

## Customer Spotlight Q&A:

### Connecticut EMSC State Partnership Program

**Megan Petrucelli**, EMS Program Coordinator

#### Can you describe your organization and the position you hold within it? How long have you specialized in (or been involved with) pediatric EMS education?

I am the Program Coordinator for the CT EMS for Children State Partnership. I have been in this role 2 years. I am an EMT, RN, and EMS Instructor as well. Overall, I have been providing pediatric-specific education for 6 years.

#### What needs, if any, led you to initially consider PEPP for pediatric training?

There were local needs in Connecticut for instructors. I was asked to become an instructor due to my passion for kids and improving other providers' comfort levels with caring for kids. I have taken the course previously as a provider and valued all the information that I gained in improving my comfort in caring for kids.

#### Whether data-driven or casual feedback, what kind of successes can you point to after training with PEPP?

Last summer, CT EMS for Children hosted a hybrid PEPP course in which we included a live, hands-on simulation of an infant drowning. We used this as an opportunity to train on resuscitation. Students loved this and enjoyed the simulation experience. That summer, sadly, CT had multiple pediatric drownings. Feedback from providers revealed that the training had made them feel more prepared to respond to these calls.

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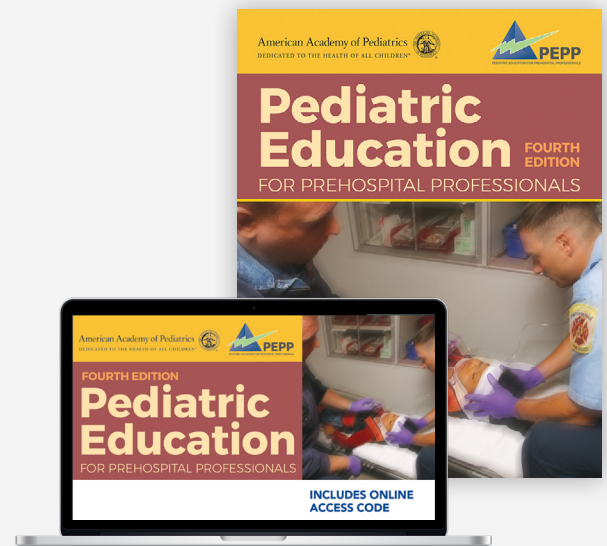


#### PRODUCTS USED

*Pediatric Education for Prehospital Professionals (PEPP), Fourth Edition*

#### Key Benefits

- ✓ Provides excellent training around the psychosocial aspect of pediatric health for both providers and families
- ✓ Hybrid teaching model enables more flexibility in the way hands-on learning is delivered to students
- ✓ Better prepares providers for responding to sensitive calls, such as pediatric drownings



## How would you compare PEPP to PALS or other well-known training programs?

I believe PEPP encompasses many aspects of care, including the psychosocial aspect for both providers and families. PEPP provides a wider scope of topic content for review. I feel PALS is more focused on the critically ill patients.



CT EMS for Children hosted an engaging hybrid PEPP course outside near the water.



Students appreciated the live, hands-on simulation of an infant drowning—critical learning that prepared them for pediatric calls that summer.

**“I believe PEPP encompasses many aspects of care, including the psychosocial aspect for both providers and families. PEPP provides a wider scope of topic content for review.”**

## How has PEPP evolved since you began using it?

The biggest change which I enjoy is the creation of the hybrid model. This provides students with a greater opportunity for hands-on learning, which leads to greater enjoyment of the course.

## In terms of evolution, the hybrid course options have recently evolved. Do you train via traditional or hybrid models? If hybrid, please elaborate on your experience with this option.

I exclusively utilize the hybrid model for teaching. I find it provides both the instructors and students a more relaxed learning environment that enriches the content and retention experience. Feedback from students is that they enjoy this method of learning.

Learn more about the benefits of teaching with ***Pediatric Education for Prehospital Professionals***, at [peppsite.com](https://peppsite.com).

SourceCode: CTPEPPSpotRp