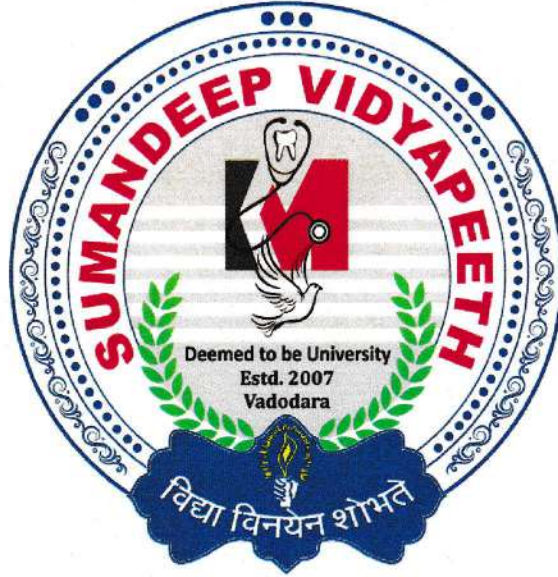


SUMANDEEP VIDYAPEETH

(Declared as Deemed to be University under Section 3 of the UGC Act 1956)
Accredited by NAAC with a CGPA of 3.53 out of four-point scale at 'A' Grade

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CURRICULUM

Diploma in BASIC AND ADVANCED LIFE SUPPORT TECHNOLOGY



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Attested CTC

2016

Vice-Chancellor
Sumandeep Vidyapeeth
An Institution Deemed to be University
VIII. Piparia, Taluka: Waghodia.
Dist. Vadodara-391 760. (Gujarat)

15/2/2021

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INTRODUCTION

Scope

The quality of paramedical care has improved tremendously in the last few decades due to the advances in technology, thus creating fresh challenges in the field of healthcare. It is now widely recognized that health service delivery is a team effort involving both clinicians and non-clinicians, and is not the sole duty of physicians and nurses. Professionals that can competently handle sophisticated machinery and advanced protocols are now in high demand. In fact, diagnosis is now so dependent on technology, that paramedical and healthcare professionals are vital to successful treatment delivery.

Effective delivery of healthcare services depends largely on the nature of education, training and appropriate orientation towards community health of all categories of health personnel, and their capacity to function as an integrated team, with a range of skills and expertise, play key roles within the National Health Service, working autonomously, in multi-professional teams in various settings. All of them are first-contact practitioners and work across a wide range of locations and sectors within acute, primary and community care.

Learning goals and objectives for paramedical healthcare professionals

The learning goals and objectives of the undergraduate and graduate education program will be based on the performance expectations. They will be articulated as learning goals (why we teach this) and learning objectives (what the students will learn). Using the framework, students will learn to integrate their knowledge, skills and abilities in a hands-on manner in a professional healthcare setting. These learning goals are divided into nine key areas, though the degree of required involvement may differ across various levels of qualification and professional cadres.

Program outcomes

Basic and Advance Life Support Technician able to provide the basic knowledge to recognize a life-threatening emergency and provide life support when responding to an airway obstruction or cardiac arrest.

Ethics and accountability

Students will understand core concepts of clinical ethics and law so that they may apply these to their practice as healthcare service providers. Program objectives should enable the students to:

- Describe and apply the basic concepts of clinical ethics to actual cases and situations
- Recognize the need to make health care resources available to patients fairly, equitably and without bias, discrimination or undue influence
- Demonstrate an understanding and application of basic legal concepts to the practice
- Employ professional accountability for the initiation, maintenance and termination of patient-provider relationships
- Demonstrate respect for each patient's individual rights of autonomy, privacy, and confidentiality

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Vice-Chancellor

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Commitment to professional excellence

The student will execute professionalism to reflect in his/her thought and action a range of attributes and characteristics that include technical competence, appearance, image, confidence level, empathy, compassion, understanding, patience, manners, verbal and non-verbal communication, an anti-discriminatory and non-judgmental attitude, and appropriate physical contact to ensure safe, effective and expected delivery of healthcare.

Eligibility for admission

- Candidate should have passed 10 + 2 with science(PCB)

Duration of the course

Duration of the course is 2 year and 1 Year internship

Medium of instruction: English shall be the medium of instruction for all the subjects of study and for examination of the course.

Attendance

A candidate has to secure minimum 80% attendance in overall with at least-

1. 75% attendance in theoretical
2. 80% in Skills training (practical) for qualifying to appear for the final examination.

No relaxation, whatsoever, will be permissible to this rule under any ground including indisposition etc.

Assessment: Assessments should be completed by the academic staff, based on the compilation of the student's theoretical & clinical performance throughout the training programme. To achieve this, all assessment forms and feedback should be included and evaluated. Student must attain at least 50% marks in each Theory, Internal assessment and Practical independently / separately for each individual subject.

COURSE OF INSTRUCTION

Course Name	Course Code	Theory (In hrs.) (Class and lab)	Practical (In hrs.) (Clinical)
First Year - Total Hours 400			
Anatomy	DBALST101	60	40
Physiology	DBALST102	60	40
Pathology	DBALST103	60	40
Basic Life Supports Technique	DBALST104	60	40
Second Year - Total Hours 300			
Biochemistry	DBALST201	60	40
Microbiology	DBALST202	60	40
Advanced Life Supports Technique	DBALST203	60	40
Third Year - Total Hours 130			
Internship			

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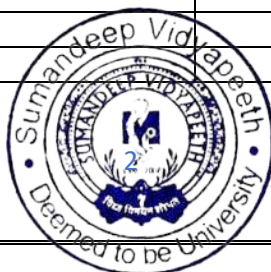
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SCHEME OF EXAMINATION

Course	Course Code	Assessment			
		Hours	Internal	External	Total
First Year					
Anatomy	PADP010	3	20	80	100
Physiology	PADP010	3	20	80	100
Pathology	PADP010	3	20	80	100
Basic Life Supports Technique	PADP010	3	20	80	100
Total			80	320	400
Second Year					
Biochemistry	PADP010	3	20	80	100
Microbiology	PADP010	3	20	80	100
Advance Life Supports Technique	PADP010	3	20	80	100
Total			60	240	300
Third Year					
Internship					

1st year Diploma in Basic and Advance Life Support Technology

- Sudden Cardiac Arrest
- Early Defibrillation
- Chain of Survival
- Secondary Cardiac Arrest
- Secondary Cardiac Arrest-Children and Infants
- Secondary Cardiac Arrest-Opioid Overdose
- Personal Safety
- Standard Precautions
- Personal Protective Equipment
- Calling for Help
- High Performance CPR
- Chest Compressions
- Rescue Breaths-CPR Masks
- Rescue Breaths-Bag Mask

2nd year Diploma in Basic and Advance Life Support Technology

- 15. Automated External Defibrillation
- 16. BLS Assessment
- 17. Recovery Position
- 18. Caring for Respiratory Arrest
- 19. Caring for Cardiac Arrest
- 20. Multiple Provider Approach to CPR

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Vice-Chancellor
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CODE OF PROFESSIONAL CONDUCT INTRODUCTION

The Code of Professional Conduct is designed and set out as guidance for the clinical practitioner within the relationship that exists with every patient receiving health care.

Essential to that relationship is the patient's trust in the practitioner. This trust hangs upon the patient's assurance of being the practitioner's first concern during their clinical encounter, and upon the patient's confidence that the care received will be competent, whether in diagnosis, therapy or counseling.

STANDARD OF PRACTICE AND CARE

Patients are entitled to the highest standard of practice and care. The essential elements of this are professional competence, good relationships with patients and colleagues and observance of professional ethical obligations.

In providing care you must therefore:

- Recognize the limits of your professional competence.
- Be willing to consult colleagues
- Keep clear, accurate and contemporaneous patient records which report the relevant findings.
- Keep colleagues informed.
- Pay due regard to the efficacy and the prudent use of resources.
- Be competent, truthful, and accurate, when reporting on investigations.
- Be competent when giving or arranging treatment.

Patient's rights

- Listen to patients and respect their views.
- Treat patients politely and considerately.
- Respect patients' privacy and dignity.
- Give information to patients in a way they can understand.
- Respect the right of patients to be fully involved in decisions about their care.
- Respect the right of patients to refuse treatment or to take part in teaching or research, reporting the refusal to the person requesting the procedure.
- Respond to complaints promptly and constructively.
- Ensure that your views about a patient's life style, culture, beliefs, race, colour, sex, sexuality, age, social status, or perceived economic worth, do not prejudice the service you give.

CONFIDENTIALITY

Patients have a right to expect that you will not pass on any personal information which you learn in the course of your professional duties, unless they agree

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15/2/2021
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