



PEDIATRIC EMERGENCY ASSESSMENT, RECOGNITION, AND STABILIZATION

Instructor Essentials Faculty Guide



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PEARS Instructor Essentials Course Faculty Lesson Plans

PEARS IE 1-34



Preparing for the Course

Instructor Essentials Overview

Welcome to the American Heart Association (AHA) Pediatric Emergency Assessment, Recognition, and Stabilization (PEARS®) Instructor Essentials Course. The Instructor Essentials Course is designed to prepare instructor candidates to teach the PEARS Provider Course. 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 PEARS Instructor Essentials Course is taught in a blended-learning format. To become an AHA PEARS 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 PEARS 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.

Steps to Become an Instructor

There are 4 steps to become a PEARS 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 after 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 Pediatric Advanced Life Support Faculty—Regional or TC—who will be teaching the hands-on session of the PEARS 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 classes on the AHA Instructor Network. With permission from the TCC, TC Faculty may also post scheduled classes.

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



AHA Instructor Network
www.ahainstructornetwork.org

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 PEARS 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 PEARS 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.

Quantity	Materials and Equipment
1 per Faculty	PEARS Instructor Essentials Faculty Guide with Lesson Plans
	Program Administration Manual (PAM)
	PEARS Provider Course materials: <i>PEARS Instructor Manual</i> , Lesson Plans, and Video (or Course DVD)
	PEARS Instructor Essentials Course video (or Course DVD)
1 per instructor candidate	Name tag (optional)
	Course agenda
	PEARS Child CPR and AED and Infant CPR Skills Testing Checklists (have at least 2 copies of each)
	PEARS Instructor Essentials Exam
	Instructor Candidate Workbook
	<i>PEARS Instructor Manual</i> and <i>PEARS Provider Manual</i>
	PEARS Provider Course Exam
Course equipment per learning station practice	<p>Refer to the following sections in the PEARS Equipment List for quantity and items:</p> <ul style="list-style-type: none"> • Audiovisual • Basic Life Support (BLS) • Airway and Ventilation • Vascular Access • Cardiac Monitoring/Electrical Therapy • Recommended Drugs or Drug Package • Safety • Other • Cleaning Supplies

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 PEARS Instructor Essentials Course is an intensive course for instructor candidates who have already successfully completed the PEARS 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.

PEARS 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 instructors once they have completed Instructor Essentials and their monitoring is completed.
- Have a current AHA PEARS Provider course completion card
- Be proficient in the skills of PEARS
 - To measure the proficiency of the skills of PEARS, be sure to observe instructor candidates during the course. If you feel that instructor candidates need to be retested in their skills of PEARS, 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 PAM.

Sample Precourse Letter to Instructor Candidates

The letter below is a sample you may modify and send to instructor candidates attending the hands-on session of the PEARS 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



Teaching the Course

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:

Icon	Action
	Discussion
	Play video
	Instructor candidate practice
	Instructor candidate materials
	Exam

Using Lesson Plans

Use Lesson Plans before and during the course.













When	How to Use
Before the course	<p>Review the Lesson Plans to understand</p> <ul style="list-style-type: none">• Objectives for each lesson• Your role for each lesson• Resources that you need for each lesson <p>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.</p>
During the course	<ul style="list-style-type: none">• 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.

PEARS Instructor Essentials Course Outline

Approximate course duration without breaks: 7.25 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.

Lesson	Course Event	Lesson Plan Actions and Time Estimate (in Minutes)
1	Course Introduction	 5
2	AHA Introduction Part I: American Heart Association Mission Part II: Instructor Core Competencies	 15
3	PEARS Provider Course Preparation Part I: Course Paperwork Part II: Course Preparation	  25
4	PEARS Provider Course Overview Part I: Course Format Part II: Instructor Materials Part III: Learning Objectives and Course Completion Requirements	 15
5	Life Is Why® Activity	  5
6	PEARS 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	PEARS Skills Testing and Remediation Part I: PEARS Skills Testing Part II: Remediation	   30

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Lesson	Course Event	Lesson Plan Actions and Time Estimate (in Minutes)
8	PEARS Provider Course: Lessons 5C-7B Part I: Lesson 5C: Learning Station: Child and Infant Choking Part II: Lesson 6A: Overview of the Systematic Approach and Initial Assessment Part III: Lesson 6B: Initial Assessment Video Case Discussions Part IV: Lesson 7A: Primary Assessment Part V: Lesson 7B: Primary Assessment Video Case Discussions	   40
9	PEARS Provider Course: Lessons 8A-9C Part I: Lessons 8A-8B: Management of Respiratory Emergencies Part II: Lessons 9A-9C: Management of Shock Emergencies	  120
10	PEARS Provider Course: Lessons 10-11 Part I: Lesson 10: Team Dynamics Part II: Lesson 11: Putting It All Together Part III: Debriefing	   105
11	PEARS Provider Course: Lesson 12: Video-Based Exam	 10
12	AHA Instructor Resources Part I: PAM Part II: Instructor Network Part III: TC-Specific Policies	 20
13	Course Conclusion and Exam Part I: Course Conclusion Part II: PEARS Instructor Essentials Exam	  30

Sample PEARS Instructor Essentials Course Agenda

7 Instructor Candidates, 1 Faculty

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

Total time: Approximately 8.5 hours (with breaks)

8:00-8:05	Lesson 1: Course Introduction
8:05-8:20	Lesson 2: AHA Introduction Part I: American Heart Association Mission Part II: Instructor Core Competencies
8:20-8:45	Lesson 3: PEARS Provider Course Preparation Part I: Course Paperwork Part II: Course Preparation
8:45-9:00	Lesson 4: PEARS Provider Course Overview Part I: Course Format Part II: Instructor Materials Part III: Learning Objectives and Course Completion Requirements
9:00-9:05	Lesson 5: Life Is Why® Activity
9:05-9:20	Lesson 6: PEARS 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
9:20-9:40	Break
9:40-10:10	Lesson 7: PEARS Skills Testing and Remediation Part I: PEARS Skills Testing Part II: Remediation
10:10-10:50	Lesson 8: PEARS Provider Course: Lessons 5C-7B Part I: Lesson 5C: Learning Station: Child and Infant Choking Part II: Lesson 6A: Overview of the Systematic Approach and Initial Assessment Part III: Lesson 6B: Initial Assessment Video Case Discussions Part IV: Lesson 7A: Primary Assessment Part V: Lesson 7B: Primary Assessment Video Case Discussions
10:50-11:50	Lesson 9: PEARS Provider Course: Lessons 8A-9C (Part I) Part I: Lessons 8A-8B: Management of Respiratory Emergencies Part II: Lessons 9A-9C: Management of Shock Emergencies
11:50-12:20	Lunch
12:20-1:20	Lesson 9: PEARS Provider Course: Lessons 8A-9C (Part II) Part I: Lessons 8A-8B: Management of Respiratory Emergencies Part II: Lessons 9A-9C: Management of Shock Emergencies
1:20-3:05	Lesson 10: PEARS Provider Course: Lessons 10-11 Part I: Lesson 10: Team Dynamics Part II: Lesson 11: Putting It All Together Part III: Debriefing
3:05-3:15	Lesson 11: PEARS Provider Course: Lesson 12: Video-Based Exam

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3:15-3:35	Break
3:35-3:55	Lesson 12: AHA Instructor Resources Part I: PAM Part II: Instructor Network Part III: TC-Specific Policies
3:55-4:25	Lesson 13: Course Conclusion and Exam Part I: Course Conclusion Part II: PEARS Instructor Essentials Exam



Lesson Plans

PEARS Instructor Essentials Course Faculty Lesson Plans

Precourse

Faculty Tips

Prepare for your role as a PEARS Faculty Instructor well. Thoroughly review the PEARS Provider Course instructor materials and the Faculty materials for the PEARS 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 PEARS Provider Course materials, including
 - PEARS Provider Course video
 - *PEARS Provider Manual*
 - *PEARS Instructor Manual*, including the sections Preparing for the Course, Teaching the Course, Testing and Remediation, Additional Resources, Appendixes, and PEARS Lesson Plans
 - Read through the Faculty Guide and Lesson Plans.
 - Review the PAM.
 - 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 PEARS Provider Course by viewing proof of their current PEARS 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.

Next

Course Introduction

Lesson 1

Course Introduction

5 minutes

Faculty Tips

- Be familiar with the learning objectives and the PEARS 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 instructor candidates that during the course, they will have the opportunity to go through the overall flow of the PEARS 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 instructors.
- Explain the layout of the building, including bathrooms and emergency exits.
- Remind instructor candidates of where the nearest automated external defibrillator (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 PEARS Instructor Essentials Course, learners will be able to
 - Identify the prerequisites to becoming an AHA Instructor
 - Describe the 5 steps of the AHA Instruction Cycle: prepare, teach, test and remediate, close, and keep current
 - Describe the requirements for how to maintain an AHA Instructor status
 - Describe the core competencies of an AHA Instructor
 - Identify discipline-specific course format available to students for completion of the course
 - Describe discipline-specific flexibility options available to an AHA Instructor within the course
 - Describe discipline-specific course completion requirements

- Describe how to use discipline-specific AHA instructor materials: the Instructor Manual, Lesson Plans, course video, and skills testing checklists
- Demonstrate the administration of skills testing with the use of the skills testing checklists
- Demonstrate effective AHA Instructor feedback and remediation techniques
- Demonstrate structured debriefing skills
- Describe the usability of the PAM
- Identify resources available to an AHA Instructor
- 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.

Next

AHA Introduction

Lesson 2

AHA Introduction

15 minutes

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 cardiopulmonary resuscitation (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 can be 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.

Next

PEARS Provider Course
Preparation

Lesson 3

PEARS Provider Course Preparation

25 minutes

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 *PEARS 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 *PEARS 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 *PEARS 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 *PEARS Instructor Manual* for detailed information on who can take the PEARS 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 *PEARS Instructor Manual*.

Classroom Preparation

- Reserve a room per the room requirements found in “Part 1: Preparing for the Course” in the *PEARS 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 *PEARS 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 PEARS 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, including
 - Airway equipment
 - Monitor/defibrillator
 - Shock management 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 *PEARS Instructor Manual*.

For the assembly of course equipment, please follow the instructions provided by the manufacturer.

Next

PEARS Provider Course
Overview

Lesson 4

PEARS Provider Course Overview

15 minutes

Part I: Course Format

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 format available to students for completion of the course
- Describe discipline-specific flexibility options available to an AHA Instructor within the course
- Describe discipline-specific course completion requirements
- Describe how to use discipline-specific AHA instructor materials, the Instructor Manual, Lesson Plans, the course video, 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 PEARS Provider Course, including the Lesson Plans and the PEARS Provider Course video.
 - Review the Course Goal, Learning Objectives, and Educational Design sections of “Part 1: Preparing for the Course” in the *PEARS Instructor Manual*.
- Remind instructor candidates that, for this portion of the PEARS Instructor Essentials Course, they will move through the elements of the PEARS Provider Course, and it is important to keep in mind the perspective of their future students as they learn how to teach the PEARS Provider Course.



Instructor Candidate Materials

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



Discussion: PEARS Course Format

Remind instructor candidates that the PEARS Provider Course is taught only in an instructor-led format in a classroom setting.



Discussion: Instructor-Led PEARS Instructor Materials

Discuss the following overview of the PEARS Provider Course video and PEARS Lesson Plans with instructor candidates, emphasizing how they are aligned for ease of use and navigation while teaching. Have your PEARS Provider Course video accessible during this discussion to show instructor candidates the menu navigation options.

PEARS Provider Course Video Overview

- Organization of the videos
 - There are 2 sets of the same videos provided in the PEARS Provider Course so that instructors can run stations simultaneously.
 - The videos for the instructor-led class are organized by lessons that correspond with the Lesson Plans.
 - The exam videos used for the video-based exam are also included in the PEARS Provider Course video.

Lesson Plans Overview

- Lesson Plan design
 - The Lesson Plan titles and icons, which indicate instructor actions, correspond with the course video.
 - The Lesson Plans contain the following elements to help instructors teach the course. Emphasize that instructors need to review and use these elements:
 - Learning Objectives
 - Instructor Tips
 - Key points listed in student practice sections for instructors to provide feedback
 - Instructor Notes
- Instructor flexibility
 - There are optional lessons in the PEARS Lesson Plans to help instructors tailor the course to audience needs.
 - Instructor-led practice and discussions are included in the PEARS Lesson Plans to promote student-instructor interaction.
 - Instructors have the option in the course to adjust the flow of lessons to audience needs and understanding of content.



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 PEARS course completion card.
 - Instructor candidates can refer to the Learning Objectives section in “Part 1: Preparing for the Course” in the *PEARS Instructor Manual* for a complete list of learning objectives for the PEARS 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 *PEARS Instructor Manual*.

Next

Life Is Why Activity

Lesson 5

Life Is Why® Activity

5 minutes

Faculty Tips

- Before teaching this lesson, complete the Life Is Why activity in the *PEARS Instructor Manual* to share your Why with instructor candidates.
- Have the PEARS 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 PEARS Provider Course.



Instructor Candidate Materials

All instructor candidates need to have the Life Is Why activity located in the front of the *PEARS 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 PEARS Provider Course. If instructor candidates did not, have them complete the activity to prepare them to use it when teaching the PEARS 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 *PEARS 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 PEARS Provider Courses by using the Why that they completed in class.

Next

PEARS Provider Course:
Lessons 3-5B

Lesson 6

PEARS Provider Course: Lessons 3-5B

15 minutes

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

Faculty Tip

- Before teaching this lesson, thoroughly review Lessons 3 through 5B in “Part 6: Lesson Plans” in the *PEARS Instructor Manual* with the corresponding lessons on the PEARs 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 *PEARS 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 video 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 PEARs Provider Course menu if instructor candidates in your class did not view the Science of Pediatric Resuscitation video in the PEARs 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.
 - The use of the video is not required for this practice.
- 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.

- 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 PEARS Provider Course.

Next

PEARS Skills Testing and Remediation

Lesson 7

PEARS Skills Testing and Remediation

30 minutes

Part I: PEARS 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
 - Remediation section in “Part 3: Testing and Remediation” in the *PEARS Instructor Manual*
- 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 PEARS 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: 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
 - Understanding the Child CPR and AED Skills Testing Checklist and the Understanding the Infant CPR Skills Testing Checklist sections located in “Part 3: Testing and Remediation” of the *PEARS Instructor Manual*

- 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.



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 *PEARS 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 PEARS Provider Course video and the *PEARS 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.



Instructor Candidates Practice: 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 PEARS 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 PEARS 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.

Next

PEARS Provider Course:
Lessons 5C-7B

Lesson 8

PEARS Provider Course: Lessons 5C-7B

40 minutes

Part I: Lesson 5C: Learning Station: Child and Infant Choking

Part II: Lesson 6A: Overview of the Systematic Approach and Initial Assessment

Part III: Lesson 6B: Initial Assessment Video Case Discussions

Part IV: Lesson 7A: Primary Assessment

Part V: Lesson 7B: Primary Assessment Video Case Discussions

Faculty Tips

- Before teaching this lesson, thoroughly review Lessons 5C through 7B in “Part 6: PEARs Lesson Plans” in the *PEARs Instructor Manual* with the corresponding lessons on the PEARs Provider Course video.
- This lesson requires the use of the PEARs Provider Course video.



Instructor Candidate Materials

All instructor candidates need to have Lessons 5C through 7B from “Part 6: Lesson Plans” in the *PEARs Instructor Manual* accessible during this lesson.



Discussion: Lesson 5C: Learning Station: Child and Infant Choking

Have instructor candidates turn to Lesson 5C. 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 PEARs 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 6A: Overview of the Systematic Approach and Initial Assessment

Have instructor candidates turn to Lesson 6A. Discuss with instructor candidates that this lesson provides an overview of the Pediatric Systematic Approach Algorithm, initial assessment, primary assessment, and Pediatric Assessment Triangle. The lesson also covers information about life-threatening conditions when following the evaluate-identify-intervene sequence.

- Inform instructor candidates that it is important not to interrupt the video and to write down any comments to discuss with students at the end of the video.
 - Remind instructor candidates that it is also helpful to draw the Pediatric Assessment Triangle for students in the classroom so that they can refer to it during patient cases.



Discussion: Lesson 6B: Initial Assessment Video Case Discussions

Have instructor candidates turn to Lesson 6B. 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.
 - Students in the provider course will first complete an initial assessment in response to 3 different real-world 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.
-



Discussion: Lesson 7A: Primary Assessment

Have instructor candidates turn to Lesson 7A. Discuss with instructor candidates that this lesson begins with a patient case, followed by the instructor leading students through a primary assessment.

- Remind instructor candidates that it is important to review the patient case before teaching this lesson to provide students an example of how to complete a primary assessment.
 - Also note the importance of addressing student questions after the demonstration of primary assessment. This will ensure student understanding before they have a chance to practice.
-



Discussion: Lesson 7B: Primary Assessment Video Case Discussions

Have instructor candidates turn to Lesson 7B. Explain to instructor candidates that during this lesson, students will now be completing both the initial and primary assessments for each patient case.

- Inform instructor candidates that students will focus first on the initial assessment and then, as appropriate, on the airway, breathing, circulation, disability, and exposure components of the primary assessment.
 - Similar to the Initial Assessment Video Case Discussions lesson, this lesson also allows students to view 3 patient cases.
-



Play Video: PEARS Systematic Approach

Navigate to the PEARS Systematic Approach video within the PEARS Instructor Essentials Course video menu for an overview of how to lead large group discussions as students complete initial and primary assessments with patient cases. Remind instructor candidates of the following key points:

- Your role as an instructor is mainly to facilitate discussion and answer student questions.
- Discussions should be student driven.
- Lecturing is not effective.
- It is important to encourage student participation during large group discussions.

Be sure to address any additional questions that instructor candidates have about leading large group discussions before moving into the practice of video case discussions.



Instructor Candidates Practice: Primary Assessment Video Case Discussions

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 Primary Assessment video 2 (2-month-old boy in blanket with electrocardiographic [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: 2-Month-Old Boy in Blanket With ECG Leads

Navigate to the Primary Assessment 2 video on the PEARS 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.

Next

PEARS Provider Course:
Lessons 8A-9C

Lesson 9

PEARS Provider Course: Lessons 8A-9C

120 minutes

Part I: Lessons 8A-8B: Management of Respiratory Emergencies

Part II: Lessons 9A-9C: Management of Shock Emergencies

Faculty Tips

- Before teaching this lesson, thoroughly review Lessons 8A through 9C in “Part 6: PEARs Lesson Plans” in the *PEARs Instructor Manual* with the corresponding lessons on the PEARs Provider Course video.
- This lesson requires the use of the PEARs Provider Course video.



Instructor Candidate Materials

All instructor candidates need to have Lessons 8A through 9C from “Part 6: PEARs Lesson Plans” in the *PEARs Instructor Manual* accessible during this lesson.



Discussion: Lessons 8A-8B: Management of Respiratory Emergencies

Have instructor candidates turn to Lessons 8A and 8B. 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 for initial assessment and primary assessment with skills practice.

Lesson 8A

- Inform instructor candidates that when they administer video-based lessons, it is important to challenge students by asking questions after the video that are tailored to their level of experience.
 - Inform instructor candidates that it is important to have questions ready, before playing the video, for upper airway obstruction, lower airway obstruction, lung tissue disease, and disordered control of breathing.

Lesson 8B

- Discuss with instructor candidates that during this lesson, students will view and assess 3 patient cases.
 - The video will pause 3 times, prompting students to complete the initial assessment, primary assessment, and skills practice for each patient.
- During the initial and primary assessment, the questions featured 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.
 - Discuss with instructor candidates that the video case discussions feature titles to help navigate through the discussion with students.
- During the pause for skills practice, make sure to emphasize the questions that instructors need to be asking during practice to assess their understanding of each step.

- Emphasize the importance of allowing students to work together when answering questions to allow for self-discovery after viewing patient cases.

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



Instructor Candidates Practice: Respiratory Video Case Discussion and Skills Practice

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

- 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 shock video case discussions and skills practice.
 - 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 and skills practice.
- For the video case discussion, navigate to the Case Discussions videos for Management of Respiratory Emergencies on the PEARS Provider Course video menu.
- Refer to the chart below to help in assigning instructor roles* for each group of instructor candidates per each video case discussion and skills practice.

	Video Case Discussion and Skills Practice
Instructor Role 1	Respiratory, video clip 1
Instructor Role 2	Respiratory, video clip 2
Instructor Role 3	Respiratory, video clip 3
Instructor Role 4	Respiratory, video clip 1, 2, or 3
Instructor Role 5	Shock, video clip 1
Instructor Role 6	Shock, video clip 2
Instructor Role 7	Shock, video clip 1 or 2

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



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

Have instructor candidates turn to Lessons 9A and 9B. Discuss with instructor candidates that, similar to Lessons 8A and 8B, these lessons follow the same format of content overview followed by video case discussion with practice.

- The video will pause 3 times, prompting students to complete the initial assessment, primary assessment, and skills practice for each patient.

Lesson 9C

- Inform instructor candidates that Lesson 9C is optional in PEARS and is intended for inpatient PEARS providers who either frequently or infrequently care for children with cardiogenic shock.

- The video will pause 2 times, for initial and primary assessment, but it does not include skills practice.



Instructor Candidates Practice: Shock Video Case Discussions and Skills Practice

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

- Instructor roles 5, 6, and 7 will now practice leading Lesson 9B.
- For the video case discussion, navigate to the Case Discussions videos for Management of Shock Emergencies on the PEARS Provider Course video menu.
- Refer to the chart below to help in assigning instructor roles* for each group of instructor candidates per each video case discussion and skills practice.

	Video Case Discussion and Skills Practice
Instructor Role 1	Respiratory, video clip 1
Instructor Role 2	Respiratory, video clip 2
Instructor Role 3	Respiratory, video clip 3
Instructor Role 4	Respiratory, video clip 1, 2, or 3
Instructor Role 5	Shock, video clip 1
Instructor Role 6	Shock, video clip 2
Instructor Role 7	Shock, video clip 1 or 2

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

Next

PEARS Provider Course:
Lessons 10-11

Lesson 10

PEARS Provider Course: Lessons 10-11

105 minutes

Part I: Lesson 10: Team Dynamics

Part II: Lesson 11: Putting It All Together

Part III: Debriefing

Learning Objective

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

- Demonstrate structured debriefing skills

Faculty Tips

- Before teaching this lesson, thoroughly review Lessons 10 and 11 in “Part 6: PEARS Lesson Plans” in the *PEARS Instructor Manual* with the corresponding lessons on the PEARS Provider Course video.
- As an option, it is helpful to have extra copies of the case scenarios that students will be practicing in this lesson for easy reference while discussing Lesson 11.
- This lesson requires the use of the PEARS Instructor Essentials Course video.



Instructor Candidate Materials

All instructor candidates need to have Lessons 10 and 11 from “Part 6: PEARS Lesson Plans” in the *PEARS Instructor Manual* accessible during the lesson.



Discussion: Lesson 10: Team Dynamics

Have instructor candidates turn to Lesson 10. Discuss with instructor candidates that the material covered in this lesson provides students 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 PEARS Provider Course video to review this material.



Discussion: Lesson 11: Putting It All Together

Have instructor candidates turn to Lesson 11. Discuss with instructor candidates that this lesson involves the practice of simulations with case scenarios.

Case Scenarios

- Case scenarios and debriefing tools can be found in Appendix B in “Part 5: Appendixes” of the *PEARS 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.
 - Instructor candidates can refer to Understanding Case Scenarios in “Part 2: Teaching the Course” in the *PEARS Instructor Manual* for further detail on the grouping of case scenarios.

Lesson 11

- Each simulation is 10 to 12 minutes, including time for debriefing. Remind instructor candidates that they will be using a timing device during case scenarios.
 - Remind instructor candidates that the first provider to arrive (student) will use a “3-step” approach when performing the Pediatric Assessment Triangle, observing appearance, breathing, and then circulation.
 - When the first provider calls for help, the other team members (students) should arrive to assist during the simulation.
 - Remind instructor candidates that students can use their pocket reference cards or ECC Handbook during this portion of the provider course.
- Lesson 11 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.



Play Video: Debriefing Overview

Navigate to the Debriefing Overview video within the PEARS 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 next in the Putting It All Together practice.
- Ask instructor candidates if they have any questions before proceeding.



Play Video: Putting It All Together Case Scenarios

Navigate to the Putting It All Together Case Scenarios video within the PEARS Instructor Essentials Course video menu for an example simulation of a case scenario.

- Discuss with instructor candidates the transition from initial to primary assessment, including elements of team dynamics showcased in the video.
- Ask instructor candidates if they have any questions before proceeding to practice.



Instructor Candidates Practice: Putting It All Together

Have instructor candidates practice the roles of instructor and students for Lesson 11: Putting It All Together.

- Remind instructor candidates of their assigned instructor role number. Instructor candidates will practice playing the role of instructor for at least 1 case scenario, as indicated below.
- Assign or have instructor candidates select case scenarios to practice for each case.

- Refer to the chart below to help in assigning instructor roles* for each group of instructor candidates per each case.
- Rotate through each case scenario until all instructor candidates have had the opportunity to play the role of instructor.

	Case Scenario
Instructor Role 1	Shock
Instructor Role 2	Shock
Instructor Role 3	Shock
Instructor Role 4	Respiratory
Instructor Role 5	Respiratory
Instructor Role 6	Respiratory
Instructor Role 7	Respiratory

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

Next

PEARS Provider Course:
Lesson 12: Video-Based Exam

Lesson 11

PEARS Provider Course: Lesson 12:

Video-Based Exam

10 minutes

Faculty Tips

- Before teaching this lesson, thoroughly review
 - Lesson 12 in “Part 6: PEARs Lesson Plans” in the *PEARs Instructor Manual*
 - PEARs Provider Course exam
 - Have at least 1 copy of the PEARs Provider Course exam for instructor candidates to view (you will collect these after class).



Instructor Candidate Materials

All instructor candidates need to have Lesson 12 from “Part 6: PEARs Lesson Plans” in the *PEARs Instructor Manual* accessible during this lesson.



Discussion: PEARs Provider Course Exam

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

- In the PEARs Provider Course, the exam is video based and administered in the classroom.
 - Students will first watch a video and then answer questions pertaining to the video. There is a total of 7 videos that are aligned with most of the 32 questions on the exam.
 - Inform instructor candidates that it is helpful to allow students to first read the exam questions for each video before viewing.
- 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 PEARs exam consists of 32 questions.
- The exam has a minimum passing score of 84%.
- The use of videos/scenarios in the exam is meant to stimulate critical thinking and allow students to have real-world examples when measuring their PEARs knowledge.
- The exam is open resource.
 - Have instructor candidates refer to the Exam section of “Part 3: Testing and Remediation” in the *PEARs 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 PEARS Provider Course exam after the discussion.
-

Remediation

- Remind instructor candidates that, as with skills testing, students receive formal remediation *after* a PEARS 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 PEARS exam.
- If remediation is not successful, then students will need to retake the provider course to receive a course completion card.

Next

AHA Instructor
Resources

Lesson 12

AHA Instructor Resources

20 minutes

Part I: PAM

Part II: Instructor Network

Part III: TC-Specific Policies

Learning Objectives

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

- Describe the usability of the 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. 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: PAM

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



Discussion: Instructor Network

Discuss the following information about the Instructor Network with instructor candidates and share the Instructor Network website: 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 *PEARS 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

Lesson 13

Course Conclusion and Exam

30 minutes

Part I: Course Conclusion

Part II: PEARS Instructor Essentials Exam

Faculty Tip

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



Discussion: Course Conclusion

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

- Encourage instructor candidates to become familiar with the PEARS instructor materials discussed throughout this course.
 - Instructor candidates can also refer to the FAQ found in their Instructor Candidate Workbook and FAQ for the PEARS 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 PEARS instructors, they must first pass the PEARS Instructor Essentials exam and then be monitored teaching the first course within 6 months after completing the PEARS Instructor Essentials Course.
 - Instructor candidates can refer to the Recruiting and Mentoring Instructors section in “Part 4: Additional Resources” of the *PEARS Instructor Manual* for information on how to encourage providers in the PEARS 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 PEARS Instructor Essentials exam.



PEARS 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.



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7272 Greenville Avenue
Dallas, Texas 75231-4596, USA
www.heart.org