

**PALS Case Scenario
Testing Checklist
Shock Case Scenario
Distributive Shock**



American Academy
of Pediatrics
DEDICATED TO THE HEALTH OF ALL CHILDREN™



Student Name _____ Date of Test _____

Critical Performance Steps	✓ if done correctly
Team Leader	
Assigns team member roles	
Uses effective communication throughout	
Patient Management	
Directs assessment of airway, breathing, circulation, disability, and exposure, including vital signs	
Directs administration of 100% oxygen	
Directs application of cardiac monitor and pulse oximetry	
Identifies signs and symptoms of distributive (septic) shock	
Categorizes as compensated or hypotensive shock	
Directs establishment of IV or IO access	
Directs rapid administration of a 20 mL/kg fluid bolus of isotonic crystalloid; repeats as needed (with careful reassessment) to treat shock	
Reassesses patient during and after each fluid bolus. Stops fluid bolus if signs of heart failure (worsening respiratory distress, development of hepatomegaly or rales/crackles) develop	
Directs initiation of vasoactive drug therapy within first hour of care for fluid-refractory shock	
Directs reassessment of patient in response to treatment	
Directs early administration of antibiotics (within first hour after shock is identified)	
Case Conclusion/Debriefing	
States therapeutic end points during shock management	
<i>If the student does not verbalize the above, prompt the student with the following question: "What are the therapeutic end points during shock management?"</i>	

STOP TEST

Instructor Notes	
<ul style="list-style-type: none"> Place a ✓ in the box next to each step the student completes successfully. If the student does not complete all steps successfully (as indicated by at least 1 blank check box), the student must receive remediation. Make a note here of which skills require remediation (refer to Instructor Manual for information about remediation). 	
Test Results Check PASS or NR to indicate pass or needs remediation:	PASS <input type="checkbox"/> NR <input type="checkbox"/>
Instructor Initials _____ Instructor Number _____ Date _____	

Rhythm Disturbances/ Electrical Therapy Skills Station Competency Checklist



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Student Name _____ Date of Test _____

Critical Performance Steps	✓ if done correctly
Applies 3 ECG leads correctly (or local equipment if >3 leads are used) <ul style="list-style-type: none"> • Negative (white) lead: to right shoulder • Positive (red) lead: to left lower ribs • Ground (black, green, brown) lead: to left shoulder 	
Demonstrates correct operation of monitor <ul style="list-style-type: none"> • Turns monitor on • Adjusts device to manual mode (not AED mode) to display rhythm in standard limb leads (I, II, III) or paddles/electrode pads 	
Verbalizes correct electrical therapy for appropriate core rhythms <ul style="list-style-type: none"> • Synchronized cardioversion for unstable SVT, VT with pulses • Defibrillation for pulseless VT, VF 	
Selects correct paddle/electrode pad for infant or child; places paddles/electrode pads in correct position	
Demonstrates correct and safe synchronized cardioversion <ul style="list-style-type: none"> • Places device in synchronized mode • Selects appropriate energy (0.5 to 1 J/kg for initial shock) • Charges, clears, delivers current 	
Demonstrates correct and safe manual defibrillation <ul style="list-style-type: none"> • Places device in unsynchronized mode • Selects energy (2 to 4 J/kg for initial shock) • Charges, clears, delivers current 	

STOP TEST

Instructor Notes <ul style="list-style-type: none"> • Place a ✓ in the box next to each step the student completes successfully. • If the student does not complete all steps successfully (as indicated by at least 1 blank check box), the student must receive remediation. Make a note here of which skills require remediation (refer to Instructor Manual for information about remediation). 	
Test Results Check PASS or NR to indicate pass or needs remediation:	PASS <input type="checkbox"/> NR <input type="checkbox"/>
Instructor Initials _____ Instructor Number _____ Date _____	