **Statements that the instructor or Rescuer 2 needs to say**

- **2-rescuer roles for the Infant CPR Skills Testing Checklist: only Rescuer 1 is evaluated**

- **Discuss with instructor candidates that in addition to the skills testing checklists, they also have the following resources to facilitate the skills testing session:**
  - Critical skills descriptors located on the back of the skills testing checklist

- **Inform instructor candidates that when they administer learning stations in their provider courses, it is important to give students their skills testing checklists while they are practicing. This is especially important in learning stations because the skills are tested immediately after practice and students need to be well prepared.**

Instructor Candidates: BLS Skills Testing
Inform instructor candidates that they will now practice using the Child CPR and AED and the Infant CPR Skills Testing Checklists.

- **Make sure that each instructor candidate has 2 copies of each skills testing checklist and a timing device. Instructor candidates will need 3 copies if practicing the third optional scenario.**

- **Explain to instructor candidates how to use a timing device with the skills testing checklist. Allow them to practice as needed before playing the skills scenarios.**
• As a class, all instructor candidates will view the skills testing practice scenarios within the PALS Instructor Essentials Course video and evaluate the skills testing performance for each.

**Play Video: BLS Skills Scenarios**

Navigate to the BLS Skills Scenarios videos within the PALS Instructor Essentials Course video menu for practice evaluating skills testing, not letting instructor candidates know if they are pass or fail student performances:

• Child CPR and AED: Scenario 1 (Pass)
• Child CPR and AED: Scenario 2 (Fail)
  – Incorrect compressions in Cycle 1: Compressions are too slow
• **Optional:** Child CPR and AED: Scenario 3 (Fail)
  – Does not check breathing or pulse
  – Incorrect compressions in Cycle 2: Compressions are too fast
• Infant CPR: Scenario 1 (Pass)
• Infant CPR: Scenario 2 (Fail)
  – Incorrect compressions in Cycle 1: Finger placement is too low
  – Incorrect compressions in Cycle 2: Delivers 30 compressions instead of 15 in 2-rescuer CPR
• **Optional:** Infant CPR: Scenario 3 (Fail)
  – Incorrect compressions in Cycle 1: Compressions are too fast
  – Incorrect compressions in Cycle 2: Compressions are too fast and the delivery of breaths is too long

After each video, debrief instructor candidates on how they evaluated each skills testing performance. Discuss the differences of each evaluation and if the students passed or failed the performances in each skills testing scenario.

• For those scenarios that are “failed,” be sure to ask instructor candidates what examples of remediation they would provide.
Lesson 8
PALS Provider Course: Lessons 6-7B  25 minutes

Part I: Lesson 6: Learning/Testing Station: Child and Infant Choking
Part II: Lesson 7A: Overview of Systematic Approach Model
Part III: Lesson 7B: Secondary Assessment

Faculty Tips
- Before teaching this lesson, thoroughly review Lessons 6 through 7B in “Part 6: PALS Lesson Plans” in the PALS Instructor Manual with the corresponding lessons on the PALS Provider Course video.
- This lesson requires the use of the PALS Provider Course video.

Instructor Candidate Materials
All instructor candidates need to have Lessons 6, 7A, and 7B from “Part 6: Lesson Plans” in the PALS Instructor Manual accessible during this lesson.

Discussion: Lesson 6: Learning/Testing Station: Child and Infant Choking
Have instructor candidates turn to Lesson 6. Discuss with instructor candidates that this learning station is optional.

- Inform instructor candidates that this lesson can be used to enhance the BLS concepts taught within the PALS Provider Course and can be taught to meet the needs of providers in class.
- This lesson does include a practice-while-watching video for the relief of choking in an infant.

Discussion: Lesson 7A: Overview of Systematic Approach Model
Have instructor candidates turn to Lesson 7A. Discuss with instructor candidates that this lesson is the first example of how video case discussions are facilitated within the course. Discuss the following key points with instructor candidates:

- Video case discussions begin with an overview of content, with the video pausing for a discussion that assesses student understanding. Next, the video will show a patient case followed by another pause for student assessment.
  - Remind instructor candidates that each element of the systematic approach is designed to lay the foundation for the next.
  - When facilitating case discussions, instructors need to be intentional to not progress beyond the individual elements of the systematic approach.
- Inform instructor candidates that during this lesson, students will be practicing both initial assessment and primary assessment.
  - Students will first complete an initial assessment in response to 3 different real-world patient cases before completing both an initial assessment and primary assessment for an additional 3 patient cases.
• Discuss with instructor candidates the importance of students having exposure to a variety of patient cases to reach different outcomes by using the same process of initial assessment followed by primary assessment.

• Optional: Play the PALS Systematic Approach video found on the Instructor Network in the resources on the “PALS—Instructor-Led Training” page to provide instructor candidates an example of how to lead a case discussion.

Instructor Candidates Practice: Overview of Systematic Approach

Let instructor candidates know they will now practice leading a video case discussion.

• Assign an instructor role for each question featured during the pause in the Primary Assessment video 2: Infant in blanket with ECG leads to practice leading students through both initial assessment and primary assessment. Depending on class size, everyone may not have the opportunity to practice leading a discussion question. All remaining instructor candidates will need to play the role of student during each question.
  – As an option, you can repeat the practice as many times as necessary until everyone feels comfortable.

• Allow the instructor roles to choose which discussion question they would like to lead from Lesson 7A during the Primary Assessment video 2 discussion.
  – Make sure instructor candidates read through and are comfortable with their discussion question before practicing.

Play Video: Primary Assessment Video 2: Infant in Blanket With ECG Leads

Navigate to the Primary Assessment video 2 on the PALS Provider Course video menu within the Case Discussions videos.

• During the patient case, the video will pause for the initial assessment and for the primary assessment discussion. Have each instructor role lead his or her discussion question during the pause.

• Encourage those instructor candidates playing the role of student to participate and ask questions during each discussion question.

Discussion: Lesson 7B: Secondary Assessment

Have instructor candidates turn to Lesson 7B. Discuss with instructor candidates that this lesson is also an example of a video case discussion focusing on secondary assessment.

• Inform instructor candidates that the optional activity featured on this lesson allows students to role-play the dynamic of caretaker and patient.
  – Emphasize how this activity is an opportunity for student engagement, creativity, and conversation between students in the class.

  – Remind instructor candidates that there is also a discussion with open-ended questions included after completion of the activity.
Lesson 9
PALS Provider Course: Lessons 8-11C

240 minutes

Part I: Lesson 8: Team Dynamics
Part II: Lessons 9A-9C: Management of Respiratory Emergencies
Part III: Lessons 10A-10C: Management of Shock Emergencies
Part IV: Lessons 11A-11C: Management of Arrhythmia Emergencies

Faculty Tips

• Before teaching this lesson, thoroughly review Lessons 8 through 11C in “Part 6: PALS Lesson Plans” in the PALS Instructor Manual with the corresponding lessons on the PALS Provider Course video.

• Review the Skills Station Competency Checklists for Airway Management, Vascular Access, and Rhythm Disturbances/Electrical Therapy in Appendix A in “Part 5: Appendixes” of the PALS Instructor Manual.
  – Provide each instructor candidate a copy of the competency checklist for each learning station. Each instructor candidate should have 3 total.

• This lesson requires the use of the PALS Provider Course video.

Instructor Candidate Materials

All instructor candidates need to have Lessons 8 through 11C from “Part 6: PALS Lesson Plans” in the PALS Instructor Manual accessible during this lesson, in addition to the skills station competency checklists.

Discussion: Lesson 8: Team Dynamics

Have instructor candidates turn to Lesson 8. Discuss with instructor candidates that the material covered in this lesson is essential to student achievement in the learning stations featured in Lessons 9A through 11C. Students will have the opportunity to view and reflect on poor and effective team dynamics.

• Inform instructor candidates that both an in-depth table on the elements of effective team dynamics and the Roles and Responsibilities of Team Dynamics diagram are included in this lesson to increase student understanding.

• Optional: If students need additional instruction on team dynamics from their provider course, play the Team Dynamics video on the PALS Provider Course video to review this material.

Discussion: Lessons 9A-9C: Management of Respiratory Emergencies

Have instructor candidates turn to Lessons 9A through 9C. Discuss with instructor candidates that these lessons cover the topic of respiratory emergencies and have the format of content overview, followed by a video case discussion, and then practice during the learning station.
Lesson 9A
• Inform instructor candidates that when administering video-based lessons, it is important to challenge students by asking questions after the video that are tailored to their level of experience.

Lesson 9B
• Discuss with instructor candidates that the video case discussions feature titles to help navigate through the discussion with students.
• Emphasize the importance of allowing students to work together when answering questions to allow for self-discovery after viewing patient cases.
• The video will pause 2 times, prompting students to complete both the initial assessment and primary assessment for each patient.
  – The questions featured on the Lesson Plan for each discussion pause are meant to be used as a guide. It is important to keep students focused on each concept and to not move ahead during discussion.

Lesson 9C
• Inform instructor candidates that after the video-based discussion, students will then practice airway management.
• Remind instructor candidates that students can use their pocket reference cards or ECC Handbook during this portion of the provider course, but they will need to become less reliant on these resources as they progress to future learning stations.
• The PALS Course Progress Checklist, found on the Instructor CD, can also be used to evaluate and measure each student’s performance during each learning station.

Remind instructor candidates that during these discussions, it is helpful to have students use their Provider Manual for reference.

Instructor Candidates Practice: Lessons 9B and 9C
Let instructor candidates know they will now practice the roles of instructor and students for both the video case discussion and learning station.
• Split instructor candidates into groups of 7, depending on class size.
• Assign each instructor candidate an instructor number of number 1 through 7. For organizational purposes, feel free to use name tags for instructor candidates, labeled with their designated number.
  – Let instructor candidates know that if they do not have the opportunity to act as the role of instructor during this practice, they will be able to in the remaining learning stations.
    • Every instructor candidate will have the opportunity to play the role of instructor for at least 1 video case discussion, followed by the learning station.
    • Depending on course size, the rotation of instructor candidates playing the role of instructor can be modified, as well as the number of patients discussed in the video cases. If the rotation is modified, make sure that each instructor candidate has the opportunity to practice at least 1 video case discussion learning station.
• For the video case discussion, navigate to the Case Discussions videos for Management of Respiratory Emergencies on the PALS Provider Course video menu.
• For the learning station, each instructor role will need the Airway Management Skills Station Competency Checklist to follow along and evaluate student performance.
• Refer to the chart below to help in assigning instructor roles* for each group of instructor candidates per each video case discussion and learning station. Instructor candidates will first complete the video case discussion followed by the learning station in bold below.

<table>
<thead>
<tr>
<th>Instructor Role</th>
<th>Video Case Discussion</th>
<th>Learning Station</th>
</tr>
</thead>
<tbody>
<tr>
<td>Role 1</td>
<td>Respiratory (at least 1 patient)</td>
<td>Respiratory</td>
</tr>
<tr>
<td>Role 2</td>
<td>Respiratory (at least 1 patient)</td>
<td>Respiratory</td>
</tr>
<tr>
<td>Role 3</td>
<td>Shock (at least 1 patient)</td>
<td>Shock</td>
</tr>
<tr>
<td>Role 4</td>
<td>Shock (at least 1 patient)</td>
<td>Shock</td>
</tr>
<tr>
<td>Role 5</td>
<td>Arrhythmia (at least 1 patient)</td>
<td>Arrhythmia</td>
</tr>
<tr>
<td>Role 6</td>
<td>Arrhythmia (at least 1 patient)</td>
<td>Arrhythmia</td>
</tr>
<tr>
<td>Role 7</td>
<td>Arrhythmia (at least 1 patient)</td>
<td>Arrhythmia</td>
</tr>
</tbody>
</table>

*When instructor candidates are not playing the role of instructor, they will play the role of students.

**Discussion: Lessons 10A-10C: Management of Shock Emergencies**

Have instructor candidates turn to Lessons 10A through 10C. Discuss with instructor candidates that, similar to Lessons 9A through 9C, these lessons also follow the same format of content overview, video case discussion, and a learning station.

• During the case discussion, the video will pause 2 times, prompting students to complete both the initial assessment and primary assessment for each patient.

**Instructor Candidates Practice: Lessons 10B and 10C**

Let instructor candidates know they will now practice the roles of instructor and students for both the video case discussion and learning station.

• Instructor roles 3 and 4 will not practice leading Lessons 10B and 10C.

• For the video case discussion, navigate to the Case Discussions videos for Management of Shock Emergencies on the PALS Provider Course video menu.

• For the learning station, each instructor role will need the Vascular Access Skills Station Competency Checklist to follow along and evaluate student performance.

• Refer to the chart below to help in assigning instructor roles* for each group of instructor candidates per each video case discussion and learning station. Instructor candidates will first complete the video case discussion followed by the learning station in bold below.

<table>
<thead>
<tr>
<th>Instructor Role</th>
<th>Video Case Discussion</th>
<th>Learning Station</th>
</tr>
</thead>
<tbody>
<tr>
<td>Role 1</td>
<td>Respiratory (at least 1 patient)</td>
<td>Respiratory</td>
</tr>
<tr>
<td>Role 2</td>
<td>Respiratory (at least 1 patient)</td>
<td>Respiratory</td>
</tr>
<tr>
<td><strong>Instructor Role 3</strong></td>
<td><strong>Shock (at least 1 patient)</strong></td>
<td><strong>Shock</strong></td>
</tr>
<tr>
<td>Role 4</td>
<td>Shock (at least 1 patient)</td>
<td>Shock</td>
</tr>
<tr>
<td>Role 5</td>
<td>Arrhythmia (at least 1 patient)</td>
<td>Arrhythmia</td>
</tr>
<tr>
<td>Role 6</td>
<td>Arrhythmia (at least 1 patient)</td>
<td>Arrhythmia</td>
</tr>
<tr>
<td>Role 7</td>
<td>Arrhythmia (at least 1 patient)</td>
<td>Arrhythmia</td>
</tr>
</tbody>
</table>

*When instructor candidates are not playing the role of instructor, they will play the role of students.
**Discussion: Lessons 11A-11C: Management of Arrhythmia Emergencies**

Have instructor candidates turn to Lessons 11A through 11C. Discuss with instructor candidates that, similar to Lessons 10A through 10C, these lessons also follow the same format of content overview, video case discussion, and a learning station.

- During the case discussion, the video will pause 2 times, prompting students to complete both the initial assessment and primary assessment for each patient.

**Instructor Candidates Practice: Lessons 11B and 11C**

Let instructor candidates know they will now practice the roles of instructor and students for both the video case discussion and learning station.

- Instructor roles 5, 6, and 7 will not practice leading Lessons 11B and 11C.
- For the video case discussion, navigate to the Case Discussions videos for Management of Arrhythmia Emergencies on the PALS Provider Course video menu.
- For the learning station, each instructor role will need the Rhythm Disturbances/Electrical Therapy Skills Station Competency Checklist to follow along and evaluate student performance.
- Refer to the chart below to help in assigning instructor roles* for each group of instructor candidates per each video case discussion and learning station. Instructor candidates will first complete the video case discussion followed by the learning station in bold below.

<table>
<thead>
<tr>
<th>Instructor Role</th>
<th>Video Case Discussion</th>
<th>Learning Station</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor Role 1</td>
<td>Respiratory (at least 1 patient)</td>
<td>Respiratory</td>
</tr>
<tr>
<td>Instructor Role 2</td>
<td>Respiratory (at least 1 patient)</td>
<td>Respiratory</td>
</tr>
<tr>
<td>Instructor Role 3</td>
<td>Shock (at least 1 patient)</td>
<td>Shock</td>
</tr>
<tr>
<td>Instructor Role 4</td>
<td>Shock (at least 1 patient)</td>
<td>Shock</td>
</tr>
<tr>
<td>Instructor Role 5</td>
<td>Arrhythmia (at least 1 patient)</td>
<td>Arrhythmia</td>
</tr>
<tr>
<td>Instructor Role 6</td>
<td>Arrhythmia (at least 1 patient)</td>
<td>Arrhythmia</td>
</tr>
<tr>
<td>Instructor Role 7</td>
<td>Arrhythmia (at least 1 patient)</td>
<td>Arrhythmia</td>
</tr>
</tbody>
</table>

*When instructor candidates are not playing the role of instructor, they will play the role of students.
Lesson 10
PALS Provider Course: Lessons 12-13

Part I: Lesson 12: Management of Post–Cardiac Arrest Care
Part II: Lesson 13: Learning Station: Coping With Death

Faculty Tip
• Before teaching this lesson, thoroughly review Lessons 12 and 13 in “Part 6: PALS Lesson Plans” in the PALS Instructor Manual with the corresponding lessons on the PALS Provider Course video.

Instructor Candidate Materials
All instructor candidates need to have Lessons 12 and 13 from “Part 6: PALS Lesson Plans” in the PALS Instructor Manual accessible during the lesson.

Discussion: Lesson 12: Management of Post–Cardiac Arrest Care
Have instructor candidates turn to Lesson 12. Discuss with instructor candidates that this lesson is a video-based lesson.
• Remind instructor candidates to assess students’ knowledge of the content covered in the video after it finishes playing.

Discussion: Lesson 13: Learning Station: Coping With Death
Have instructor candidates turn to Lesson 13. Discuss with instructor candidates that this lesson is optional, depending on the scope of their audience.
• Inform instructor candidates that the content of this video and lesson may be sensitive for students if they have recently experienced the loss of a loved one. Express the importance of knowing your audience and their ability to view the content if teaching this lesson.

Next
PALS Provider Course: Lessons 14-15
Lesson 11
PALS Provider Course: Lessons 14-15

Part I: Debriefing
Part II: Lesson 14: Case Scenario Practice With Simulations
Part III: Lesson 15: Case Scenario Testing

Faculty Tips

• Before teaching this lesson, thoroughly review Lessons 14 and 15 in “Part 6: PALS Lesson Plans” in the PALS Instructor Manual with the corresponding lessons on the PALS Provider Course video.

• Be sure to also review the testing checklists for the Respiratory, Shock, and Cardiac Case Scenarios.
  – If completing the optional case scenario practice, have at least 1 copy of each case scenario testing checklist to provide instructor candidates, depending on the case scenarios chosen.

• This lesson requires the use of the PALS Instructor Essentials Course video.

Instructor Candidate Materials

All instructor candidates need to have Lessons 14 and 15 from “Part 6: PALS Lesson Plans” in the PALS Instructor Manual accessible during this lesson, in addition to the case scenario testing checklists.

Discussion: Lesson 14: Case Scenario Practice With Simulations

Have instructor candidates turn to Lesson 14. Discuss with instructor candidates that this lesson involves the use of case scenarios.

Case Scenarios

• Case scenarios can be found in Appendix B in “Part 5: Appendixes” of the PALS Instructor Manual.

• Multiple case scenarios are provided for instructors to expand their learning stations to incorporate more in-depth and varied scenarios for students.

• Inform instructor candidates that the case scenarios can be taught in any order. The case scenarios have been grouped together from least to most complex.
  – The level of difficulty for students should be chosen based on the experience and use of skill in the real world per scope of each provider.
  – Instructor candidates can refer to Understanding Case Scenarios in “Part 2: Teaching the Course” in the PALS Instructor Manual for further detail on the grouping of case scenarios.

Lesson 14

• Discuss with instructor candidates that Lesson 14 provides the opportunity for students to practice before skills testing. It is important to address any weak skills with students before moving to testing in Lesson 15.

• Each simulation is 20 minutes, including time for debriefing. Remind instructor candidates that they will be using a timing device during case scenarios.
  – Every student in the provider course is required to do 2 practice scenarios as Team Leader.
• Lesson 14 also includes the Structured and Supported Debriefing Process table with information about the gather-analyze-summarize debriefing process and a sample rotation schedule. Encourage instructor candidates to use these resources while administering this lesson.

• Instructor candidates will need to refer to the skills station competency checklists when evaluating students.

---

**Play Video: Debriefing Overview**

Navigate to the Debriefing Overview video within the PALS Instructor Essentials Course video menu for an overview of how to debrief with the gather-analyze-summarize model.

• Explain that the debriefing tool is located behind each case scenario and that instructor candidates will have the opportunity to practice debriefing after each case scenario practice in Lesson 15.

• Ask instructor candidates if they have any questions before proceeding.

---

**Instructor Candidates Practice: Debriefing**

Navigate to the Debriefing Practice video on the PALS Instructor Essentials Course video menu.

• There are 6 debriefing practice videos. Assign an instructor candidate per each video to debrief each scenario. Depending on class size, all instructor candidates may not have the opportunity to practice.
  - Repeat the practice for any of the debriefing practice videos, if necessary, until instructor candidates feel comfortable moving forward.

• Have instructor candidates refer to the Structured and Supported Debriefing Process table in Lesson 14 to conduct the debriefing after each practice video.

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**Discussion: Lesson 15: Case Scenario Testing**

Have instructor candidates turn to Lesson 15. Discuss with instructor candidates that during this lesson, students will be tested with the case scenario testing checklists.

• Students will be tested one at a time in the role of Team Leader. As indicated on the Lesson Plan, students will complete a case scenario test 1 and test 2 for course completion requirements.

• As with the BLS skills testing, do not prompt or interrupt students while they are completing the test.
  - The student being tested can use a quick reference guide, such as the ECC Handbook.

• Remind instructor candidates that they will need to randomly assign a case scenario for each student to complete the case scenario test. As an option, instructors can write each of the case scenarios on a piece of paper or card for students to be randomly assigned their test scenario.
  - As a minimum requirement, each student must be tested on 2 case scenarios, one being cardiac and the other being either respiratory or shock.
  - There are 4 case scenarios for test 1 and 8 case scenarios for test 2.

• Each test should take no longer than 8 minutes to complete, followed by 2 minutes of debriefing.
  - The debriefing for the student that is being tested should be done in a private setting.
Instructor Candidates Practice: Case Scenario Testing (Optional)

As an option, have instructor candidates practice the roles of instructor and students for case scenario testing.

- Remind instructor candidates of their assigned instructor role number. Instructor candidates will practice playing the role of instructor for at least 1 case scenario test, as indicated below.

- Make sure each instructor role has a copy of the case scenario testing checklist for the case that they will be administering and are following the guidance in Lesson 15.

- Refer to the chart below to help in assigning instructor roles* for each group of instructor candidates per each learning station.

- Rotate through each case scenario testing until all instructor candidates have had the opportunity to play the role of instructor.

<table>
<thead>
<tr>
<th>Instructor Role</th>
<th>Case Scenario Testing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor Role 1</td>
<td>Cardiac (Test 1)</td>
</tr>
<tr>
<td>Instructor Role 2</td>
<td>Cardiac (Test 1)</td>
</tr>
<tr>
<td>Instructor Role 3</td>
<td>Cardiac (Test 1)</td>
</tr>
<tr>
<td>Instructor Role 4</td>
<td>Shock (Test 2)</td>
</tr>
<tr>
<td>Instructor Role 5</td>
<td>Shock (Test 2)</td>
</tr>
<tr>
<td>Instructor Role 6</td>
<td>Respiratory (Test 2)</td>
</tr>
<tr>
<td>Instructor Role 7</td>
<td>Respiratory (Test 2)</td>
</tr>
</tbody>
</table>

*When instructor candidates are not playing the role of instructor, they will play the role of students.
Lesson 12
PALS Provider Course: Lesson 16: Exam 10 minutes

Faculty Tips

• Before teaching this lesson, thoroughly review
  – PALS Provider Course exam
    ▪ Have at least 1 copy of the PALS Provider Course exam for instructor candidates to view (you will
      collect these after class).

Instructor Candidate Materials

All instructor candidates need to have Lesson 16 from “Part 6: PALS Lesson Plans” in the PALS Instructor Manual accessible during this lesson.

Discussion: PALS Exam

Discuss with instructor candidates that, in addition to the skills testing checklists, there is also a required PALS exam to measure student outcomes of course learning objectives. Provide instructor candidates a copy of the PALS Provider Course exam and discuss the following key points:

• In the instructor-led PALS Provider Course, the exam is administered in the classroom. In HeartCode PALS, the exam is administered at the end of the online course.

• Use the current version of course exams, and obtain them from your TCC in advance. Exams are available only through the TCC.
  – Remind instructor candidates about the TC policy on exam security.

• The PALS exam consists of 50 questions.

• The exam has a minimum passing score of 84%.

• The use of scenarios in the exam are to stimulate critical thinking and allow students to have real-world examples when measuring their PALS knowledge.

• The exam is open-resource.
  – Have instructor candidates refer to the Exam section of “Part 3: Testing and Remediation” in the PALS Instructor Manual for examples of appropriate resources students can use.

• The AHA does not mandate a time limit for completion; the AHA considered the Americans With Disabilities Act in the decision not to mandate a course exam time limit. This does not mean that students should be given unlimited time to complete course exams.
  – The amount of time allotted for a student to successfully complete the exam can be determined by the AHA Instructor or TC.

• Make sure to collect the copies of the PALS Provider Course exam after the discussion.

Remediation

• Remind instructor candidates that, as with skills testing, students receive formal remediation after a PALS exam if they did not pass. Remediation is not provided during an exam or skills test.
• After exam remediation, the student will take the alternate version of the current PALS exam.
• If remediation is not successful, then students will need to retake the provider course to receive a course completion card.
Lesson 13
PALS Update Course and HeartCode® PALS 15 minutes

Part I: PALS Update Course
Part II: HeartCode PALS Overview
Part III: HeartCode PALS Hands-on Session

Faculty Tips

• Before teaching this lesson, thoroughly review
  – Benefits of Blended Learning and Preparing to Teach Blended-Learning Courses in “Part 1: Preparing for the Course” in the PALS Instructor Manual
  – HeartCode PALS online portion
  – HeartCode PALS and PALS Update Lesson Plans, course agendas, and outlines
  – PALS Provider Course video for HeartCode PALS

• This lesson requires the use of the PALS Instructor Essentials Course video.

Instructor Candidate Materials

All instructor candidates need to have the PALS Update and HeartCode PALS Lesson Plans, course agendas, and outlines accessible from the PALS Instructor Manual.

Discussion: PALS Update Course

Discuss the following overview of the PALS Update Course, including the videos and outline.

PALS Update Course Videos

• The videos used in the PALS Update Course are Science of Resuscitation, Basic Life Support, Systematic Approach, Team Dynamics, and Post-Cardiac Arrest Care.
  – Life Is Why and Coping With Death are also included, if teaching these optional lessons.

PALS Update Course Outline

• Have instructor candidates locate the Outline for PALS Update Course found in “Part 2: Teaching the Course” of the PALS Instructor Manual.

• Inform instructor candidates that the Update Course is very similar to the PALS Provider Course but is tailored to meet the needs of those students who are renewing their PALS Provider card.

• The Update Course does not administer the lessons that cover management of respiratory, shock, and arrhythmia emergencies, including the case discussions and learning stations.

• Also, point out to instructor candidates that in the Update Course, students are only required to complete 1 case scenario during the Case Scenario Practice With Simulations Lesson.

• Remind instructor candidates of the approximate time difference that it takes to complete the PALS Update Course in comparison with the PALS Provider Course.
Play Video: HeartCode PALS Demo
Inform instructor candidates that they will now have the opportunity to watch an overview of the HeartCode PALS online portion.
• Play the HeartCode PALS Demo from the PALS Instructor Essentials Course video.

Discussion: HeartCode PALS Overview
After the HeartCode PALS Demo video, discuss the following key points with instructor candidates:
• Students completing HeartCode PALS must present a certificate of completion to an instructor to complete the hands-on session.
  – This certificate of completion is also validation that students passed the required PALS exam, which is taken online and not in the classroom for HeartCode PALS students.
  – Refer instructor candidates to the Validation of Online Course Certificates in “Part 1: Preparing for the Course” in the PALS Instructor Manual for further detail.
• The same course completion requirements are required for both the instructor-led and blended-learning PALS course formats.

Discussion: HeartCode PALS Hands-on Session
Discuss the following overview of the HeartCode PALS hands-on session, including the videos and outline.

HeartCode PALS Videos
• The videos used in the hands-on session of HeartCode PALS are Basic Life Support and IO Access.
  – Life Is Why is also included, if teaching this optional lesson.

HeartCode PALS Outline
• Have instructor candidates locate the Outline for HeartCode PALS found in “Part 2: Teaching the Course” of the PALS Instructor Manual.
• Inform instructor candidates that during the hands-on session, they have the opportunity to bridge the gap between online learning and skills testing. It is important to adapt to the skill levels of students on the basis of their performance during practice.
• During the hands-on session, students will first practice skills before testing. Only the lessons below are covered in HeartCode PALS:
  – Learning/Testing Station: High-Quality BLS (Child and Infant)
  – Learning Station: Airway Management
  – Learning Station: Vascular Access
  – Learning Station: Rhythm Disturbances/Electrical Therapy
  – Case Scenario Testing
Lesson 14
AHA Instructor Resources

Part I: Program Administration Manual
Part II: Instructor Network
Part III: Training Center–Specific Policies

Learning Objectives
Tell instructor candidates that at the end of this lesson, they will be able to
• Describe the usability of the Program Administration Manual (PAM)
• Identify resources available to an AHA Instructor

Faculty Tips
• This lesson requires knowledge of the PAM. To access the PAM, visit the Instructor Network and make sure you are familiar with the content in the PAM before teaching this lesson.
• Become familiar with the Instructor Network and your TC-specific policies to lead a discussion with instructor candidates and to answer any questions they may have.
• If the Internet is accessible in the classroom, you can navigate to the PAM and the Instructor Network during this lesson to show instructor candidates.

Discussion: Program Administration Manual
Discuss the following topics with instructor candidates at a high-level overview, per the PAM:
• Usability of the PAM
  – The PAM covers all aspects of program administration and training for the educational courses of the AHA's ECC Programs. It provides TCs and instructors with rules affecting TCs, instructors, and volunteers.
• TC Organization
  – The Role of the TC
  – Regional Faculty, TC Faculty, TCC, and Instructors
• TC Policies and Procedures
  – Following AHA Policies and Procedures
  – Managing Records—Types of Records
  – Course Completion Card Management
  – Exam and Skills Tests
  – Course Fees, Materials, and Equipment
• Instructor Alignment
• Conflict of Interest and Ethics Policies
  – Conflict of Interest
  – Ethics/Code of Conduct
Encourage instructor candidates to use the PAM for reference when they are AHA Instructors for additional information on all AHA protocols and procedures.

**Discussion: Instructor Network**
Discuss the following information about the Instructor Network with instructor candidates and share the Instructor Network website: [www.ahainstructornetwork.org](http://www.ahainstructornetwork.org).

- All AHA Instructors are required to join the Instructor Network.
- The Instructor Network contains all information that is needed and used by AHA Instructors, including science updates and information on how to order materials.
- Inform instructor candidates that they will need to align with a TC through the Instructor Network by creating a profile. The Instructor Network will assign an instructor number once the TC approves the alignment.
  - The instructor ID number will be on the back of the instructor card and will be placed on every provider course completion card.
- Instructors can also align with a secondary TC but do not have to create a second profile. The second alignment can be added to an existing profile.
- Inform instructor candidates that they can also visit the Instructor Network for which classroom courses offer continuing education credit.
  - Instructor candidates can refer to the section Application for Continuing Education/Continuing Medical Education Credit for Courses in “Part 3: Testing and Remediation” in the PALS Instructor Manual.

**Discussion: TC-Specific Policies**
Discuss the following list of policies with instructor candidates. Responses will vary depending on how each TC handles each policy, so have information prepared in advance to engage discussion. Encourage instructor candidates to write responses in their Instructor Candidate Workbook.

- How to register to teach classes
- How much notice to give the TC to arrange a class
- How to advertise and communicate with students
- What to do about equipment for the class; decontamination policy
- How to manage obtaining course books for students
- How to manage course rosters and course completion cards
- Dispute resolution
- Compliance with the Americans With Disabilities Act

Next
Course Conclusion and Exam

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Lesson 15
Course Conclusion and Exam

Part I: Course Conclusion

Part II: PALS Instructor Essentials Exam

Faculty Tip

• Make sure to have a copy of the PALS Instructor Essentials exam for each instructor candidate.

Discussion: Course Conclusion

At the end of the PALS Instructor Essentials Course, discuss the following with instructor candidates:

• Encourage instructor candidates to become familiar with the PALS instructor materials discussed throughout this course.
  – Instructor candidates can also refer to the FAQ found in their Instructor Candidate Workbook and FAQ for the PALS Course found on the Instructor Network.
• Answer any questions that the instructor candidates have about the instructor materials, the courses, or AHA protocols and procedures.
• Summarize what instructor candidates have learned, referencing the learning objectives featured in Lesson 1: Course Introduction in this Faculty Guide.
• Remind instructor candidates that to become a PALS Instructor, he or she must first pass the PALS Instructor Essentials exam and then be monitored teaching the first course within 6 months after completing the PALS Instructor Essentials Course.
  – Instructor candidates can refer to the Recruiting and Mentoring Instructors section in “Part 4: Additional Resources” of the PALS Instructor Manual for information on how to encourage providers in the PALS Provider Course to become instructors.
• Discuss any TC-specific policies or protocols with instructor candidates, and remind them of the importance of registering on the Instructor Network after being monitored teaching their first class.
  – Optional: Have instructor candidates turn to the Quick Self-Quiz found in their Instructor Candidate Workbook and discuss the questions with them for a review before taking the exam.
• Distribute and collect course evaluations either before or after the PALS Instructor Essentials exam.

PALS Instructor Essentials Exam

• Distribute an answer sheet and exam to each instructor candidate.
• As instructor candidates complete the exam, collect their exams and grade them.
• Regardless of their score, all instructor candidates should be given their exam results and be allowed the opportunity to review and ask questions.
• For instructor candidates who need remediation, follow these steps:
  – Instructor candidates who scored less than 84% need immediate remediation.
- Provide remediation by giving a second exam or by having instructor candidates verbally answer each item they got incorrect, showing understanding of incorrect items.
- Upon successful remediation, instructor candidates should show an improvement in being able to provide correct responses and an understanding of the correct response.