

Initiative Report for HPEA 2009-10

Expand the Diversity of our health curriculum with a new course called Emergency Response for the Health Professional.

Summary:

To research, develop, and implement a new course called Emergency Response for the Health Professional at Lane Community College in the Health/PE/Athletics Department

Description

This class will satisfy the First Aid component for the Physical Therapy Assistant Program that begins in Fall Term 2009. It will also serve the needs of other Health Professions programs at LCC who require a more advanced level of first aid training and certification than is currently available.

Questions and Answers

How is the initiative linked to the Unit Plans most recently submitted?

- 1. How does it continue the achievement of those goals?**
- 2. If this is a continuation of an initiative started last year, make sure that relationship is clear.**

How is this initiative linked to the efficiencies and productivities plans you had last year?

- 1. How does it continue the achievement of these plans?**
- 2. If this is a continuation of an efficiency or productivity plan started last year, make sure that relationship is clear.**

How is the initiative linked to the Unit Plans most recently submitted?

Past Unit Plans have included expanding the diversity of our curriculum, offering sections at different times, with different formats and increase student engagement.

1. How does it continue the achievement of those goals?

Goal 1: Increase the diversity of our curriculum offerings

- Increases the diversity of our curriculum offerings. The department currently offers 6 different health courses that are consistently over-enrolled. The development of this course would compliment the existing health offerings while at the same time provide another course option for students.

Goal 2: Expand the learning environment by offering different formats with the presentation of curriculum

- Expand the learning environment by offering different formats of presentation to our students. This class includes a lab component that engages the students and requires certain skills to be mastered. It may be developed in as a hybrid course in addition to the traditional lecture format.

Goal 3: Offer sections at various times to meet student needs.

- Offer sections at various times to meet student needs. The development of an additional health course will enable the department to increase the diversity of the times courses are offered to better meet student needs.

2. If this is a continuation of an initiative started last year, make sure that relationship is clear.

How is this initiative linked to the efficiencies and productivities plans you had last year? Efficiencies and productivities plans were not submitted as part of our Unit Plan last year.

Describe the resources needed:

Curriculum Development Funds are requested for the development of a new first aid course (Emergency Response for the Health Professional). One instructor will be developing this course by researching First Responder texts, outlining the course objectives, and locating additional first aid equipment and supplies specifically needed for this class.

Amount Requested: 100 total hours of curriculum development funds.

A General Fund increase to our part-time faculty budget of \$3,275.74 would be needed for each section of this course we offer unless we substitute this topic with what we currently offer.

What specific measurable program outcomes do you expect to achieve with this initiative? The outcomes should be specific enough to be measurable. Also, outline the method that will be used to determine the results.

The measurable program outcomes that will be achieved with the development of this course are increased student enrollment and FTE. This class will satisfy the First Aid component for the Physical Therapy Assistant Program that begins in Fall Term 2009. It will also serve the needs of other Health Professions programs at LCC who require a more advanced level of first aid training and certification than is currently available. The outcomes will be measured by tracking the number of classes offered along with student enrollment numbers.

Department Priority:

5

Unit Resources:

\$3275.74-PT salary + OPE for each section offered.

Current department resources that may be devoted to this initiative include the following:
Current instructors and workload: The requested 100 hours of curriculum development hours will provide only part of the work time required for the successful development of this new class. In addition, time will be spent in collaboration with the PTA Program Coordinator to ensure the class meets the needs of their program students.

Course materials and supplies: Instructor text and teaching materials may be provided at no charge from the selected publishing company. A small student fee or grant funds may be requested to cover the cost of purchasing specialized equipment needed for this class. Current first aid supplies that can be used for this class include adult and infant manikins, bandages, blankets, and splinting materials.

The first aid classroom as well as the AV equipment that is part of this classroom will also be used to teach the course.

Funding Request: Carl Perkins

Funding Request: Curriculum Development

1. List the following information

- **Course Numbers (titles if not currently offered)**
- **Instructor Name(s) who will work on the curriculum development**
- **Whether each of the courses is in, or has been through, the curriculum approval process**

Emergency Response for the Health Professional (not currently offered)

Peggy Oberstaller

The course has not yet been through the curriculum approval process ---- target date is spring term 2009.

2. List each course number (or title) and the materials to be created for each class

- **Instructional goals, objectives, syllabi and outlines**
- **Lab instruction packets**
- **Practice, quiz, presentation &/or demonstration materials**
- **Other (specify)**

Emergency Response for the Health Professional

Course Objectives, instructional goals, course objectives, course syllabi and course outlines

A course packet/workbook for use along with the required textbook to encourage critical thinking, retention of information presented, and application of the course curriculum.

Homework assignments and assessments will be developed to assess student understanding and encourage feedback for updating and improving the curriculum.

Videos may be researched and used in class to offer visual views of specific first aid skills that students will then practice.

Quizzes and exams will be created to assess student understanding and application of the course materials.

Skill session protocols will be developed to outline successful completion of each skill that will be included in the curriculum.

3. List each course number (or title) and give your timeline for beginning and completing each course curriculum development.

Emergency Response for the Health Professional

May/June April 2009: prepare the curriculum development application and present to the Curriculum Committee for approval.

July ---- August 2009: Actual course development of individual topics and skills that will be included in the course curriculum; this includes preparing chapter outlines, student worksheets, handouts, power point presentations, quizzes and exams, course assessments and evaluations, video selections, and acquisition of needed supplies.

September 2009: Offer 1 section of Emergency Response for the Health Professional.

January 2010: Offer 1 section of Emergency Response, and begin developing a hybrid class to include 80% online work and 20% in class labs for skill practice and testing.

March 2010: Offer the first class for the PT Assistant program students.

4. What are up to 3 departmental instructional goals that are met through the development of curriculum in each class?

Three Health instructional goals that will be met through the offering of this course are:

- 1) Increased diversity of our curriculum offerings
- 2) Expanding the learning environment by offering options such as evening class times, hybrid classes, and/or weekend classes.
- 3) Increasing student engagement by providing a necessary course for their program completion and including book learning as well as hands on skill practice to keep students attention.

5. List each course number (or title) and give the value of the development of curriculum in each course to other faculty members.

The Emergency Response course will be valuable to other Health, PE and Athletics faculty for the following reasons:

- 1) Increased opportunities for professional development by participating in a training class to become certified to teach the class.
- 2) A more advanced level of First Aid training will be available to our staff ---- they can take the class to become First Responders, or we could offer a special training session just for staff.

6. List each course number (or title) and say how many students will be served by the development of curriculum in each class.

Emergency Response for the Health Professional

The number of students served will depend on how many sections are offered each academic year. The PT Assistant program wants the class offered for their students during spring term each year. Most of the health professions programs (dental assistant, dental hygienist, medical transcription, etc.) begin during fall term each year and some students are required to complete their first aid certification before beginning the program, so it may be effective to offer more sections during spring and summer terms. If a minimum of 4-5 classes were offered each academic year (at 34 students per class), we could accommodate a total of 136-170 students per year.

7. List each course number (or title) and give the specific benefits to students that you expect from the development of curriculum in each class.

The specific benefits we would expect students to receive from the development of curriculum in the Emergency Response Class are:

- 1) Becoming aligned with the role and responsibilities involved in becoming a First Responder.
- 2) Reviewing the emotional, medical, legal and ethical aspects of emergency care and learning ways to overcome the stress of these situations and promote personal well-being.
- 3) Recognizing how infectious diseases are transmitted, and learning how to protect oneself from exposure to disease.
- 4) Practicing victim assessment and learning to establish and follow through on a plan of action.
- 5) Reviewing different types of breathing emergencies and practicing using breathing devices and supplemental oxygen to aid breathing.
- 6) Reviewing care for specific types of illnesses and injuries, including behavioral emergencies.
- 7) Being prepared to assist in emergency childbirth situations, and recognizing issues specific to children and infants.
- 8) Becoming familiar with the use of an automated external defibrillators to improve survival of cardiac patients.

8. List each course number (or title) and give the specific benefits for diversity that you expect from the development of curriculum in each class.

The Emergency Response course would include various aspects of diversity, including, but not limited to gender, age, socioeconomic background, sexual orientation and race, as well as working with special populations. The class would reflect tolerance of diverse populations and appropriate care and treatment of diverse individuals.

9. List each course number (or title) and give the specific benefits to sustainability that you expect from the development of curriculum in each class.

The Emergency Response course would have benefits to sustainability in the following ways:

- 1) Fiscal sustainability for the college by increasing student enrollment and FTE.

- 2) Increased social responsibility with students trained and committed to providing emergency care within the community and in the workplace.
- 3) Environmental sustainability with students learning to recognize poisons and toxins within their home and work environments, and learning to make their surroundings safer for everyone.

10. List each course number (or title) and give the specific effects on distributed learning that you expect from the development of curriculum in each class.

The effects on distributive learning from the development of an Emergency Response curriculum include the following:

- 1) Use of the Moodle online system in order for students to have one-stop access to the following materials and resources: 1) the most current version of the course schedule, 2) all course handouts and assignments, 3) reputable websites of interest to students taking this course, 4) course lecture notes, and 5) quizzes and exams.
- 2) Development of multiple resources and strategies for course topics, including lecture, textbook, worksheets, video clips, emergency scenarios, group presentations and individual assignments in order to facilitate active learning.

Hours requested for Curriculum Development funding:

Please enter the amount of one of the following:

- **100 hours maximum for new development.**
- **70 hours maximum for course revision**
- **50 hours for 3-4 credit conversion**
- **other (use if multiple courses addressed in one initiative**

Do not enter any characters other than numbers and a decimal.

How many hours are you requesting? If there are multiple courses addressed in the initiative, please list each course number (or title) and give the number of hours requested for each course.

100

Can this initiative be partially funded?

No

Partially funded curriculum development HOURS requested:

Explanation of effect of partial funding:

Funding Request: Technology Fee