

# Los Angeles Trade-Technical College

## NON-CREDIT COURSE OUTLINE

### SECTION I - BASIC COURSE INFORMATION

DATE: 06/12/17

SELECT ONE:  New Course  Course Update  Course Change  Course Reinstate

DEPARTMENT NAME: Noncredit (Health and Related Exercise Sciences)

SUBJECT/DISCIPLINE NAME (CB01): VOC ED

COURSE NUMBER: 311CE

COURSE TITLE (CB02): WORKPLACE SAFETY: FIRST AID/CPR BASICS  
Max 68 characters including punctuation and spaces

**COURSE CATALOG DESCRIPTION** -- Provide a brief description of the course, including an overview of the topics covered:

Checklist:

- Course number and title
- Status (noncredit versus credit or others)
- A content/objective description, a short paragraph (course description) that provides a well-developed overview of topics covered. It should be thorough enough to establish the comparability of the course to those at other colleges and to convey the role of the course in the curriculum as well as to distinguish it from other courses at the college. It should be brief enough to encourage a quick read. To save space, many colleges use phrases rather than complete sentences. For noncredit courses that may lead to credit courses, it is a good idea to consider the catalog descriptions for the common receiving programs or institutions to promote a logical pathway for students intending this route.
- Course type (lecture, lab, activity, special topics, etc.), and contact hours
- Fulfills a certificate of completion, competency or high school graduation requirements
- Ability to articulate or prepare for credit coursework

This course combines lecture, demonstrations, video and hands-on practice to provide students with the knowledge and skills necessary to prevent, recognize and provide basic care for injuries and sudden illnesses at their workplace until advanced medical personnel arrive and take over. This course covers first aid, adult and youth CPR, automated external defibrillator (AED) training and basic injury control awareness modules. Course materials and hours are consistent with and meet American Heart Association, American Red Cross and National Safety Council certification requirements.

### JUSTIFICATION/NEEDS & PURPOSE OF COURSE:

Enter a brief description of the background and rationale for the course. This might include a description of a degree or certificate for which the course is required or the relationship of this course to other courses in the same or other disciplines. Please note that a justification stating "student need" will not suffice.

Labor Market projections from Employment Development Department and request of local employers.

#### References:

CCCCO Program and Course Approval Handbook, Fifth Edition- 2013, pp 186-195  
ASCCC The Course Outline of Record: A Curriculum Reference Guide, pp 42 – 58, 2008  
05/04/17

**CLASS HOURS:** Under "total hours per term," indicate the total number of hours the average student will need to complete the course objectives in section II. To determine the number of standard hours per week, divide the total hours by 18.

	Total Hours per term	Standard Hours per week (total hours per term divided by 18 weeks)
Lecture hours:	9	.50
Lab hours:	9	.50
Total hours:	18	1.00

**REPEATABILITY** (Number of times the course can be repeated): \_\_\_\_\_

How does the repetition of this course meet Title 5, section 58161 requirements? A course may be repeatable when, "course content differs each time it is offered, and that the student who repeats it is gaining an expanded educational experience for one of the following reasons: (A) Skills or proficiencies are enhanced by supervised repetition and practice within class periods; or (B) Active participatory experience in individual study or group assignments is the basic means by which learning objectives are obtained."

**LIMITATIONS ON ENROLLMENT** (see [Title 5, section 58106](#) for policy on allowable limitations. Other appropriate statutory or regulatory requirements may also apply):

**TOP CODE** (CB03): 0835.70

**Category/TOP Code:** (\* denotes a Valid Top Code that is also in alignment with the Basic Skills Initiative (BSI) definition of a basic skills course)

- English as a Second Language (ESL): 493084\*, 493085\*, 493086\*, 493087\*, 493100\*
- Immigrant Education: 220120, 220500, 220700, 493090\*
- Elementary and Secondary Basic Skills: 150100\*, 152000\*, 170100\*, 170200, 493009\*, 493014, 493030, 493031, 493032, 493033, 493060\*
- Health & Safety: 083510, 083570, 083580, 083700, 089900, 129900
- Substantial Disabilities: ANY TOP Code
- Parenting: 130500-130590, 130800
- Home Economics: 130100-139900
- Courses for Older Adults: ANY TOP Code
- Short-Term Vocational: ANY VOCATIONAL TOP Code
- Workforce Preparation: ANY VOCATIONAL TOP Code or 493010, 493011, 493012, 493013, 493072

**TRANSFER STATUS** (CB05):

Other than English, writing, ESL, reading and mathematics courses, most noncredit courses are C (Not transferable)

- A (Transferable to both UC and CSU)     B (Transferable to CSU only)     C (Not transferable)

### PRIOR TRANSFER LEVEL (CB21):

This element indicates course level status for English, writing, ESL, reading and mathematics courses.

- Y (Not applicable)
- A (One level below transfer)                       B (Two levels below transfer)
- C (Three levels below transfer)                       D (Four levels below transfer)
- E (Five levels below transfer)                       F (Six levels below transfer)
- G (Seven levels below transfer)                       H (Eight levels below transfer).

### Student Accountability Model (SAM) Code (CB09):

- A – Apprenticeship                       B - Advanced Occupational                       C - Clearly Occupational
- D – Possibly Occupational                       E- Non-occupational

#### SAM Code:

- A - Apprenticeship: Courses designed for an indentured apprentice, which must have the approval of the State of California, Department of Industrial Relations, Division of Apprenticeship Standards.
- B - Advanced Occupational: Courses taken by students in the advanced stages of their occupational programs. Courses should be offered in one specific occupational area.
- C - Clearly Occupational: Courses generally taken by students in the middle stages of their programs, which should be of difficulty level sufficient to detract "drop-ins." Courses may be offered in several occupational programs within a broad area. The "C" priority, however, should also be used for courses within a specific program area when the criteria for "B" classification are not met. A "C" level course should provide the student with entry-level job skills.
- D – Possibly Occupational: "D" courses are those taken by students in the beginning stages of their occupational programs. The "D" priority can also be used for service (or survey) courses for other occupational Programs.
- E- Non-occupational.

### BASIC SKILLS STATUS (CB08):

Title 5, section 55502(d) defines "basic skills as "courses in reading, writing, computation, and English as a Second Language which are designated as non-degree credit courses pursuant to Title 5, section 55002(b)."

- Basic Skills Course                       Not a Basic Skills Course

### COURSE CLASSIFICATION STATUS (CB11):

This field identifies courses eligible for enhanced funding. Noncredit courses will have a value of J or K if they are part of an approved Career Development and College Preparation (CDCP) program. Noncredit courses that are not part of an approved program will have a value of L until the program is approved.

- J -Workforce Preparation Enhanced Funding
- K - Other Noncredit Enhanced Funding
- L - Non-Enhanced Funding

### NONCREDIT CATEGORY (CB22):

\*\* Categories qualify for enhanced funding, as long as they are a part of an approved CDCP program.

- A (English as a Second Language (ESL)\*\*                       B (Immigrant Education)
- C (Elementary and Secondary Basic Skills)\*\*                       D (Health and Safety)
- E (Substantial Disabilities)                       F (Parenting)
- G (Home Economics)                       H (Courses for Older Adults)
- I (Short Term Vocational)\*\*                       J (Workforce Preparation)\*\*

#### References:

CCCCO Program and Course Approval Handbook, Fifth Edition- 2013, pp 186-195  
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**PROGRAM STATUS (CB24):**

- Program Applicable       Not Program-Applicable

**APPROVED SPECIAL CLASS (CB13):** Title 5 section 56028.

- S (designated as an approved special class for disabled students)       N (not a special class)

**SPECIAL CHARACTERISTIC(S) (if applicable):**

- Learning Assistance (a form of supplemental instruction)
- Bilingual Instruction (a system of instruction that builds upon the language skills of a pupil whose primary language is not English or derived from English)
- Convalescent Setting (a course taught in a convalescent home, skilled nursing facility, residential care home, day care center, or nursing home)
- Correctional Facility (a course taught either at or through a federal, state, or local correctional institution)
- Apprenticeship (a course that provides related and supplemental instruction for apprenticeship and coordination of instruction with job experience, upon agreement with the program sponsor/employer and the California Division of Apprenticeship Standards)
- Persons of Substantial Disabilities (a course designed to serve persons with substantial disabilities)
- Citizenship for Immigrants (a course designed to provide instruction and services in citizenship)

**PREREQUISITES, COREQUISITES or ADVISORIES:**

Select One	Subject	Number	Course Title	Units
<input type="checkbox"/> Prerequisite <input type="checkbox"/> Corequisite <input type="checkbox"/> Advisory				
<input type="checkbox"/> Prerequisite <input type="checkbox"/> Corequisite <input type="checkbox"/> Advisory				
<input type="checkbox"/> Prerequisite <input type="checkbox"/> Corequisite <input type="checkbox"/> Advisory				

References:

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## SECTION II - COURSE CONTENT AND OBJECTIVES

**COURSE CONTENT AND OBJECTIVES** Outline the topics included in the lab portion of the course (*Outline reflects course description, all topics covered in class*). Add more lines as needed.

• The content element contains a complete list of all topics to be taught in the course. The list should be arranged by topic with sub-headings. Content items should be subject based.

• Objectives: (Include Total Hours for each Topic), should be stated in terms of what students will be able to do, should clearly connect to achievement of the course goals, should be concise but complete: ten objectives might be too many; one is not enough, should use verbs showing active learning, theory, principles, and concepts must be adequately covered. Skills and applications are used to reinforce and develop concepts, each objective should be broad in scope, not too detailed, narrow, or specific.

<b>Lecture Content:</b>	<b>Objectives:</b>
Introduction: Enrollment Administration SLOs, Course Expectations Grading Policy.	Verify proper course registration. Restate course SLOs. Restate course expectations per grading policy.
Introduction to OSHA Standards: OSH Act/General Duty Clause 5(a)(1)	Introduction to OSHA Standards: OSH Act/General Duty Clause 5(a)(1)  Define and discuss basis for and general content of OSH Act.  Describe the record keeping methods and documents that are required by OSHA.
Focus 4:  Falls Electrocution Struck by Caught In between	Compare types of fall protection equipment and explain when it is required.  Define Lock out Tag out procedures. List types of electrical hazards and the required PPE.  List the required safety related operations that must be done when struck by hazards are present.  List the required safety related operations that must be done when cranes, derricks, or other caught in between hazards are present.
Components of an Emergency Action Plans:  Overview of Standardized Emergency management system (SEMS)  Legal considerations regarding emergencies	-Create an emergency action plan specific to their workplace.  -Analyze an emergency situation and understand the legal ramifications of their actions or lack of actions
Subpart P : Excavations	List the types of excavations and describe the methods used to secure and protect persons in the area.
Confined Space Entry	List the multiple hazards that confined space entry presents. Describe several methods to counter these hazards.
Subpart D : Hazard Communication: Health Hazards in Construction	Describe the four most often cited construction industry health hazards.

**References:**

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<p><b>Preventing Disease Transmission:</b></p> <p>Blood borne diseases Airborne diseases</p>	<p>Analyze a situation and respond appropriately to prevent disease transmission to themselves and/or others.</p> <p>Interpret body symptoms and deduce possible origin and cause which could lead to selecting proper response.</p>
<p>Surveying the scene of an accident or emergency</p>	<p>Diagnose the scene of an accident or emergency and quickly identify the signs that help a person understand and choose correct response.</p>
<p>Assessment of the injured : Check ABCs (airway, breathing &amp; circulation)</p> <p>Apply CPR techniques if ABCs are blocked/non-existent</p> <p>Secondary survey (head to toe) if breathing and circulation are present</p>	<p>Analyze the signs and symptoms of the victim for life-threatening situations and select appropriate actions.</p> <p>Describe and practice CPR techniques</p>
<p>Treating Musculoskeletal injuries</p>	<p>Assess musculoskeletal injuries and differentiate the possible type and treatments.</p>
<p>Safely moving victims</p>	<p>Transport an injured victim without causing harm to victim or self</p>
<p>Prevention and treatment of common back and sports injuries, slips and trips and falls</p>	<p>Identify and treat common back, workplace and sports injuries</p>
<p><b>Special Situations:</b></p> <p>Acute and chronic conditions of disease and injury</p> <p>Infants and young children</p>	<p>Identify acute and chronic conditions of disease and injury that might not begin as life-threatening but could become life-threatening if not treated properly.</p> <p>Differentiate communication techniques specific to very young victims.</p>
<p>Automated External Defibrillators (AED)</p>	<p>Assemble, correctly operate, and interpret results of an automated external defibrillator.</p>

<b>Lab Content:</b>	<b>Objectives:</b>
<p>Calling and effective communication with the Emergency Management System (EMS 911)</p>	<p>-Dramatize a call 9-1-1 operator for various emergency situations.</p>
<p>Techniques for preventing disease transmission</p>	<p>-Demonstrate the correct procedure for applying and removing surgical gloves and using a breathing mask</p>
<p>Surveying the scene of an emergency</p>	<p>-Analyze different emergency scenarios and interpret surroundings that give clues to the underlying safety and severity of the situation.</p>
<p>Assessing non life-threatening injuries</p>	<p>-Assess a victim for responsiveness, breathing and circulation and interpret results that dictate a specific course of action.</p>

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CPR techniques for adults and children	Practice CPR techniques for victims with breathing and circulatory problems
CPR techniques for persons with spinal cord injuries	-Demonstrate the correct steps for conducting the assessment of a victim.
Bag valve mask	-Assemble and demonstrate use of a bag valve mask.
Use of automated external defibrillator (AED)	-Assemble and demonstrate use of an automated external defibrillator (AED)
Treating musculoskeletal Injuries	-Assemble, set-up and apply different kinds of splints to musculoskeletal injuries, including fractures and sprains
Moving Injured victims - Walking Assist	-Distinguish and practice possible alternatives to moving an injured victim that do not cause harm to victim or to self.

**INSTRUCTION AND EVALUATION, add more lines as needed.**

- **Methods of Instruction** - The focus should be about describing what the students will be doing and experiencing, not only with respect to the instructor, but in some cases with respect to each other and with their environment. The methods of instruction used are appropriate to the objectives. If an objective is to "physically perform," then lecture as the sole method for learning is not enough. The assignments and methods of instruction and evaluation must be appropriate to the stated objectives.
- **Methods of Evaluation** - The bases for evaluating assignments are given, and relate to skills and abilities in objectives. Knowledge of required material should constitute a significant portion of the evaluation as reflected in assignments and methods of evaluation. Please note that while noncredit courses do not produce grades that would be "credited" into a student record, this in no way obviates the critical need for the course design to comprehensively include student evaluation and feedback.

Methods of Instruction	Methods of Evaluation

**LEARNING OUTCOME INFORMATION**

<p><b>Student Learning Outcomes:</b> Upon successful completion of this course, the student will be able to (Use action verbs - see <a href="#">Bloom's Taxonomy</a> for 'action verbs requiring cognitive outcomes.'): (MAXIMUM OF 3 OUTCOMES)</p>	<p><b>How will these student learning outcomes be assessed?</b> (Explain how each outcome will be assessed in this column):</p>
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<p>1. Recognize appropriate training requirements and training methods for CPR/First Aid/AED</p> <p>2. Define OSHA specific construction terms such as; competent person, construction work, confined space, working space, general duty clause.</p>	<p>SLO #1 - Obtain a CPR/First Aid/AED Certificate from a 3rd party.</p> <p>SLO#1 - Obtain an OSHA 10hr. Safety Card.</p> <p>Both 3rd party certificates are proctored by staff/faculty at LATTC.</p>
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**Required Text(s):**

Texts and instructional materials should be completely referenced: author, title, publisher, and date.

"Standard First Aid, CPR, and AED, National Safety Council, 2015.  
Code of Federal Regulations (CFR 1926), OSHA, 2015.

**Supplementary Readings:**

Instructor Handouts and websites

**Required Writing:**

**Assignments and/or Other Activities:**

The assignments should be presented in a manner that reflects both integration with the stated objectives and a likelihood that they will lead to students achieving those objectives. It is clear that there are student performance expectations, that these are taught in class, practiced through various assignments, and evaluated as the basis for any feedback or potential certification.

**Supplies needed:**

This section should also include any required materials or other equipment such as a sports item, lab equipment, tools, art materials or anything else the student must have to participate effectively in the course.

Paper and writing instrument. Personal CPR face mask is recommended but not required.

**References:**

CCCCO Program and Course Approval Handbook, Fifth Edition- 2013, pp 186-195  
ASCCC The Course Outline of Record: A Curriculum Reference Guide, pp 42 – 58, 2008



### SECTION III – SUPPORT NEEDED

Indicate how the college plans to support the proposed course:

**Additional Staff needed:** \_\_\_\_\_

**Classroom type needed:** \_\_\_\_\_

**Equipment needed:** (List new equipment needed and indicate funding source for any new equipment)

**Supplies needed:** \_\_\_\_\_

**Library/Learning Resources –** (List Library and Learning Resources needed, including the cost and funding source for needed resources)

**COLLEGE APPROVALS:**

Joseph Ratcliff   
**Originator**

9-5-17  
**Date**

Joseph Ratcliff   
**Department Chair**

9-5-17  
**Date**

Leticia Barajas   
**Dean**

9/10/2017  
**Date**

Alicia - Rodriguez-Estrada   
**Curriculum Chair**

9/5/2017  
**Date**

Martin Diaz   
**Academic Senate President**

9/8/17  
**Date**

Leticia Barajas   
**Vice President, Academic Affairs**

9/6/17  
**Date**