

KINGSBOROUGH COMMUNITY COLLEGE
The City University of New York

CURRICULUM TRANSMITTAL COVER PAGE

Department: _____ Date: _____

Title Of Course/Degree/Concentration/Certificate: _____

Change(s) Initiated: (Please check)

- | | |
|---|---|
| <input type="checkbox"/> Closing of Degree | <input type="checkbox"/> Change in Degree or Certificate |
| <input type="checkbox"/> Closing of Certificate | <input type="checkbox"/> Change in Degree: Adding Concentration |
| <input type="checkbox"/> New Certificate Proposal | <input type="checkbox"/> Change in Degree: Deleting Concentration |
| <input type="checkbox"/> New Degree Proposal | <input type="checkbox"/> Change in Prerequisite, Corequisite, and/or Pre/Co-requisite |
| <input type="checkbox"/> New Course | <input type="checkbox"/> Change in Course Designation |
| <input type="checkbox"/> New 82 Course (Pilot Course) | <input type="checkbox"/> Change in Course Description |
| <input type="checkbox"/> Deletion of Course(s) | <input type="checkbox"/> Change in Course Title, Number, Credits and/or Hours |
| | <input type="checkbox"/> Change in Academic Policy |
| | <input type="checkbox"/> Pathways Submission: |
| | <input type="checkbox"/> Life and Physical Science |
| | <input type="checkbox"/> Math and Quantitative Reasoning |
| | <input type="checkbox"/> A. World Cultures and Global Issues |
| | <input type="checkbox"/> B. U.S. Experience in its Diversity |
| | <input type="checkbox"/> C. Creative Expression |
| | <input type="checkbox"/> D. Individual and Society |
| | <input type="checkbox"/> E. Scientific World |

Change in Program Learning Outcomes

Other (please describe): _____

PLEASE ATTACH MATERIAL TO ILLUSTRATE AND EXPLAIN ALL CHANGES

DEPARTMENTAL ACTION

Action by Department and/or Departmental Committee, if required:

Date Approved: _____ Signature, Committee Chairperson: Michela Bracco

If submitted Curriculum Action affects another Department, signature of the affected Department(s) is required:

Date Approved: _____ Signature, Department Chairperson: _____

Date Approved: _____ Signature, Department Chairperson: _____

I have reviewed the attached material/proposal

Signature, Department Chairperson: Donald Hume



New Course Proposal Form*

*This form is **NOT** intended for Internships or Field Work

1. Complete the requested course information in the table below. Indicate “**NONE**” where applicable.

*For Assignment of New Course Number, contact **Academic Scheduling**.

Department:	Health, Physical Education, and Recreation
Course Designation/Prefix:	Health Education
*Course Number:	HE2200
Course Title:	Basic Life Support for the Healthcare Provider and First Aid
Course Description: (Note: Description should include language similar to Course Learning Outcomes.)	Basic Life Support for the Healthcare Provider and First Aid will provide students with necessary lifesaving skills to work in a variety of healthcare settings. Students will learn to recognize and respond to a variety of life-threatening emergencies such as cardiac arrest, heart attack, stroke, diabetic emergencies, opioid associated emergencies, injury and environmental emergencies. Students will employ high-quality CPR in multi-rescuer BLS team response scenarios, effectively demonstrate the use of automated external defibrillator (AED), provide ventilations using a pocket mask and bag valve mask (BVM), and removal of foreign-body airway obstructions during choking emergencies for adults, children, and infants. Effective communication, teamwork, critical thinking, and problem-solving skills will be emphasized. Upon completion of course and certification requirements, students will have the ability to apply for the BLS for Healthcare Provider and a Heartsaver First Aid certification from the American Heart Association.
Prerequisite(s):	NONE
Corequisite(s):	NONE
Pre-/Co-requisite(s):	NONE
Open ONLY to Select students (Specify Population):	N/A
Frequency course is to be offered (Select All that Apply)	<input checked="" type="checkbox"/> Fall <input checked="" type="checkbox"/> Winter <input checked="" type="checkbox"/> Spring <input checked="" type="checkbox"/> Summer
Suggested Class Limit:	12 (due to American Heart Association class size restrictions)

Indicate if a special space, such as a lab, and/or special equipment will be required:	Course will require use of CPR manikins, bag-valve masks (BVM), automated external defibrillators (AED), and a variety of first aid training material and will be located and securely stored in designated CPR course training room G213.
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2. Credits and Hours based on MSCHE Guidelines for *College Credits Assigned for Instructional Hours* -*Hours are based on hours per week in a typical 12-week semester (Please check ONE box based on credits):

1-credit:	<input type="checkbox"/> 1 hour lecture <input type="checkbox"/> 2 hours lab/field/gym
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2-credits:	<input type="checkbox"/> 2 hours lecture <input type="checkbox"/> 1 hour lecture, 2 hours lab/field <input type="checkbox"/> 4 hours lab/field
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3-credits:	<input checked="" type="checkbox"/> 3 hours lecture <input type="checkbox"/> 2 hours lecture, 2 hours lab/field <input type="checkbox"/> 1 hour lecture, 4 hours lab/field <input type="checkbox"/> 6 hours lab/field
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4-credits:	<input type="checkbox"/> 4 hours lecture <input type="checkbox"/> 3 hours lecture, 2 hours lab/field <input type="checkbox"/> 2 hours lecture, 4 hours lab/field <input type="checkbox"/> 1 hour lecture, 6 hours lab/field <input type="checkbox"/> 8 hours lab/field
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More than 4-credits:	<input type="checkbox"/> Number of credits: ____ (explain mix lecture/lab below) ____ Lecture ____ Lab Explanation: _____
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3. **Where** does this course fit? Select from the following:

<input checked="" type="checkbox"/> Degree Program(s)/Certificate(s)*	<p>List Degree Program(s)/Certificate(s):</p> <ol style="list-style-type: none"> 1. PROPOSED A.S. in Health Sciences 2. A.S. Community Health – Elective AND Requirement for PROPOSED Concentration in Coordinated Health Care 3. A.A.S. Surgical Technology – Pre-Clinical 4. A.A.S. Polysomnographic Technology – Pre-Clinical 5. A.A.S. Physical Therapist Assistant - Elective 6. A.S. Mental Health and Human Services - Elective 7. A.S. Chemical Dependency Counseling - Elective 8. A.A. Liberal Arts – Pre-Clinical 9. General Elective
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<input type="checkbox"/> General Education/Pathways	<p>Select ONE of the following:</p> <input type="checkbox"/> Life and Physical Science (LPS) <input type="checkbox"/> Math and Quantitative Reasoning (MQR) <input type="checkbox"/> World Cultures and Global Issues (Group A) <input type="checkbox"/> U.S. Experience in its Diversity (Group B) <input type="checkbox"/> Creative Expression (Group C) <input type="checkbox"/> Individual and Society (Group D) <input type="checkbox"/> Scientific World (Group E)
<input type="checkbox"/> 82XX Pilot/Experimental Course	<p>If proposed as a “real” course, where will this course fit? Select from the following:</p> <p>List Degree Program(s)/Certificate(s):</p> <ol style="list-style-type: none"> 1. 2. <p>Select ONE of the following:</p> <input type="checkbox"/> Life and Physical Science (LPS) <input type="checkbox"/> Math and Quantitative Reasoning (MQR) <input type="checkbox"/> World Cultures and Global Issues (Group A) <input type="checkbox"/> U.S. Experience in its Diversity (Group B) <input type="checkbox"/> Creative Expression (Group C) <input type="checkbox"/> Individual and Society (Group D) <input type="checkbox"/> Scientific World (Group E)

***If Degree Program/Certificate is Selected:**

- Include an updated **Curricular** Map (Program Learning Outcomes) for each Degree Program/Certificate listed above.
- Include an updated Degree Map (semester-by-semester course sequence) for each Degree Program/Certificate listed above. For Degree Map template, contact Amanda Kalin, ext. 4611, Amanda.Kalin@kbcc.cuny.edu

The Following NYSED Guidelines must be adhered to for **ALL** Degree Programs:

45 credits of Liberal Arts (General Education) course work for an Associate of Arts Degree (AA)
 30 credits of Liberal Arts (General Education) course work for an Associate of Science Degree (AS)
 20 credits of Liberal Arts (General Education) course work for an Applied Associate of Science (AAS)

Additional Separate Submissions Required:

1. Curriculum Transmittal Cover Page indicating a “Change in Degree or Certificate”
2. Memo with rationale for inclusion of the course within the curriculum
3. “Current” Degree with all proposed deletions (strikeouts) and additions (bolded) clearly indicated

4. “Proposed” Degree, which displays the degree as it will appear in the *College Catalog*

For a copy of the most up-to-date Degree/Certificate requirements contact Amanda Kalin, ext. 4611, Amanda.Kalin@kbcc.cuny.edu

If General Education/Pathways is Selected:

- [Please refer to NYSED Guidelines for courses that are considered Liberal Arts \(General Education\).](#)
- Pilot/Experimental/82XX courses CANNOT be submitted for Pathways until they are submitted as a “real” course.

Additional Separate Submissions Required:

1. Curriculum Transmittal Cover Page indicating BOTH “New Course” and “Pathways”
2. CUNY Common Core Pathways Submission Form

4. **List the Course Learning Outcomes** – Course Learning Outcomes are measurable/demonstrable, containing “action verbs” (Blooms Taxonomy). If proposed to PATHWAYS, the Course Learning Outcomes should significantly align with the Pathways Learning Outcomes (refer to the Pathways Common Core Submission Form for Pathways Learning Outcomes). If proposed for a Degree program, the course should align with the Program Learning Outcomes (PLOs). **REMINDER** – Course Learning Outcomes are consistent for **ALL** sections of the same course and **MUST** be included on the syllabus.

Course Learning Outcomes
1. Utilize a systematic, continuous approach for recognizing, assessing, and providing care for adult and pediatric patients experiencing life-threatening breathing and cardiac emergencies in both individual and team-based, multi-rescuer scenarios
2. Describe all the steps of adult and pediatric Cardiac Chain of Survival inside and outside of a hospital facility
3. Demonstrate proper assessment and high-quality CPR skills including pulse check, chest compressions and ventilations for adults, children, and infants
4. Effectively deliver ventilations to adult and pediatric patients using both a pocket mask and a bag-valve mask (BVM) resuscitator
5. Explain the basic concepts of an automated external defibrillator (AED), including the associated science, universal steps of operation, safety precautions, and effectively demonstrate the appropriate use of an AED for adults, children, and infants
6. Identify and respond to both conscious and unconscious breathing emergencies, including foreign body airway obstructions, for adult and pediatric patients
7. Recognize and respond to a variety of medical emergencies including heart attack, stroke, fainting, diabetic emergency, seizure, and shock
8. Identify and respond to a variety of injury emergencies including bleeding, wounds, head, neck, and spine injuries, broken bones, sprains, burns, and electrical injuries
9. Recognize and respond to a variety of environmental emergencies including heat and cold related emergencies, bites and stings, poison emergencies, and anaphylaxis, including proper administration of an epinephrine auto-injector

10. Identify and respond to an opioid-associated life-threatening emergency using the Opioid-Associated Life-Threatening Emergency Response Sequence, including proper use of naloxone

5. **Assessment of Course Learning Outcomes:** The Course Learning Outcomes are measurable/demonstrable through the below listed sample assignments/activities. Include percentage breakdown for grading.

REMINDER - Assessment of Course Learning Outcomes are based on a **Common Syllabus** – to allow for any qualified instructor to teach the course.

Course Learning Outcome	Percentage of Grade	Measurement of Learning Outcome (Artifact/Assignment/Activity)
1. Utilize a systematic, continuous approach to recognizing, assessing, and providing care for adult and pediatric patients experiencing life-threatening breathing and cardiac emergencies in both individual and team-based, multi-rescuer scenarios	50%	Exam, and Practical Assessment #1, 2, 3, 4, 5, and 6 *see attached syllabus for description of practical assessments
2. Describe all the steps of adult and pediatric Cardiac Chain of Survival inside and outside of a hospital facility	10%	Exam
3. Demonstrate proper assessment and high-quality CPR skills including pulse check, chest compressions and ventilations for adults, children, and infants	30%	Exam, and Practical Assessment #1, 2, and 3
4. Effectively deliver ventilations to adult and pediatric patients using both a pocket mask and a bag-valve mask (BVM) resuscitator	30%	Exam, and Practical Assessment #1, 2, and 3
5. Explain the basic concepts of an automated external defibrillator (AED), including the associated science, universal steps of operation, safety precautions, and effectively demonstrate the appropriate use of an AED for adult and pediatric patients	20%	Exam, and Practical Assessment #4
6. Recognize and respond to both conscious and unconscious breathing emergencies, including foreign body airway obstructions, for adult and pediatric patients	20%	Exam, and Practical Assessment #6
7. Recognize and respond to a variety of medical emergencies including heart attack, stroke, fainting, diabetic emergency, seizure, and shock	20%	Exam
8. Recognize and respond to a variety of injury emergencies including bleeding, wounds, head, neck, and spine injuries, broken bones, sprains, burns, and electrical injuries	20%	Exam, Practical Assessment #8
9. Recognize and respond to a variety of environmental emergencies including heat and	20%	Exam, Practical Assessment #7

cold related emergencies, bites and stings, poison emergencies, and anaphylaxis, including proper administration of an epinephrine auto-injector		
10. Recognize and respond to an opioid-associated life-threatening emergency using the Opioid-Associated Life-Threatening Emergency Response Sequence, including proper use of Naloxone	20%	Final Exam, Practical Assessment #7

6. **Who** is expected to enroll in this course? Please provide details for the student population(s), degree program(s)/certificate(s), and applicable concentration(s), this course is expected to include.

This will be a required course for students enrolled in the proposed AS in Health Sciences degree, and an elective option for students enrolled in the A.S. Community Health program for concentrations other than the proposed concentration in Coordinated Health Care (for which this course will be a requirement). This course will also serve as a potential elective for students enrolled in A.A. Liberal Arts who are fulfilling their Pre-Clinical coursework for Nursing, Physical Therapy Assistant, Polysomnographic Technology, and Surgical Technology which require a Basic Life Support for Healthcare Provider certification prior to program acceptance. This course may serve as an elective for Mental Health and Human Services as well as Chemical Dependency Counseling. This course will also be available as a General Elective for all matriculated students who are interested in attaining a Basic Life Support for Healthcare Provider and First Aid certification.

7. Explain **why** this course is a necessary addition to the curriculum. **REMINDER** – Explain the course’s role within the selected Pathways Group or Degree program – How does this course meet the Program Learning Outcomes (PLOs)? Was the course a recommendation from a recent Annual Program Review (APR), Advisory Board, Accrediting Body, etc.? How might this course help students seeking to transfer to a 4-yr college or transition into a career after KCC?

This course will allow students to acquire the necessary skills to recognize and respond to a variety of life-threatening emergencies such as cardiac arrest, heart attack, stroke, diabetic emergencies, opioid associated emergencies, and other injury and environmental emergencies. Students will employ high-quality CPR in multi-rescuer BLS team response scenarios, effectively demonstrate the use of AED, and removal of foreign-body airway obstructions during choking emergencies for adult, child, and infants. Effective communication, teamwork, critical thinking, and problem-solving skills will be emphasized.

The current courses offered, HE 3500 (First Aid and Personal Safety) and HE 2000 (Community CPR), are geared toward lay responders such as educators, recreation, and fitness professionals, and do not meet the advanced training needed to apply for existing clinical programs on campus. There is no credit bearing course on campus that is specifically geared toward multiple allied health programs which offers BLS for Healthcare Provider certification.

This course will offer the opportunity to acquire two micro-credentials (BLS and First Aid) and offer opportunity for allied health students to meet the required BLS for Healthcare Provider credential requirement prior to entering many clinical programs such as Nursing, Physical Therapy Assistant, Polysomnographic Technology, and Surgical Technology. These programs require a valid BLS for Healthcare Provider certification be completed prior to admission. It is suggested that this course be taken as an elective under the

Liberal Arts program during the pre-clinical phase for these programs and should be taken the semester prior to program admission so it remains valid (2 years) throughout the clinical phase. If students are accepted into a program with an existing BLS certification that expires while in the clinical phase, students may use this course as an elective within the program if allowable.

Those who are unsuccessful in their admission to the Allied Health programs may be directed to A.S. Community Health (for which the course would count as the 3-credit requirement for the Coordinated Health Care concentration or as an Elective for other concentrations) or proposed A.S. Health Science (for which the course would count as a degree requirement). For Community Health students, this course is a great opportunity for those interested in teaching public health or emergency management and will provide micro-credentials. This will serve to make Community Health students more marketable in the workplace as many healthcare settings require BLS for Healthcare Providers as a condition of employment.

Students who have previously taken a BLS for Healthcare Provider course within one year through the military, continuing education program, or other qualifying organization and have earned a certification may wish to apply for Credit for Prior Learning (CPL) once criteria has been established.

(Item #8 on next page)



Basic Life Support for Healthcare Provider and First Aid HE 2200 - Course Syllabus Semester and Year

Instructor: TBD

Office: TBD

E-mail: TBD

Course Description

Basic Life Support for the Healthcare Provider and First Aid will provide students with necessary lifesaving skills to work in a variety of healthcare settings. Students will learn to recognize and respond to a variety of life-threatening emergencies such as cardiac arrest, heart attack, stroke, diabetic emergencies, opioid associated emergencies, injury and environmental emergencies. Students will employ high-quality CPR in multi-rescuer BLS team response scenarios, effectively demonstrate the use of automated external defibrillator (AED), provide ventilations using a pocket mask and bag valve mask (BVM), and removal of foreign-body airway obstructions during choking emergencies for adults, children, and infants. Effective communication, teamwork, critical thinking, and problem-solving skills will be emphasized. Upon completion of course and certification requirements, students will have the ability to apply for the BLS for Healthcare Provider and a Heartsaver First Aid certification from the American Heart Association.

Course Student Learning Outcomes (SLOs)

By the end of this course, you (the student) will be able to:

1. Utilize a systematic, continuous approach for recognizing, assessing, and providing care for adult and pediatric patients experiencing life-threatening breathing and cardiac emergencies in both individual and team-based, multi-rescuer scenarios
2. Describe all the steps of adult and pediatric Cardiac Chain of Survival inside and outside of a hospital facility
3. Demonstrate proper assessment and high-quality CPR skills including pulse check, chest compressions and ventilations for adults, children, and infants
4. Deliver ventilations to adult and pediatric patients using both a pocket mask and a bag-valve mask (BVM) resuscitator
5. Explain the basic concepts of an automated external defibrillator (AED), including the associated science, universal steps of operation, safety precautions, and effectively demonstrate the appropriate use of an AED for adults, children, and infants
6. Identify and respond to both conscious and unconscious breathing emergencies, including foreign body airway obstructions, for adult and pediatric patients
7. Recognize and respond to a variety of medical emergencies including heart attack, stroke, fainting, diabetic emergency, seizure, and shock
8. Identify and respond to a variety of injury emergencies including bleeding, wounds, head, neck, and spine injuries, broken bones, sprains, burns, and electrical injuries
9. Recognize and respond to a variety of environmental emergencies including heat and cold related emergencies, bites and stings, poison emergencies, and anaphylaxis, including proper administration of an epinephrine auto-injector
10. Identify and respond to an opioid-associated life-threatening emergency using the Opioid-Associated Life-Threatening Emergency Response Sequence, including proper use of Naloxone

Required Materials

- One Laerdal CPR Breathing Barrier (purchase at KBCC bookstore, available at counter)
- One large box of non-latex surgical gloves (available at drugstores, pharmacies, and online)
- AHA BLS Provider Manual digital (ISBN: 978-1-61669-799-0) or print (978-1-61669-768-6)
- AHA Heartsaver First Aid Student Workbook digital (ISBN: 978-1-61669-817-1) or print (ISBN: 978-1-61669-829-4)

Student Assessment Methods

		<u>Percentage</u>	<u>Dates</u>
Practical Assessment #1	CPR and Rescue Breathing Skill Adult	10%	Week 4
Practical Assessment #2	CPR and Rescue Breathing Skill Child	10%	Week 5
Practical Assessment #3	CPR and Rescue Breathing Skill Infant	10%	Week 6
Practical Assessment #4	AED skill(adult and pediatric)	10%	Week 7
Midterm Exam (Written)	All skills up to week 7	10%	Week 7
Practical Assessment #5	Multi-rescuer BLS team response	10%	Week 8
Practical Assessment #6	Choking relief adults and pediatric	10%	Week 9
Practical Assessment #7	Naloxone and Epinephrine administration	10%	Week 10
Practical Assessment #8	Bleeding and bandaging	10%	Week 11
Final Exam (Written)		<u>10%</u>	TBD
		100%	

Evaluation

Grades will be calculated according to college policy as follows:

A+	A	A-	B+	B	B-	C+	C	C-	D+	D	F
97-100	93-96	90-92	87-89	83-86	80-82	77-79	73-76	70-72	67-69	60-66	0-59

W Withdrew without penalty

WU Unofficial withdrawal (counts as failure)

INC Doing passing work, but missing an assignment or an examination; changes to a "FIN" if work is not made up by the 10th week of the next 12-week session

FIN Failure as a result of an Incomplete

Expectations of students in HE 2200

Students are expected to attend every session and bring their personal protective equipment (fresh non-latex gloves, and Laerdal breathing barriers), login to Blackboard to access digital materials, watch all videos and read all materials in book and slides, and be prepared to engage in constructive conversations during classroom discussions and skills practice. Please come with enthusiasm and be ready to learn. You are expected to be engaged and fully participate in every class. Cell phones and other electronic devices must be silenced and cannot be used during class. Any disruptions by electronic devices may result in your being asked to leave for the session. Dress in clothing appropriate for physical activity. You will be working on a mat and bending over No food or beverages aside from water are allowed in the training room. No high heels permitted on mats.

Practical Assessments

There will be practical skill assessments in each of the skill areas. For each practical assessment, students will demonstrate required skills accurately and effectively as per the American Heart Association protocol. Practical assessments are a critical part of the course. It is extremely important that YOU DO NOT miss any portion of the skill sessions and practical assessments as they are required for certification and failure to attend will result in a zero for that skill and so an inability to apply for certification. No exceptions are made to this policy as certifying body has strict training requirements.

Exams

Exams will be based on the American Heart Association manual readings and videos, slides posted on Blackboard, and classroom discussions. There will be a midterm exam and a final exam, and each will consist of 40 multiple choice questions worth 10% of final grade. Practical assessments and written exam make ups are rare and are only given for documented, extenuating circumstances for which you will need approval from the instructor. Work schedule, childcare issues, and travel/ vacation do not qualify as an extenuating circumstance. You are expected to have a work schedule that accommodates your full participation in college courses, please do not schedule vacations during class time.

Certification

This course offers the opportunity to apply for two certifications, Basic Life Support for the Healthcare Provider certification (valid 2 years) and the Heartsaver First Aid certification (valid 2 years) from the American Heart Association. Certification is not required for this course and is not guaranteed. Students will be required to obtain an 84% or more for both exams and successfully pass every practical assessment exam to qualify. No exceptions are made to this policy as certifying body has strict training requirements.

Attendance Policy

More than 6 hours of absence from class will result in a significant lowering of your grade as this will affect your skill grades and participation (Lateness= 1/2 absence. Four lateness =2 absences). Missing more than 8 hours of class may result in a WU grade. If you need to withdraw from the class due to absences or other issues, please do so immediately through the Registrar. Be aware that withdrawing/dropping MAY AFFECT your full-time status and financial aid if applicable. Consult your Financial Aid counselor if you have any questions.

Access-Ability Services (AAS)

Serves as a liaison and resource to the KCC community regarding disability issues, promotes equal access to all KCC programs and activities, and makes every reasonable effort to provide appropriate accommodations and assistance to students with disabilities. Your instructor will make the accommodations you need once you provide documentation from the Access-Ability office (D-205). Please contact AAS for assistance. Please do so in a timely manner and well in advance of when accommodations are needed. Please contact Accessibility Services by clicking on this link and request that your accommodation be emailed directly to your instructor: <https://www.kbcc.cuny.edu/access-ability/homepage.html>

Preferred Gender Pronoun and Name

I affirm all forms of gender expressions and identities. If you prefer to be called a different name than what is on the class roster, please inform me. Inform me on your preferred gender pronoun or if you do not have a pronoun. The gender-neutral bathrooms are in the following places on campus: A117, A119, L303, L504, M436, T4 154, T8 108B, V211, and V212. If you have any questions or concerns, please do not hesitate to ask your instructor. For more information, please visit: <http://www2.cuny.edu/about/administration/offices/legal-affairs/policies-procedures/equal-opportunity->

[and-non-discrimination-policy](#) and <https://www1.cuny.edu/mu/forum/2017/02/24/protecting-the-rights-of-transgender-and-gender-nonconforming-students/>

Access Resource Center

The Access Resource Center (ARC) office offers a variety of support services for students, including a campus food pantry, a benefits screening for government resources (such as SNAP food benefits, child-care and public assistance), legal and financial consultations, and tax preparation support. For more information, please visit:

<http://www.kbcc.cuny.edu/arc/Homepage.html>

**HE 2200 – Basic Life Support for Healthcare Provider and First Aid
Semester and Year**

Week	Date	Topic for Discussion	Skills Based Activity
1	TBD	<p>Introduction to Course</p> <ul style="list-style-type: none"> • Review syllabus and student expectations • Importance of Basic Life Support (BLS) for the Healthcare Provider • Discuss certification requirements • Historical background of BLS, importance of American Heart Association • Recognizing and responding to emergencies 	<ol style="list-style-type: none"> 1. Navigate Blackboard and Yuja to locate course materials 2. Purchase required Laerdal breathing barrier from campus bookstore
2	TBD	<p>Introduction to BLS</p> <ul style="list-style-type: none"> • Identify the universal precautions for disease prevention and properly utilize personal protective equipment (PPE) • Review of the cardiovascular system • Checking for breathing and pulse and identifying signs of poor perfusion • Basic concepts of rapid assessment, including location of pulse, and understanding what skill to perform 	<p>* MUST BRING CPR BREATHING BARRIER AND GLOVES! Failure to bring PPE will result in inability to attain potential BLS certification</p> <ol style="list-style-type: none"> 1. Perform an accurate and rapid assessment for responsive and unresponsive adults, children, and infants and identify correct response skill 2. Demonstrate appropriate removal and disposal of gloves.
3	TBD	<ul style="list-style-type: none"> • Cardiac Chain of Survival for adults inside and outside of a hospital setting • Introduction to adult CPR skills including chest compression technique, and ventilations with head tilt-chin lift method (1 person BLS response) • Jaw thrust technique for suspected spinal injury 	<ol style="list-style-type: none"> 1. Correctly locate and identify pulse using carotid artery for adult 2. Demonstrate effective use of breathing barrier for adult 3. Provide high-quality CPR for Adults

Week	Date	Topic for Discussion	Skills Based Activity
4	TBD	<ul style="list-style-type: none"> Continuation of adult CPR skills practice CPR variations (pregnancy, obesity, soft surfaces) Rescue Breathing for adults 2 person BLS response for adults using BVM Hands only CPR 	<ol style="list-style-type: none"> Demonstrate effective rescue breathing for adults using BVM Practice 2 person BLS response for adults 3. Adult CPR and Rescue Breathing Practical Assessment #1
5	TBD	<ul style="list-style-type: none"> Cardiac Chain of Survival for pediatric patients within and outside of a hospital setting Introduction to Pediatric CPR, using both one and two hands Rescue Breathing for children using BVM 2 person BLS response for children using BVM 	<ol style="list-style-type: none"> Correctly locate and identify pulse using carotid or femoral artery for child Demonstrate effective use of breathing barrier and BVM for child Provide high-quality CPR for child 4. Child CPR and Rescue Breathing Practical Assessment #2
6	TBD	<ul style="list-style-type: none"> Cardiac Chain of Survival for pediatric patients within and outside of a hospital setting Discussion of Sudden Infant Death Syndrome (SIDS) Introduction to Infant CPR, 2 finger technique and 2 thumb-encircling hands technique Rescue Breathing for infants using BVM 2 person BLS for children using BVM and encircling thumb method 	<ol style="list-style-type: none"> Correctly locate and identify pulse using brachial artery for infant Demonstrate effective use of breathing barrier and BVM for infant Provide high-quality CPR for infant using 2 techniques 4. Infant CPR and Rescue Breathing Practical Assessment #3
7	TBD	<ul style="list-style-type: none"> Basic concepts of automated external defibrillator (AED) including associated science, universal steps of operation, and safety precautions. AED differences for adult, child, and infant 	<ol style="list-style-type: none"> Effectively demonstrate the use of an automated external defibrillator (AED) for adult and pediatric patients 2. AED Practical Assessment #4 3. Midterm: Complete on Blackboard

Week	Date	Topic for Discussion	Skills Based Activity
8	TBD	<ul style="list-style-type: none"> Multi-Rescuer Team Response including elements of effective team dynamics, roles and responsibilities, effective communication, coaching, and debriefing 	<ol style="list-style-type: none"> Practice multi-rescuer BLS team response with peers while rotating positions, and practicing effective communication including coaching, and debriefing Multi-rescuer BLS team response Practical Assessment #5
9	TBD	<ul style="list-style-type: none"> Techniques for removal of foreign-body airway obstruction during choking emergencies for both responsive and unresponsive adult and pediatric patients 	<ol style="list-style-type: none"> Practice choking relief techniques for adult and pediatric patients Choking relief for adults, children, and infants Practical Assessment #6
10	TBD	Introduction to First Aid <ul style="list-style-type: none"> Recognize and respond to a variety of medical emergencies including fainting, diabetic emergency, anaphylaxis, seizure, and shock Recognize and respond to an opioid-associated life-threatening emergency using the Opioid-Associated Life-Threatening Emergency Response Sequence 	<ol style="list-style-type: none"> Perform rapid assessment of conscious adult Demonstrate how to administer Naloxone according to package directions Identify when to use an Epinephrine autoinjector and demonstrate correct administration and safe disposal Naloxone and Epinephrine autoinjector Practical Assessment #7
11	TBD	<ul style="list-style-type: none"> Injury emergencies including bleeding, wounds, head, neck, and spine injuries, broken bones, sprains, burns, and electrical injuries 	<ol style="list-style-type: none"> Practice application of direct pressure to stop bleeding and bandaging Bleeding and bandaging Practical Assessment #8
12	TBD	<ul style="list-style-type: none"> Environmental emergencies including bites and stings, heat and cold related emergencies, and poison emergencies Course wrap-up 	<ol style="list-style-type: none"> Final Exam Review Certification wrap-up
	TBD	FINAL WRITTEN EXAM	

8. Upon transfer, does this course meet a specified requirement for a degree at a 4-year institution? If so, please include the institution and degree program. It is recommended you review your current [Articulation Agreements](#).

This course will be a unique course across CUNY as it will be the first to provide Basic Life Support for the Healthcare Provider and First Aid in a combined 3 credit course. Currently, the BLS courses across CUNY are embedded in continuing education programs such as at KCC, Lehman, CSI, York, and BMCC. The current CPR courses offered across the campuses are lay responder level and do not meet the BLS for Healthcare Provider requirement for many clinical programs. Based upon transferability of the existing lay responder courses, HE 3500 and HE 2000, and with the advanced nature of the material, offering of two micro-credentials, and need for advanced training with the expansion of Allied Health programs across CUNY, it is believed that a strong case for transferability can be made for this new course. It is timely and necessary. Below is a table of transferability of existing CPR and First Aid courses that currently transfer across CUNY and their equivalencies. This course has the potential to be equivalent to many 2-3 credit courses across CUNY when transferring.

HE 3500 – First Aid and Personal Safety (2 credits)	Credits	HE 2000 – Community CPR (1 credit)	Credits
Bronx CC - Elective in Health	3	Baruch – Health Education Elective	3
Brooklyn College - KINS 3005 First Aid and Safety	2	Brooklyn College – Kinesiology Elective	3
BMCC - HED 240 First Aid, Safety and CPR	3	BMCC - HED 240 First Aid, Safety and CPR	3
CSI - HED 111 First Aid and Safety	2	CSI – HED 199 Health Education Elective	1
Hostos - HLT 117 First Aid	2	Lehman College - HEA 304 CPR/AED Basic Life Support	1
Hunter - HED 35100 Safety Education and Emergency Care	3	York – HE 200 Basic Cardiac Life Support	1
Lehman College - HEA 303 Safety Education, Accident Prevention, and First Aid	2	The course also transfers as a general elective for a variety of credits at LaGuardia, Guttman CC, City Tech, Medgar Evers, and School of Professional Studies.	varied
Queensboro CC - HE 106 First Aid and Safety Education	3		
Queens College - FNES 166 First Aid and Safety	3		
York – HE 317 First Aid and Safety Education	2		
The course also transfers as a general elective for a variety of credits at the LaGuardia, Guttman	varied		

CC, City Tech, and School of Professional Studies.		
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9. Will adding the course potentially **conflict** with other courses – in content or subject matter – offered in either your Department or in *another* Department? If it will, please explain **how** and indicate **why** the course is still necessary.

This course does not conflict with other courses within the Health, Physical education, and Recreation (HPER) department or with other department courses. The current courses offered, HE 3500 and HE 2000, are geared toward lay responders with certification from the American Red Cross which is appropriate for educational, recreational, and fitness settings. Neither HE 3500 or HE 2000 meet the advanced training needed to apply for existing clinical programs on campus, and they do not meet the healthcare industry standards of Basic Life Support for the Healthcare Provider from the American Heart Association. Many clinical programs on campus such as Nursing, Physical Therapy Assistant, Polysomnographic Technology, and Surgical Technology require BLS for Healthcare Provider certification during a pre-clinical phase to apply. No other course provides a combination of BLS for Healthcare Provider and First Aid in the pre-clinical phase. While HE 3500 does provide CPR and AED for adults and First Aid training, it does not include CPR and AED training for children and infants. While HE 2000 provides CPR and AED training, it does not include First Aid. Certification in both courses is provided through the American Red Cross. Certification from the American Heart Association is the gold standard in the healthcare field.

10. Proposed textbook(s) and/or other required instructional material(s), including open educational resources (OER)– Please include any supplemental/recommended materials/texts to allow for **any** qualified instructor to teach the course:

- American Heart Association BLS Provider Manual - digital (ISBN: 978-1-61669-799-0) or print (978-1-61669-768-6)
- American Heart Association Heartsaver First Aid Student Workbook - digital (ISBN: 978-1-61669-817-1) or print (ISBN: 978-1-61669-829-4)
- Laerdal Adult and infant breathing barriers

11. **Attach a Common Syllabus** that includes the Topical Course Outline for the 12-week semester. This should be specific and explicit regarding the topics covered and should contain the detailed sample assignments/activities being used to measure the Course Learning Outcomes. **REMINDER** – be mindful to focus on the Course Learning Outcomes, Course Content, and Assessment.
SEE ATTACHED

12. Selected Bibliography and Source materials:

- Abolfotouh, Mostafa A et al. "Impact of Basic Life-Support Training on the Attitudes of Health-Care Workers Toward Cardiopulmonary Resuscitation and Defibrillation." BMC health services research 17.1 (2017): 674–674. Web

- American Heart Association. (2020). Basic life support: Provider manual.
- American Heart Association. (2020). CPR & ECC Guidelines. cpr.heart.org.
<https://cpr.heart.org/en/resuscitation-science/cpr-and-ecc-guidelines>.
- American Heart Association. (2020). Basic life support: Provider manual.
- American Heart Association Heartsaver First Aid Student Workbook digital (ISBN: 978-1-61669-817-1) or print (ISBN: 978-1-61669-829-4)
- Karim, Habib Md. Reazaul et al. "Comparison of Effectiveness of Class Lecture Versus Workshop-Based Teaching of Basic Life Support on Acquiring Practice Skills Among the Health Care Providers." *International Journal of Critical Illness and Injury Science* 6.2 (2016): 61–64. Web.
- Onan, Arif, and Nurettin Simsek. "Interprofessional Education and Social Interaction: The Use of Automated External Defibrillators in Team-Based Basic Life Support." *Health informatics journal* 25.1 (2019): 139–148. Web.