

CASPER COLLEGE COURSE SYLLABUS  
AHA Advanced Cardiac Life Support  
HLTK 1660

**Semester/Year:** Fall, 2015

**Lecture Hours:** 8

**Lab Hours:** 8

**Credit Hours:** .66

**Class Time:** 8:00 – 5:00

**Days:** F/S 10-23/24 and 11-6/7

**Room:** LH 198

**Instructor's Name:** Russ Christiansen, NREMT-P, CCEMTP and other faculty to be determined

**Instructor's Contact**

**Office Phone:** 268-2693

**Email:**

**Information:** LH 188

Home Phone: 267-5548

rchristiansen@caspercollege.edu

**Office Hours:** T/W/TH 7:00 – 8:00am; 12:00 – 1:00pm; by appointment as needed.

**Course Description:** This course is designed to introduce the Allied health Professional to the concepts and techniques of Advanced Cardiac Life Support and includes both lecture and hands on practical application of knowledge and skills necessary to provide Advanced Cardiac Life Support to a patient in need.

**Statement of Prerequisites:** This course is designed for Allied Health students in their final semester of discipline –specific instruction. Participants must have a current AHA BLS for HCP Provider certification. Students are also required to complete a precourse self assessment prior to the beginning of class. Those not completing the assessment will not be allowed into the class.

**Disclaimer:** *Please be advised that participation in this course will require physical contact with peers, patients, models and/or faculty.*

**Goal:** Upon successful completion, the student will have an understanding of the AHA Advanced Cardiac Life Support program and will be competent to function as a team member or team leader within their discipline specific scope of practice.

**Outcomes:** Upon completion, the student will have met the goals listed below:

Cognitive:

1. Describe and distinguish between a complex variety of cardiac emergencies and how they affect the various body systems and homeostasis.
2. Describe how to recognize ACS, initiate the Chain of Survival and the appropriate steps of Advanced Cardiac Life Support.
3. Describe how to respond to Ischemic and Hemorrhagic Strokes and the importance of early response.

Affective:

1. Demonstrate professionalism, commitment to the profession, and the education process through appearance, punctuality, classroom/skills lab participation, and effective communication skills.

Psychomotor:

1. Be able to effectively assess and provide the appropriate intervention(s) for a patient who is experiencing a cardiac emergency.
2. Be able to effectively assess and provide the appropriate intervention(s) for a patient who is experiencing a cerebrovascular emergency.

**Methodology:** Classroom lecture and discussion, online assignments and practical lab including demonstrations, audio/visual aids and guest presenters.

**Evaluation Criteria:** Students will be evaluated using a written examination provided by the AHA, an ECG interpretation evaluation tool and a scenario based practical examination. Students must successfully complete all evaluations in order to successfully complete the program.

Exam Type	Points per Exam	Total Available	Minimum Score
Written Exam	100	100	84
ECG Exam	20	20	16
Practical Exam	P/F	P/F	P

**Required Text, Readings, and Materials:**

American Heart Assn. Advanced Cardiac Life Support Provider Manual  
 American Heart Assn. Handbook of Emergency Cardiac Care

**Class Policies:** There is a \$15.00 fee for your course completion card that must be paid prior to receiving your card.

**Last Date to Change to Audit Status or to Withdraw with a W Grade:** Refer to current catalog.

**Student Rights and Responsibilities:** Please refer to the Casper College Student Conduct and Judicial Code for information concerning your rights and responsibilities as a Casper College Student.

**Chain of Command:** If you have any problems with this class, you should first contact the instructor to attempt to solve the problem. If you are not satisfied with the solution offered by the instructor, you should then take the matter through the appropriate chain of command starting with the Department Head/Program Director, the Dean, and lastly the Interim Vice President for Academic Affairs.

**Academic Dishonesty:** (Cheating & Plagiarism) Casper College demands intellectual honesty. Proven plagiarism or any form of dishonesty associated with the academic process can result in the offender failing the course in which the offense was committed or expulsion from school. See the Casper College Student Code of Conduct for more information on this topic.

**Official Means of Communication:** Casper College faculty and staff will employ the student's assigned Casper College email account as a primary method of communication. Students are responsible to check their account regularly.

**ADA Accommodations Policy:** If you need academic accommodations because of a disability, please inform me as soon as possible. See me privately after class, or during my office hours. To request academic accommodations, students must first consult with the college's Disability Services Counselor located in the Gateway Building, Room 344, (307) 268-2557, [bheuer@caspercollege.edu](mailto:bheuer@caspercollege.edu). The Disability Services Counselor is responsible for reviewing documentation provided by students requesting accommodations, determining eligibility for accommodations, and helping students request and use appropriate accommodations.

*It is imperative that the student realize and understand that in order for the student to effectively demonstrate cognitive, affective and psychomotor competency and understanding of the material as demonstrated by successfully completing quizzes, tests, practical examinations, along with meeting expected behavioral standards, time must be devoted outside of the classroom to the textbooks, reference materials, skills references and notes taken in class. As a student, you are responsible for all of the information contained in the prescribed textbooks, references and lecture materials.*