

**Fond du Lac Tribal and Community College
COURSE OUTLINE FORM**

03/19/19

Please return this form to the college vice president of academic affairs and the chairperson of the Academic Affairs and Standards Council (AASC)

1. Prepared by: _____

2. Date submitted: _____

3. Date approved: _____ Date revised 11/20/19

4. Department/discipline: Health

5. Department(s) endorsement(s): _____
(Signatures of the person(s) providing the endorsement are required.)

6. Course Title: Heart Association Health Care Professional Basic Life Support (BLS)
Abbreviated course title for Transcripts (25 characters or less): _____

7. Course Designator: HLTH 8. Course Level: 1032

9. Number of Credits: Lecture .5 Lab .5

10. Control Number (on site) 30 Control Number (online) _____

11. Catalog/Course description:

The American Heart Association Basic Life Support (BLS) Healthcare Provider course is a higher level CPR class that is designed to train healthcare professionals on recognizing and responding to several life-threatening emergencies. Nearly all Healthcare workers are required to have at least this BLS class. Skills include: Providing CPR for adults, children and infants, using an Automated External Defibrillator and relieving choking in a safe, timely and effective manner. The course is intended for certified or non-certified, licensed or non-licensed healthcare professionals. AHA certification included with successful course completion.

12. Course prerequisite(s) or co-requisite(s): Accuplacer scores/ Other courses
Prerequisite(s):

Co-requisite:

13. **Course Materials** (Recommended course materials and resources. List all that apply, e.g. textbooks, workbooks, study guides, lab manuals, videos, guest lecturers).

Basic Life Support (BLS) Provider Manual or Basic Life Support (BLS) Provider Manual eBook, Heart Code BLS online modules.

14. **Course Content** (Provide an outline of major topics covered in course)

1. High quality CPR for adults, children, and infants.
2. AHA Chain of Survival, specifically the BLS components.
3. Early use of an AED.
4. Effective ventilations using a barrier device.
5. Team based multi-rescuer resuscitation.

- 6. Effective teamwork during multi-rescuer CPR.
- 7. Foreign-body airway obstruction (choking) for adults and infants.

15. Learning Goals, Outcomes, and Assessment

At FDLTCC we have 4 Competencies Across the Curriculum (CAC) areas. They are as follows:

- A. Information Literacy (the ability to use print and/or non-print tools effectively for the discovery, acquisition, and evaluation of information)
- B. Ability to Communicate (the ability to listen, read, comprehend, and/or deliver information in a variety of formats.)
- C. Problem Solving (the ability to conceptualize, apply, analyze, synthesize, and/or evaluate information to formulate and solve problems.)
- D. Culture (knowledge of Anishinaabe traditions and culture, knowledge of one’s own traditions and culture, knowledge of others’ traditions and cultures, culture of work, culture of academic disciplines and/or respect for global diversity.)

Upon completion of this course, the student will be able to:

Learning Outcomes	Competencies (CAC)	Cultural Standards
Provide high-quality CPR for adults, children, and infants.	A, B, C	1, 4, 7
Describe the AHA Chain of Survival, specifically the BLS components.	A, B, C	1, 4, 7
Identify the important early use of an AED.	A, B, C	1, 4, 7
Provide effective ventilations using a barrier device.	A, B, C	1, 4, 7
Recognize the importance of teams in multi-rescuer resuscitation.	A, B, C	1, 4, 7
Perform as an effective team member during multi-rescuer CPR.	A, B, C	1, 4, 7
Administer relief of foreign-body airway obstruction (choking) for adults and infants.	A, B, C	1, 4, 7

WINHEC Cultural Standards:

- 1. GIKENDAASOWIN – *Knowing knowledge:*** To develop human beings who value knowledge, learning, and critical thinking and are able to effectively use the language, knowledge, and skills central to an Ojibwe-Anishinaabe way of knowing.
- 2. GWAYAKWAADIZIWIN – *Living a balanced way:*** To develop balanced human beings who are reflective, informed learners who understand the interrelatedness of human society and the natural environment, recognize the importance of living in

harmony with creation, and are able to apply a systems approach to understanding and deciding on a course of action.

3. **ZOONGIDE'EWIN – *Strong hearted:*** To increase the students' capacity to live and walk with a strong heart, humble and open to new ideas and courageous enough to confront the accepted truths of history and society.
4. **AANGWAAMIZIWIN – *Diligence and caution:*** To develop students' capacity to proceed carefully, after identifying, discussing, and reflecting on the logical and ethical dimensions of political, social, and personal life.
5. **DEBWEWIN – *Honesty and integrity:*** To increase students' capacity to think and act with honesty and integrity as they understand and face the realities of increasingly interdependent nations and people
6. **ZAAGI' IDIWIN – *Loving and Caring:*** To encourage students' acceptance of the diversity within their school, community, and environment by developing healthy, caring relationships built on respect for all.
7. **ZHAWENINDIWIN – *Compassion:*** To expand students' knowledge of the human condition and human cultures and the importance of compassion especially in relation to behavior, ideas, and values expressed in the works of human imagination and thought.

16. **Minnesota Transfer Curriculum (MnTC):** List which goal area(s) – up to two – this course fulfills.

See www.mntransfer.org

Goal Area(s): _____

Provide the specific learning outcomes as listed on the mntransfer.org website that pertain to this course.

17. Are there any additional licensing/certification requirements involved?

_____ Yes _____ No

Provide the required documentation to show course meets required licensing/certification standards.

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