El Paso Community College
Syllabus
Part II
Official Course Description

SUBJECT AREA	**Respiratory Care Technology**
COURSE RUBRIC AND NUMBER	**RSPT 2135**
COURSE TITLE	**Pediatric Advanced Life Support**
COURSE CREDIT HOURS	**1 Credits 1 Lec: 2 Lab**

I. Catalog Description

Studies a comprehensive course designed to develop the skills for resuscitation of the infant and child. Includes strategies for preventing cardiopulmonary arrest and identification of high risk infants and children. May include certification based on American Heart Association standards. A grade of "C" or better is required is required in this course to take the next course. **(1:1). Lab fee.**

II. Course Objectives

A. Unit I. Systematic Approach to the Seriously Ill or Injured Child

1. Discuss the evaluate-identify-intervene sequence.
2. Explain the purpose and components of the initial impression.
3. Describe the ABCDE components of the primary components.
4. Interpret the clinical findings during the primary assessment.
5. Evaluate respiratory or circulatory problems using the ABCDE model in the primary assessment.
6. Describe the components of the secondary assessment.
7. List diagnostic and laboratory tests used to identify respiratory or circulatory problems

B. Unit II. Recognition and Management of Respiratory Distress and Failure

1. Recognize signs and symptoms of inadequate oxygenation and ventilation.
2. Describe respiratory distress and respiratory failure.
3. Identify the respiratory problem by type and severity.
4. Describe initial interventions to manage respiratory distress and respiratory failure.
5. Discuss specific interventions for management of upper airway obstruction, lower airway obstruction, lung tissue disease, and disordered control ofbreathing.

C. Unit III. Recognition and Management of Shock

1. Explain the pathophysiology of shock.
2. Evaluate clinical signs of symptomatic shock.

3. Differentiate between compensated shock and hypotensive shock.
4. Describe four types of shock and the signs and symptoms of each.
5. Describe the general goals of shock management.
6. Describe effective fluid resuscitation.
7. Manage shock based on type and severity.
8. Summarize the principles of acute management of hypovolemic, distributive cardiogenic, and obstructive shock.

D. Unit IV. Recognition and Management of Bradycardia

1. Describe when bradycardia requires immediate intervention.
2. Describe initial steps to stabilize a child with cardiopulmonary compromise.
3. Identify when to start CPR in a child with bradycardia.
4. Manage a child as outlined in the Pediatric Bradycardia with a Pulse and Poor Perfusion Algorithm.
5. Select appropriate medications for treatment of symptomatic bradycardia.

E. Unit V. Recognition and Management of Tachycardia

1. Differentiate supraventricular tachycardia (SVT) from sinus tachycardia.
2. Recognize and manage a child as outlined in the Pediatric Tachycardia with a Pulse and Poor Perfusion Algorithm.
3. Recognize and manage a child as outlined in the Pediatric Tachycardia with a Pulse and Poor Adequate Algorithm.
4. Describe when and how to use vagal maneuvers, adenosine, and synchronized cardioversion for the treatment of SVT.
5. Select appropriate interventions and consult with experts for the treatment of unstable tachycardias.

F. Unit VI. Recognition and Management of Cardiac Arrest

1. Identify the two clinical pathways leading to cardiopulmonary failure in children.
2. Manage a child as outlined in the Pediatric Cardiac Arrest Algorithm.
3. Identify the two clinical pathways leading to cardiac arrest in children.
4. List the potential reversible causes of cardiac arrest.
5. Recognize the value of family presence during resuscitation.
6. Describe the impact of family presence on team performance.
7. Discuss termination of resuscitative efforts and death.

G. Unit VII. Post Resuscitation Management

1. List the priorities for post resuscitation multisystem evaluation and management.
2. Differentiate between immediate and subsequent postresuscitation management.
3. Discuss the importance of effective communication among transferring facilities, among healthcare providers, and family members.
4. Summarize how to prepare a child for transport by using a transport checklist.
5.

III. THECB Learning Outcomes (WECM)

1. Describe the principles, techniques, and complications of vascular access, fluid therapy, airway management, ventilation, and supplemental oxygen.

2. Interpret cardiac dysrhythmias; analyze trauma situations.
3. Explain therapeutic intervention.

IV. Evaluation

A. Grade Distribution:

7 Unit Exams	**60%**
Final Exam	**40%**
Total	**100%**

Grade Scale:	
94-100%	**A**
84-93%	**B**
78-83%	**C**
77% or below	**I or F**

A minimum grade of 75% is necessary for successful completion of this course

*note: 77.4= 77%, 77.5=78%

B. Unit Assignments

The course will consist of lecture and practical lab when applicable. Student participation during the lecture and laboratory portion of the course is mandatory and strongly encouraged. Several lecture and laboratory exercises will be required during the semester. Course presentation will include demonstrations, lectures, slides, videos, and Power Point presentations. Supplemental handouts will be given out prior to selected units. Several reading, written, and homework assignments will be required for the lecture and lab.

V. Disability Statement (Americans with Disabilities Act [ADA])

EPCC offers a variety of services to persons with documented sensory, mental, physical, or temporary disabling conditions to promote success in classes. If you have a disability and believe you may need services, you are encouraged to contact the Center for Students with Disabilities to discuss your needs with a counselor. All discussions and documentation are kept confidential. Offices located: VV Rm C-112 (831-2426); TM Rm 1400 (831-5808); RG Rm B-201 (831-4198); NWC Rm M-54 (831-8815); and MDP Rm A-125 (831-7024).

VI. 6 Drop Rule

Students who began attending Texas public institutions of higher education for the first time during the Fall 2007 semester or later are subject to a 6-Drop limit for all undergraduate classes. Developmental, ESL, Dual Credit and Early College High School classes are exempt from this rule. All students should consult with their instructor before dropping a class. Academic assistance is available. Students are encouraged to see Counseling Services if dropping because exemptions may apply. Refer to the EPCC catalog and website for additional information