

Pediatric Advanced Life Support (EMSP 1147)



Credit: 1 semester credit hours (1 hours lecture)

Prerequisite/Co-requisite: Pre-requisite: EMSP 1338, EMSP 1356, EMSP 1355, EMSP 1260 Co-requisites: EMSP 2338; EMSP 2430; EMSP 2434; EMSP 2261.

Course Description

Theory and skills necessary for the management of pediatric emergencies as specified by the American Heart Association guidelines. This course was designed to be repeated multiple times to improve student proficiency.

Required Textbook and Materials

1. EMS Program Student Handbook.
 - a. Pediatric Advanced Life Support Course Guide
 - b. Pediatric Advanced Life Support Provider Manual
2. Program Uniform.
 - a. Uniform T-Shirt
 - b. EMT / Paramedic Pants (dark blue or black)
 - c. Conservative Black leather belt (no designs)
 - d. Black leather shoes or boots (not tennis shoes)
 - e. Stethoscope, Pen light, BP cuff, Trauma shears

Course Objectives

Upon completion of this course, the student will be able to:

- Demonstrate a working knowledge of clinical information and related topics relevant to pediatric emergencies.
(SCANS: F1.3, F2.3, F3.2, F4.1, F5.5, F6.5, F8.5, F9.5, F12.5, C1.4, C4.3)
- Demonstrate the ability to completely and proficiently perform all applicable skills;
(SCANS: F5.5, C3.4, C5.5, C6.5, C7.5, C8.3, C10.4, C18.5, C19.5, C20.5)
- Demonstrate attitudes and behavior consistent with the ethics and professionalism expected in pediatric specialties.
(SCANS: F13.5, F14.5, F15.5, F16.5, F17.5 C9.5, C11.5, C12.5, C13.5, C14.5)

Curriculum based on Department of Transportation National Standard Curriculum

SCANS Skills and Competencies

Beginning in the late 1980's, the U.S. Department of Labor Secretary's Commission on Achieving Necessary Skills (SCANS) conducted extensive research and interviews with business owners, union leaders, supervisors, and laborers in a wide variety of work settings to determine what knowledge workers needed in order to perform well on a job. In 1991 the Commission announced its findings in *What Work Requires in Schools*. In its

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research, the Commission determined that “workplace know-how” consists of two elements: foundation skills and workplace competencies.

Course Outline

- A. Introduction
 - 1. Introduction of EMS Staff, Instructors and students
 - 2. EMS program policies
- B. Introduction to PALS
 - 1. PALS course organization.
 - 2. Overview of PALS science
- C. Start initial competency practice and testing
 - 1. CPR/AED practice and competency testing
 - 2. Rhythm Disturbances/Electrical Therapy Skills
- D. Core Case Simulations (Cardiac)
 - 1. Cardiac Cases 1 and 2
- E. Overview of Pediatric Assessment
 - 1. Overview of Core Case Discussions and Simulations
- F. Core Case Simulations (Cardiac continued)
 - 1. Cardiac cases 3 and 4
- G. Core Case Simulations (Respiratory)
 - 1. Core Case Simulations Respiratory Cases 1 and 2
- H. Core Case Simulations (Respiratory Continued)
 - 1. Core Case Simulations Respiratory Cases 3 and 4
- I. Core Case Simulations (Shock)
 - 1. Core Case Simulations Shock Cases 1 and 2
- J. Core Case Simulations (Shock continued)
 - 1. Core Case Simulations Shock Cases 3 and 4
- K. Putting it all together
 - 1. Course summary and testing details
- L. PALS Written Test
 - 1. Remediation (for those that score less than 84%).

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Grade Scale

90 – 100	A
84 – 89	B
70 – 84*	C
60 – 69*	D
0 – 59*	F

** According to American Heart Association PALS guidelines any written exam grade less than 84% requires remediation training before the student can obtain a PALS certification.*

Course Evaluation

Final grades will be calculated according to the following criteria:

- | | |
|----------------------------|-----|
| 1. Written Exam | 80% |
| 2. PALS Proficiency Skills | 20% |

Course Requirements

1. The student will demonstrate proficiency in all pediatric advanced life support skills.
2. The student will sit for a written exam and must make a minimum of 84% grade on the exam.

Course Policies

1. Student must be in the proper class uniform while attending class.
2. Student must attend all hours of the PALS course.
3. If you wish to drop a course, the student is responsible for initiating and completing the drop process. If you stop coming to class and fail to drop the course, you will earn an 'F' in the course.
4. Additional class policies as defined by the EMS Program Student handbook.

Disabilities Statement

The Americans with Disabilities Act of 1992 and Section 504 of the Rehabilitation Act of 1973 are federal anti-discrimination statutes that provide comprehensive civil rights for persons with disabilities. Among other things, these statutes require that all students with documented disabilities be guaranteed a learning environment that provides for reasonable accommodations for their disabilities. If you believe you have a disability requiring an accommodation, please contact the Special Populations Coordinator at (409) 880-1737 or visit the office in Student Services, Cecil Beeson Building.

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Course Schedule

Week	Topic	Reference
Hour 1-2	PALS Orientation	PALS Provider Manual
Hour 3-4	Testing on CPR/AED	
Hour 4-6	Core Case Simulations – Cardiac	
Hour 6-7	Overview of Pediatric assessment	
Hour 8	Core Case Simulations – Respiratory	
Hour 9	Core Case Simulations – Shock	
Hour 10-12	Putting it all Together	
Hour 12-14	Final Exam	
Hour 14-16	Remediation/Critique	