

COURSE OUTLINE OF RECORD



Palo Verde College

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

Course Control Number: CCC000556534

| Course Outline Approval Dates | | |
|-------------------------------|----------------------|-------------------|
| | Curriculum Committee | Board of Trustees |
| Face-to-Face | 02/13/14 | 05/13/14 |
| Correspondence Ed. | | |
| Distance Ed. | | |

Course Information. Course Initiator: Roger Bloom

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|--|--|---|---|
| Subject Area and Course Number: FST 121 | | Course Title: First Receiver Operations and Decontamination for Healthcare | |
| New Course <input checked="" type="checkbox"/> Revised <input type="checkbox"/> Updated <input type="checkbox"/> | | Static ID | TOP Code 0303.00 |
| 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.)

Today's world has more potential for hazardous material incidents, which may bring patients and first responders to the hospital or clinical settings. Hospital personnel need to have the knowledge and skills to effectively and safely deal with the situation without becoming a victim. This course provides healthcare workers with an improved capability to respond to Haz Mat events or receive patients in a safe and competent manner, within the typical limited response resources and receiver capabilities at the "Operations" level.

CATALOG DESCRIPTION:

This course covers the first receiver operations requirements for hospital personnel who receive patients at a medical facility and respond in a defensive fashion. This course will cover both internal and external incidents. Hospitals may receive patients from hazardous materials and CBRNE (Chemical, Biological, Radiological, Nuclear and high- yield Explosive) events that have not been decontaminated because they left the scene prior to the arrival of emergency responders. This course will cover both directed self decontamination as well as hospital decontamination teams.

SEMESTER UNITS: 1-1.25

Course Length: Lecture: 16-24 Laboratory: 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.

Curriculum Committee approved template 11/8/12

none

COURSE OBJECTIVES:

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

1. Recognize what hazardous materials are; the problem they pose; the risk and outcomes Haz Mat in healthcare present; and identify the Haz Mat First Receiver's Awareness vs. Operations role (including the limits of both roles)
2. Recognize a Haz Mat event through basic clues; warning signs, placards, labels, shipping papers and MSDS's; cite the need for a positive safety attitude; and describe a safe mental approach tactic upon recognition of the Haz Mat event.
3. Describe basic first receiver actions, citing need for safety, isolating/denying entry, and making required notifications to begin a safe and effective response to a Haz Mat incident.
4. Identify the purpose and need to safely initiate command and explain the purpose, need and benefits of scene management. Also describe basic implementation of ICS/HEICS to manage a Haz Mat event; and demonstrate proper information flow from first receivers to the IC at an incident command post.
5. Describe identification and hazard assessment techniques; and demonstrate use of the North American Emergency Response Guidebook to initiate basic action planning.
6. Explain the need for types, selection criteria, and limits of protective equipment commonly used in healthcare Haz Mat events.
7. Describe the value, methods and limitations of stabilizing the Haz Mat event through safe containment; and describe the proper protective action options available to first receivers, within their capabilities and resources.
8. Identify the need for the appropriate decontamination of initial victims, emergency response personnel and equipment, to avoid additional contamination; and describe proper disposal and documentation procedures during a Haz Mat response.
9. Identify the need and method to communicate and coordinate with typical agencies from all levels of government having authorized activities dealing with a Haz Mat event, citing those agencies roles/responsibilities and capabilities.
10. Identify the local contingency plan to be followed in the participant's jurisdiction when dealing with a Haz Mat event; and cite the purpose, value, components and limits of both pre-event and event-specific planning.
11. Describe the health effects that hazardous materials present to the first receivers' life and safety.
12. Describe the process for a safe and competent response to a hazardous materials incident, including the explanation of the "risk vs. gain" concept.
13. Given a simulated Haz Mat event, demonstrate the proper safe first receiver actions (including deciding proper safe containment and protective action options; describing effective safety, isolation and notifications; identifying and assessing the hazard; and demonstrating proper information flow from the first receiver to the IC at a command post).
14. Identify the legal role and rights of the media in a Haz Mat event; media capabilities that may aid in the incident response; and cite basic Haz Mat legal aspects.
15. Given a simulated event, demonstrate the ability to direct self-decontamination and full medical decontamination of victims while wearing appropriate personal protective equipment.

STUDENT LEARNING OUTCOMES:

1. Participants will be able to achieve all of the course objectives through completion of a state certified exam meeting listed performance standards.
2. Participate in a simulated Haz Mat exercise/event, requiring participants to explain safe and proper First Receiver "Operations" actions, per exercise objectives.

3. Demonstrate proper use of North American Emergency Response Guidebook during a Haz Mat exercise.

COURSE OUTLINE AND SCOPE:

1. Outline of topics or content:

- A. Welcome and Overview
- B. Recognition and Safety
- C. Safety, Isolation and Notifications
- D. Command
- E. Identification, Hazard Assessment and Action Plans
- F. Personal Protective Equipment
- G. Equipment Containment and Control Measures
- H. Decontamination, Disposal, and Documentation
- I. OSI-IA Interpretations, Case Studies, and Activities

2. If a course contains laboratory or clinic/field hours, list examples of activities or topics:

Simulated Haz Mat exercises.

3. Examples of reading assignments:

Student workbook, articles and case studies.

4. Examples of writing assignments:

Proper documentation procedures required during a Haz Mat response.

5. Appropriate assignments to be completed outside of class:

n/a

6. Appropriate assignments that demonstrate critical thinking:

Students are required to absorb large amounts of information and to demonstrate how to safely and properly receive patients in a simulated environment.

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.

- 1. Lecture
- 2. Demonstration

3. Hands on

b. Describe the methods of evaluating of student performance.

1. Instructor evaluation of participation in exercise 2. State certified written examination

c. 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).

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

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.

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.
- 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.

First Receiver Awareness/Operations Decontamination for Healthcare, State of California-OES/CSTI 03/06/2013

SIGNATURES:

COURSE INITIATOR: _____

DATE: _____

LIBRARY: _____

DATE: _____

CHAIR OF CURRICULUM COMMITTEE: _____

DATE: _____

SUPERINTENDENT/PRESIDENT: _____

DATE: _____