

COURSE OUTLINE OF RECORD



Palo Verde College

One College Drive, Blythe, CA 92225
(760) 921-5500

Course Control Number: 000544591

Course Outline Approval Dates		
	Curriculum Committee	Board of Trustees
Face-to-Face	4/11/13	5/14/13
Correspondence Ed.	N/A	N/A
Distance Ed.	N/A	N/A

Course Information. Course Initiator: Roger Bloom & Scott Peterson

Subject Area and Course Number: EMS 110		Course Title: Cardiopulmonary Resuscitation (CPR)	
New Course <input type="checkbox"/> Revised <input type="checkbox"/> Updated <input type="checkbox"/>		Static ID	TOP Code 1250.00
Classification Code Y=Credit Course		Credit Status Request C=Credit-Not Degree Applicable	
SAM Code C=Clearly occupational		Course prior to college level Y=Not applicable	
Noncredit category Y=Not Applicable; Credit Course		Meets a unique need: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Course duplicated: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Transfer request C=Non-transferable		Demand/Enrollment Potential: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	
Articulation request: UC <input type="checkbox"/> CSU <input type="checkbox"/> CSU-GE <input type="checkbox"/> IGETC <input type="checkbox"/>			
Basic Skills N=Not a Basic Skills Course		Funding Agency Y=Not Applicable	
Co-Op Status N=Not Part of a Co-Op Program		Course Program Status 2=Stand-alone	
Special Class Status N=Course is Not a Special Class			

JUSTIFICATION FOR NEED:

(Briefly describe the primary method used to determine the need for this course. For example, Labor Market Projections from Employment Development Department, employer survey, community or student interest survey, state licensing requirements or mandated certification. A maximum of 4000 characters is allowed.)

Public Safety Officers, Health Care Providers, and many jobs in industry (OSHA) are required to maintain current certification in CPR. For this reason students will be allowed to take this course multiple times.

CATALOG DESCRIPTION:

This course is designed to teach Cardiopulmonary Resuscitation (CPR) methods and update those methods according to the most current standards. This course meets the standards set by the American Red Cross and the American Heart Association. This course may be taken as needed for legal mandated training or certification.

SEMESTER UNITS: .25

Course Length: Lecture: 4 Laboratory: 4 Clinic/Field:

PRE-REQUISITES, CO-REQUISITES AND ADVISORIES:

If the course has pre-requisites, co-requisites or advisories, list them here and attach a completed Pre-requisite Justification form.

N/A

COURSE OBJECTIVES:

Upon successful completion of the course the student will be able to:

1. Demonstrate the ability to perform Basic Life Support (BLS)
2. Demonstrate the ability to perform and operate Automated External Defibrillation (AED).
3. Demonstrate Cardiopulmonary Resuscitation (CPR) skills.
4. Demonstrate knowledge of proper procedures to clear obstructed airway on infants, children, and adults using one and two rescuer techniques.

STUDENT LEARNING OUTCOMES:

Demonstrate the ability to assess a breathing or cardiac emergency in adults, children and infants and administer early response care based on standards and procedures established by American Red Cross.

COURSE OUTLINE AND SCOPE:

1. Outline of topics or content:

- A. Module 1 - Adult CPR and Obstructed Airway, one and two rescuer.
 1. Laws
 2. Risk factors and disease prevention
 3. Obstructed Airway, conscious victim
 4. Workings of the heart and lungs
 5. Rescue breathing, airway adjuncts, bag-valve mask
 6. Signs and symptoms of a heart attack
 7. Steps for one and two-rescuer CPR
 8. Recognition and causes of airway obstruction
 9. Managing of foreign body airway obstruction in unconscious victim
 - B. Module 2 - Automated External Defibrillation
 1. The heart's electrical system HO 120 Cardiopulmonary Resuscitation (CPR) 2
 2. Introduction to Automated External Defibrillation
 3. Using and AED
 4. Using an AED in conjunction with CPR
 - C. Module 3 - Basic Life Support in Children and Infants
 1. Causes of cardiopulmonary distress and arrest
 2. Procedures for managing foreign body airway obstruction in conscious children and infants
 3. Procedures for CPR in children and infants
 4. Procedures for dislodging foreign airway obstruction in unconscious children and infants
- 2. If a course contains laboratory or clinic/field hours, list examples of activities or topics:**
CPR & AED collaborative skills practice and demonstration and individual skills practice and demonstration

3. Examples of reading assignments:

Student will be assigned readings from the American Red Cross manual and various handouts.

4. Examples of writing assignments:

The student will complete a written examination.

5. Appropriate assignments to be completed outside of class:

N/A

6. Appropriate assignments that demonstrate critical thinking:

The student will discuss and demonstrate proper maneuvers to perform to effective evaluation and proper emergency treatment of a victim with life-threatening illness or injury. Knowledge of skills includes:

1. Initial assessment
2. Conscious choking
3. Rescue breathing
4. CPR
5. CPR with AED
6. Unconscious choking

7. Other assignments (if applicable):

8. Face-to-Face Course Sections:

Face-to-face education is a mode of delivery in which instruction is delivered in a traditional classroom setting, with instructor and students located simultaneously in the same classroom facility.

a. Describe the methods of instruction.

- A. Lecture
- B. Demonstration
- C. Video Tapes

b. Describe the methods of evaluating of student performance.

- A. Written Examination
- B. Skills Demonstration
- C. Class Participation

c. Describe how the confidentiality of the student's work and grades will be maintained.

Instructors shall make reasonable efforts to protect the confidentiality of students' grades and graded work consistent with practices described in the Family Education Rights and Privacy Act (FERPA).

d. If the course has a lab component, describe how lab work is to be conducted and how student work is to be evaluated.

Lab components may be used for some selected studies in the EMS and FST field. In the event that a lab component is utilized, students will be expected to spend time practicing and demonstrating the skills associated with the specific course in order to address and satisfy the course objectives and SLOs for the course. The instructor will oversee skills demonstrations and provide assistance, remediation, and evaluation of skill assessments.

9. Correspondence Education Course Sections (correspondence, hybrid correspondence)

Correspondence education is a mode of delivery in which instructional materials are delivered by mail, courier or electronic transmission to students who are separated from the instructor by distance. Contact between instructor and student is asynchronous. **Hybrid correspondence education** is the combination of correspondence and face-to-face interaction between instructor and student.

a. Describe the methods of instruction.

b. Describe the methods of evaluating student performance.

c. Describe how regular, effective contact between the instructor and a student is maintained.

(Note: Regular, effective contact includes, but is not limited to, exams; quizzes; essays; research papers; graded homework assignments; syllabus receipt; office hours; instant messaging; and synchronous online discussions, e-mails, letters, notes, phone calls, or postings on the Bridge between instructor and student.)

d. Describe procedures that help verify the individual submitting class work is the same individual enrolled in the course section.

[Suggested response]: Consistent with policy elements listed in the ACCJC's "Policy on Distance Education and on Correspondence Education," the College verifies the identity of a student who participates in class or coursework by using, at the College's discretion, such methods as a secure log-in and password, proctored examinations, or other technologies or practices that are developed and effective in verifying each student's identification.

e. Describe procedures that evaluate the readiness of a student to succeed in a correspondence or hybrid correspondence course section.

(The procedure might consist of a short assessment questionnaire prepared by the instructor and self-administered by the student. The questionnaire would evaluate areas such as working independently, adhering to timelines, and familiarity with working online and with computer technology. The student would use the resulting score to evaluate his or her readiness to take the course in a correspondence or hybrid correspondence instructional mode.)

f. Describe how the confidentiality of the student's work and grades will be maintained.

[Suggested response] Instructors shall make reasonable efforts to protect the confidentiality of students' grades and graded work consistent with practices described in the Family Education Rights and Privacy Act (FERPA).

g. If the course has a lab component, describe how lab work is to be conducted and how student work is to be evaluated.

h. If the course requires specialized equipment, including computer and computer software or other equipment, identify the equipment, and describe how it is to be accessed by students.

Note: Students will be encouraged by instructors of this course to direct themselves to the College's Disabled Students' Programs and Services (DSP&S) department if they believe they have a learning disability.

10. Distance Education Course Sections (online, ITV, hybrid)

Online education is a mode of delivery in which all instruction occurs online via the Internet. Student and instructor access to email and the Internet is required. Students are required to complete class work using email, chat rooms, discussion boards and other instructional online venues. **Interactive television (ITV)** is a mode of synchronous delivery in which instruction occurs via interactive television (closed circuit). **Hybrid** instruction is a combination of face-to-face instruction and online instruction.

a. Describe the methods of instruction.

N/A

b. Describe the methods of evaluating student performance.

c. Describe how regular, effective contact between the instructor and a student is maintained.

(Note: Regular, effective contact includes, but is not limited to, exams; quizzes; essays; research papers; graded homework

assignments; syllabus receipt; office hours; instant messaging; and synchronous online discussions, e-mails, letters, notes, phone calls, or postings on the Bridge between instructor and student.)

d. Describe procedures that help verify the individual submitting class work is the same individual enrolled in the course section.

[Suggested response]: Consistent with policy elements listed in the ACCJC's "Policy on Distance Education and on Correspondence Education," the College verifies the identity of a student who participates in class or coursework by using and the College's discretion, such methods as a secure log-in and password, proctored examinations, or other technologies or practices that are developed and effective in verifying each student's identification.

e. Describe procedures that evaluate the readiness of a student to succeed in an online, ITV or hybrid course section.

(The procedure might consist of a short assessment questionnaire prepared by the instructor and self-administered by the student. The questionnaire would evaluate areas such as working independently, adhering to timelines, and familiarity with working online and with computer technology. The student would use the resulting score to evaluate his or her readiness to take the course in an online, ITV or hybrid instructional mode.)

f. Describe how the confidentiality of the student's work and grades will be maintained.

[Suggested response] Instructors shall make reasonable efforts to protect the confidentiality of students' grades and graded work consistent with practices described in the Family Education Rights and Privacy Act (FERPA).

g. If the course has a lab component, describe how lab work is to be conducted and how student work is to be evaluated.

h. If the course requires specialized equipment, including computer and computer software or other equipment, identify the equipment, and describe how it is to be accessed by students.

Note: Students will be encouraged by instructors of this course to direct themselves to the College's Disabled Students' Programs and Services (DSP&S) department if they believe they have a learning disability.

REPRESENTATIVE TEXTBOOKS AND OTHER READING AND STUDY MATERIALS:

List author, title, and current publication date of all representative materials.

American Red Cross. First Aid/CPR/AED: Participant's Manual, Yarley, PA, Staywell, 2011
ISBN: 978-1-58480-479-6

MEDIC FIRST AID International, Inc., Basic Plus CPR, AED, and First Aid For Adults, Eugene, OR, 2011
ISBN: 978-1449635053

SIGNATURES:

COURSE INITIATOR: _____ **DATE:** _____

LIBRARY: _____ **DATE:** _____

CHAIR OF CURRICULUM COMMITTEE: _____ **DATE:** _____

SUPERINTENDENT/PRESIDENT: _____ **DATE:** _____