

Date of request: 23-AUG-2021

Request ID: E-2021-HPHE-44

College: E

Department: HPHE

Initiator name: Holly Sisson

Initiator email: holly.l.sisson@wmich.edu

Proposed effective term: 202240

Does course need General Education approval?: N

Will course be used in teacher education?: N

If 5000 level course, prerequisites apply to: U

Proposed course data:

Change Course HPHE 3810

Specific Course Change type selected: Title

Specific Course Change type selected: Description

1. Existing course prefix and number:

HPHE 3810

2. Proposed course title:

Healthcare Provider CPR

3. Existing Banner course title:

Instructor First Aid

4. Proposed course title to be entered in Banner:

Healthcare Provider CPR

A. Please choose Yes or No to indicate if this class is a Teacher Education class:

No

B. Please choose the applicable class level:

Undergraduate

C. Please respond Yes if this is current or new WMU Essential Studies Course. Otherwise, respond No.

No

D. Explain briefly and clearly the proposed improvement.

Change this course from an instructor CPR course to a Basic Life Support (BLS) CPR/AED course for healthcare providers.

E. Rationale. Give your reason(s) for the proposed improvement. (If your proposal includes prerequisites, justify those, too.).

Due to changes within the American Red Cross and American Heart Association, new instructors are trained directly through a particular training center. It is also harder for instructors to align with training centers upon moving which many college students due upon graduation. The previous HPHE 3810 due to not having pre-requisites often had students enroll in it when sections of HPHE 1810 filled.

Moving HPHE 3810 from an instructor course to a BLS course will remove barriers for students wishing to enroll and benefit students interested in healthcare or pre-healthcare tracks on campus become certified in move advanced CPR methods.

F. List the student learning outcomes for the proposed course or the revised or proposed major, minor, or concentration. These are the outcomes that the department will use for future assessments of the course or program.

Perform high-quality CPR for adults, children, and infants using barrier devices such as a bag-valve-mask.

Perform as an effective team member during multi-rescuer CPR.

Apply and explain BLS concepts to improve the chances of survival for victims of breathing, choking, or cardiopulmonary emergencies.

G. Describe how this curriculum change is a response to student learning assessment outcomes that are part of a departmental or college assessment plan or informal assessment activities.

HPHE 3810 has not been offered recently as there was a decreased demand for students to become CPR instructors.

H. Effect on other colleges, departments or programs. If consultation with others is required, attach evidence of consultation and support. If objections have been raised, document the resolution. Demonstrate that the program you propose is not a duplication of an existing one. Currently, HPHE houses the first aid and CPR courses on campus and this will not duplicate an existing course.

I. Effect on your department's programs. Show how the proposed change fits with other departmental offerings.

This course will share existing resources with HPHE 1810 and aligns with the pre-healthcare track options for exercise science students. This class will either add to departmental offerings or replace a section of HPHE 1810 that is currently offered.

J. Effects on enrolled students: are program conflicts avoided? Will your proposal make it easier or harder for students to meet graduation requirements? Can students complete the program in a reasonable time? Show that you have considered scheduling needs and demands on students' time. If a required course will be offered during summer only, provide a rationale. This will not impact enrolled students as most programs where this class is required allow for either HPHE 1810 or HPHE 3810.

K. Student or external market demand. What is your anticipated student audience? What evidence of student or market demand or need exists? What is the estimated enrollment? What other factors make your proposal beneficial to students?
The intended audience is pre-healthcare students on campus in such majors as exercise science, nursing, and healthcare sciences and services that currently only had the option to take HPHE 1810. Students also interested in public safety may be interested in taking this course. The estimated enrollment would be 20 students.

This proposal benefits students that are doing internships at healthcare facilities that may require BLS certification as it is more advanced than the CPR learned in HPHE 1810 and focuses on working as a healthcare team to treat the victim/patient. This could also be used to re-certify students that took HPHE 1810 as a freshman as CPR recertification needs to be updated every 2 years.

L. Effects on resources. Explain how your proposal would affect department and University resources, including faculty, equipment, space, technology, and library holdings. Tell how you will staff additions to the program. If more advising will be needed, how will you provide for it? How often will course(s) be offered? What will be the initial one-time costs and the ongoing base-funding costs for the proposed program? (Attach additional pages, as necessary.) This course will use the same resources as HPHE 1810 and most likely have the same instructor and classroom, therefore no new additional resources need to be added.

M. With the change from General Education to WMU Essential Studies, this question is no longer used.

For courses requesting approval as a WMU Essential Studies course, a syllabus identifying the student learning outcomes and an action plan for assessing the student learning outcomes must be attached in the Banner Workflow system.
Not Applicable

N. (Undergraduate proposals only) Describe, in detail, how this curriculum change affects transfer articulation for Michigan community colleges. For course changes, include detail on necessary changes to transfer articulation from Michigan community college courses. For new

majors or minors, describe transfer guidelines to be developed with Michigan community colleges. For revisions to majors or minors, describe necessary revisions to Michigan community college guidelines. Department chairs should seek assistance from college advising directors or from the admissions office in completing this section.

As HPHE 3810 is not required for a specific program, this should not impact transfer articulation. Outside CPR courses usually transfer in as HPHE 1810.

O. Current catalog copy:

This course is designed to prepare students to be instructors in Community First Aid and Safety. This will be accomplished by providing first aid and CPR certification, and teaching skills related to certification.

Credits: 2 hours

P. Proposed catalog copy:

This hands-on course will focus on the skills needed for healthcare providers and emergency responders to provide emergency care including first aid, CPR, and AED as an individual or part of a medical response team utilizing bag valve masks (BVMs). This course will teach Basic Life Support (BLS) CPR and AED administration for adults, children, and infants through the American Heart Association or American Red Cross as well as related pre-hospital first aid skills.

Credits: 2 hours

Department Curriculum Chair approver: Carol Weideman

Department Curriculum Chair comment:

Date: 26-SEP-2021

Department approver: Yuanlong Liu

Chair comment:

Date: 27-SEP-2021