

WEST HILLS COLLEGE LEMOORE
COURSE OUTLINE OF RECORD (COR)

FACULTY ORIGINATOR: Marleen Smart

DATE: 3/10/2012

NEW COURSE PROPOSAL COURSE REVISION

CHECKLIST: (check all that apply)

- Course Revision Form
- New Course Proposal
- Course Outline
- Learning Resources Statement
- Distance Education (DE) Addendum
- Adopted Textbook Form
- Form A Prerequisite
- Form B Prerequisite
- Form C Limitations on Enrollment

MIS DATA: (Administrative Use Only)

TOP Code: [Click here to enter text.](#)
Credit Status: [Choose an item.](#)
Basic Skills Status: [Choose an item.](#)
SAM Code: [Choose an item.](#)
Prior to College Level: [Choose an item.](#)
Noncredit Category:
Funding Agency Category:

ROUTING: (must be filled out prior to agenda submission)

Originating faculty: Marleen Smart Date: 3/10/2012

Comments: [Click here to enter text.](#)

Curriculum Representative: Leslie Catron Date: 4/23/2012

Comments: [Click here to enter text.](#)

Technical Review: [Click here to enter text.](#) Date: 4/18/2012

Comments: [Click here to enter text.](#)

Chief Instructional Officer: [Click here to enter text.](#) Date: [Click here to enter a date.](#)

Comments: [Click here to enter text.](#)

COURSE REVISION (use for existing courses only)

RULE OF SEVEN – There are seven course characteristics which require approval of the West Hills College Lemoore Curriculum Committee if the course is common to both colleges. Check any of the following characteristics that are being changed:

- Course Number
- Course Title
- Course Prefix
- Units
- Transferability
- Prerequisite(s)
- Course Objectives

OTHER CHANGES – check all that apply

- | | |
|--|--|
| <input type="checkbox"/> Five Year Review | <input type="checkbox"/> Instructional Methodologies |
| <input type="checkbox"/> Grading Option | <input type="checkbox"/> Cultural Pluralism |
| <input type="checkbox"/> Advisory/Prerequisite/Corequisite | <input type="checkbox"/> Textbook |
| <input type="checkbox"/> Catalog Description | <input type="checkbox"/> Distance Education Addendum |
| <input type="checkbox"/> Course Objectives | <input type="checkbox"/> Critical Thinking Assignments |
| <input type="checkbox"/> Course Content | <input type="checkbox"/> Methods of Assessment |

LEARNING AREA APPROVAL

- Changes or revisions to the curriculum have been discussed with learning area faculty.
- Supporting evidence attached at the end of the document (i.e., emails with header information, learning area minutes with attendees, etc.)

NEW COURSE PROPOSAL (use for new courses only)

Total Units: 0.5 (0.25 Lecture and 0.25 Lab) Semester Lecture Hrs: 4.5 Semester Lab Hrs: 13.5

Transferability (attach evidence): CSU UC

New Major? Yes No
If yes, state the new major: EMT Paramedic

Intended for Transfer? Yes (complete next row) No
 Transfer Elective Transfer General Education Transfer Major Requirement

Associate Degree? Yes (complete next row) No
 AA/AS Elective AA/AS General Education AA/AS Major Requirement

Certificate Program? Yes No
If yes, state the certificate: EMT Paramedic

COURSE PREFIX and NUMBER: EMT 51
COURSE TITLE: Advanced Cardiac Life Support
INSTRUCTIONAL AREA: HEALTH AND WELLNESS

Room Space Requirements: Standard classroom with projector and white board
Staff Requirements: Qualified ACLS instructor
Equipment Requirements: Simulation lab and intubation models

COURSE OUTLINE (use for all courses)

UNITS: 0.5 Semester Lecture Hrs: 4.5 Semester Lab Hrs: 13.5

Grading (check all that apply): minimum Pass/No Pass
80%

Repeatable for Credit? Yes *Maximum number of times taken for credit: 10* No

Materials Fee: \$ 200 *Material Description: student will obtain a valid ACLS certification.*

1. Course/Catalog Description

This course will provide a review of basic cardiology, pharmacology and EKG interpretation used in Advanced Cardiac Life Support. This course is part of a program of study to prepare paramedics as described in California Code of Regulations, Title 22, Division 9, Chapter 4 and lists the required hours and subjects to be covered as set forth by the Department of Transportation curriculum, but is open to qualified healthcare providers for ACLS recertification.

2. Prerequisites (List course prefix, number, and title) Not applicable

A. Current BLS Healthcare Provider certification

3. Corequisites (List course prefix, number, and title) Not applicable

4. Advisories (List course prefix, number, and title) Not applicable

5. Enrollment Limitations (Describe health/safety, audition, tryout, or cohort limitation) Not applicable

Enrollment will be limited to 24 students.

6. Course Objectives (Number each objective; objectives must define the exit skills required of students; use measurable objectives only; courses that allow repeatability must specify objectives for each time the course can be repeated)

Upon completion of the course the student will be able to meet the following objectives:

1. Recognize and initiate early management of peri-arrest conditions that may result in cardiac arrest or complicate resuscitation outcome.
2. Demonstrate proficiency in providing Basic Life Support (BLS) care, including prioritizing chest compression and integrating automated equipment distributors (AED) use.
3. Demonstrate proficiency in providing Basic Life Support care, including prioritizing chest compression and integrating automated equipment distributors use.
4. Identify and treat ischemic chest pain and expedite the care of patients with acute coronary syndromes.

- 5. Recognize other life-threatening clinical situations, such as stroke, and provide effective initial care and transfer to reduce disability and death.
- 6. Demonstrate effective communication as a member or leader of a resuscitation team and recognize the impact of team dynamics on overall team performance.

7. Course Content Lecture(Use outline format with letters for differentiating major topics and numbers for subtopics ; list major topics or lesson units; differentiate content of each level, when levels are assigned)

- A. Basic cardiology
- B. Cardiac pharmacology
- C. EKG interpretation used in Advanced Cardiac
- D. The Systematic Approach: BLS Primary Survey and ACLS Secondary Survey
- E. Effective Resuscitation Team Dynamics
- F. Respiratory Arrest Case
- G. Ventricular Fibrillation (VF) Treated with cardiopulmonary resuscitation (CPR) and automated external defibrillator (AED) Case
- H. VF/Pulseless VT Case
- I. Pulseless Electrical Activity (PEA) Case
- J. Asystole Case
- K. Acute Coronary Syndromes Case
- L. Bradycardia Case
- M. Unstable Tachycardia Case
- N. Stable Tachycardia Case
- O. Acute Stroke

8. Course Content Lab (Use outline format with letters for differentiating major topics and numbers for subtopics ; for courses with lab hours only) Not applicable

- A. Participation in effective resuscitation team dynamics
- B. Participate in intubation
- C. Participate in a respiratory arrest case
- D. Identify ventricular fibrillation (VF) and intervene with cardiopulmonary resuscitation (CPR) and automated external defibrillator (AED) case
- E. Participate in VF/pulseless VT Case
- F. Participate in pulseless electrical activity (PEA) case
- G. Respond to an asystole case
- H. Participate in an acute coronary syndromes case
- I. Participate in a bradycardia case
- J. Participate in an unstable tachycardia case
- K. Participate in a stable tachycardia case
- L. Participate in an acute stroke case

9. Methods of Instruction (Use outline format with letters for differentiating methods ; list instructor initiated teaching and learning strategies)

- A. Lecture
- B. Simulation
- C. Practice

10. Out-of- Class Assignments (Use outline format with letters for differentiating assignments; examples include, but are not limited to, mandatory field trips, applied field work, etc.) Not applicable

11. Methods of Assessment (Use outline format with letters for differentiating major topics and numbers for subtopics ; list measurements of student achievement, writing assignment, and/or proficiency demonstration)

A student's evaluation will be based on a required final examination and multiple measures of performance including critical thinking. These methods may include, but are not limited to the following;

- A. Simulation exercises
- B. Written quizzes and examinations.
- C. The student must pass a written final examination with 80% accuracy.

12. Cultural Pluralism Assignments and Methodology (Describe specific instructor initiated examples examining aspects of culture, contributions and social experiences of underrepresented ethnic or racial groups in the U.S. or in the history and multicultural traditions of non-western societies; examples should be comparative among multiple social groups, and include analysis of concepts of ethnicity, ethnocentrism and racism, and how they shape and explain ethnic experience)

Cultural diversity is a thread that runs throughout the program. Students will encounter patients based on their need which will include a variety of cultural, ethnic and socioeconomic backgrounds when requiring emergency medical care.

13. Critical Thinking Assignments (Use detail and state in cognitive terms reasonable, reflective thinking that focuses on observational skills, self-awareness, reasoning skills, questioning skills, problem-solving skills, and presenting one's position on an issue or solution)

Students will need to identify appropriate interventions that are required upon abnormal assessment findings. Students will have to learn to organize, delegate and prioritize care priorities and interventions when performing their patient care when in the field.

LEARNING RESOURCES STATEMENT (use for all courses)

The Learning Resources collection has been reviewed by the faculty originator and the librarian.

The following resources are ADA compliant and currently available for course support:

- Books
- Reference Materials
- Media
- Electronic Resources

The following resources are recommended for purchase to further support the course:

- Books
- Reference Materials
- Media
- Electronic Resources

Include an itemized list of materials requested including source, title, ISBN, and/or other purchase information:

[Click here to enter text.](#)

TEXTBOOK FORM (use for all courses)

All transfer-level courses are required 1) to have a primary text with a 12th grade or higher readability and 2) be no more than five years old. Exceptions will be subject to Curriculum Committee approval. Secondary textbooks and other instructional materials are not restricted to specific readability levels or publication dates. All textbooks must have readability statistics attached.

REQUIRED PRIMARY STUDENT TEXTBOOK(S) / MATERIAL(S)

Title: American Heart Association. Advanced Cardiovascular Life Support
Edition, Publication Year: **January 2006** ISBN/Website: 13: 978-0874934960 |
Author(s) Last Name, First Name: Elizabeth Sinz, Kenneth Navarro, & Erik S. Soderberg, (2011)
Publisher: Channing Bete
Readability Level: 14.6

Readability Analysis

Elizabeth Sinz, Kenneth Navarro, & Erik S. Soderberg, (2011) Advanced Cardiovascular Life Support: Provider Manual

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The BLS Survey is a systematic approach to basic life support that any trained healthcare provider can perform. This approach stresses early CPR and early defibrillation. It does not include advanced interventions, such as advanced airway techniques or drug administration. By using the BLS Survey, healthcare providers may achieve their goal of supporting or restoring effective oxygenation, ventilation, and circulation until ROSC or initiation of ACLS interventions. Performing the actions in the BLS survey substantially improves the patient's chance of survival and good neurologic outcome.

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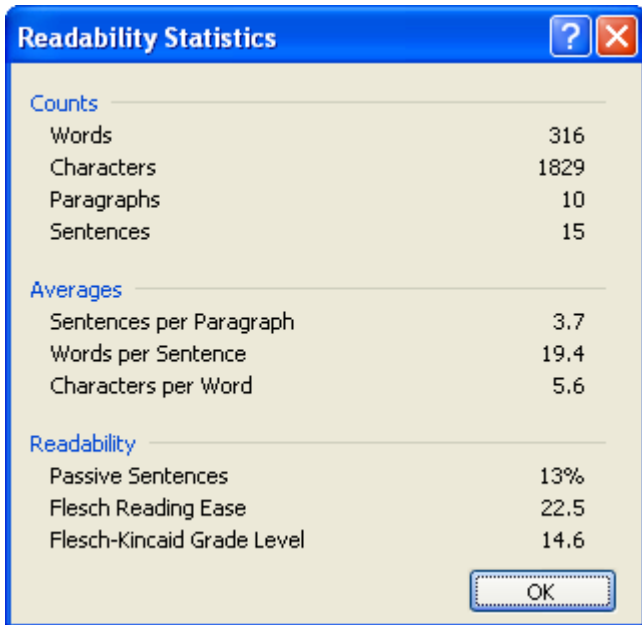
Biphasic defibrillators use a variety of waveforms, each of which is effective for terminating VF over a specific dose range. When using biphasic defibrillators, providers should use the manufacturer's recommended energy dose (eg, initial dose of 120 to 200 J). Many biphasic defibrillator manufacturers display the effective energy dose range on the face of the device. If you do not know the effective dose range, deliver the maximal energy dose for the first and all subsequent shocks.

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Reperfusion therapy for STEMI is perhaps the most important advancement in treatment of cardiovascular disease in recent years. Early fibrinolytic therapy or direct catheter based reperfusion has been established as a standard of care for patients with STEMI who present within 12 hours of onset of symptoms with no contraindications. Reperfusion therapy reduces mortality and saves heart muscle; the shorter the time to reperfusion, the greater the benefit. A 47% reduction in mortality was noted when fibrinolytic therapy was provided in the first hour after onset of symptoms.

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Vagal maneuvers and adenosine are the preferred initial interventions for terminating narrow-complex tachycardias that are symptomatic and supraventricular in origin (SVT). Vagal maneuvers alone (Valsalva maneuvers or carotid sinus massage) will terminate about 25% of SVTs. Adenosine is required for the remainder.



Title: [Click here to enter text.](#)
Edition, Publication Year: [Click here to enter text.](#)
Author(s) Last Name, First Name: [Click here to enter text.](#)
Publisher: [Click here to enter text.](#)
Readability Level: [Click here to enter text.](#)

ISBN/Website: [Click here to enter text.](#)

SECONDARY STUDENT TEXTBOOK / MATERIAL

Title: [Click here to enter text.](#)
Edition, Publication Year: [Click here to enter text.](#)
Author(s) Last Name, First Name: [Click here to enter text.](#)
Publisher: [Click here to enter text.](#)
Readability Level: [Click here to enter text.](#)

ISBN/Website: [Click here to enter text.](#)

OPTIONAL INSTRUCTOR RESOURCE MATERIAL

Title: [Click here to enter text.](#)
Edition, Publication Year: [Click here to enter text.](#)
Author(s) Last Name, First Name: [Click here to enter text.](#)
Publisher: [Click here to enter text.](#)
Readability Level: [Click here to enter text.](#)

ISBN/Website: [Click here to enter text.](#)

Course Outline of Record Approval

Title	Signature	Date
Originating Faculty	_____	_____
Learning Area Curriculum Representative	_____	_____
WHCL Articulation Officer (transfer courses only)	_____	_____
WHCL Chief Instructional Officer	_____	_____
WHCL Curriculum Chair	_____	_____
WHCCD Administrative Representative	_____	_____
WHCCD Board of Trustees Approval (no signature required)		_____
WHCL Approval Verification:		
_____	_____	_____
Print Name	Signature	Date