Utah State University
Department of Health, Physical Education, and Recreation

HEP 2000 First Aid & CPR
Fall 2014 Course Syllabus and Outline

Instructor: Phillip J. Waite, Ph.D., MCHES
Office: HPER 140
Office Phone: 797-7217
Office Hours: MWF 1:00 p.m.-2:00 p.m.
Prerequisites: None

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Email: phillip.waite@usu.edu
Fees: $25.00


Lab Fees:
The lab fee required for this course will be used for the following purposes:
1. To purchase student booklets and learning materials.
2. To purchase student first aid and CPR supplies.
3. To purchase, update, and maintain practice mannequins.
4. To purchase various teaching tools.

Course Objectives:
Upon completion of this course students will be able to:
1) Recognize the need for first aid training.
2) Identify the goals of first aid.
3) Identify legal considerations when providing first aid.
4) Identify the actions that a bystander should take in an emergency.
5) Respond to requests for information and aid regarding emergency care (CHES Responsibility VI, Competency B).
6) Describe the steps in performing a scene survey.
7) Identify situations in which EMS should be called.
8) Demonstrate ability to contact EMS personnel (CHES Responsibility VII, Competency B).
9) Identify ways to minimize the chance of disease transmission.
10) Describe when and how to perform BLS for an adult, child, and infant.
11) Demonstrate BLS for an adult, child, and infant.
12) Describe when and how to provide first aid for a choking adult, child, and infant.
13) Demonstrate how to provide first aid for a choking adult, child or infant.
14) Demonstrate how to provide first aid to stop bleeding and apply splints.
15) Describe when and how to provide basic first aid for:
   a) Internal and external bleeding
   b) Bone, Joint, and Muscle Injuries
   c) Head & Spinal Injuries
   d) Other Serious Injuries
   e) Burns
   f) Shock
   g) Sudden Illness
   h) Allergic Reactions
   i) Poisoning
   j) Heat and Cold Injuries
   k) Rescuing and Moving Victims
Certifications:
This course utilizes the National Safety Council curricula required for 2 separate certifications: Standard First Aid certification and Adult, Pediatric, and Infant CPR certification. Students must demonstrate the required skills in First Aid and CPR as well as obtain a passing score on the written and skills exams.

Grading:
Lectures and all grades will be posted to Canvas. Use of your university username and password will allow access to the course page. Navigate and read thoroughly all of the information provided with each of the links.

Participation: 20 points
Assignment: 25 points
Scenario Group Project
CPR Skills Exam: 25 points
Exams: 100 points
Total 170 points

A = 94-100%  B+ = 87-89%  C+ = 77-79%  D+ = 67-69%
A- = 90-93%  B = 83-86%  C = 73-76%  D = 63-66%
B- = 80-82%  C- = 70-72%  F = 62% and below

Participation Points:
Your attendance and participation is essential for everyone’s learning. Come prepared with thoughts and questions from your readings in the text. Points will be awarded 4 times throughout the semester. Students receive 5 points each time points are awarded. In order to receive the points available, students must be present and must fully participate in all hands-on activities. If students arrive late or leave early, the available points will not be awarded. In order to assign attendance/participation points, a sheet of paper is passed around during class where signatures are collected. Students will need to be present and attentive in order to obtain the roll and receive the points available.

Scenario Group Project:
You will be assigned to be a member of a four to five person team. Each presentation will be 15 minutes long. Each group scenario will be graded on quality of care, realism and creativity, equal participation and quality of the group discussion. As a team you will:
1) Act out an emergency scenario created by the group.
   a) As a group of students, you must decide who will play the part of the victim, rescuer, and bystanders; and how the scenario will be best portrayed to the class.
   b) You are encouraged to be as realistic and as creative as possible. You may use trauma make-up and any props you desire. The instructor is available as a consultant.
2) Demonstrate correct first aid principles while care is being given to the victim.
   a) Check the scene (e.g. how many victims, any hazards?)
   b) Check the victim (e.g. correctly assess the victim=s signs and symptoms and do a secondary assessment if needed)
   c) Call for help (e.g. activate EMS)
   d) Care (e.g. apply appropriate first aid)
3) Lead a brief group discussion
   a) After the scenario has been acted out each group member will be responsible to speak about the part they played.
   b) Describe your actions and why you chose to act as you did.
      i) For example, what was the rescuer=s initial impression of the scene? Why did he/she decide to get involved? What were the other bystanders doing?
**CPR Skills Exam:**
Students will be required to demonstrate “hands-on” proficiency in administering CPR.

**Exams:**
There will be two paper/pencil exams in this course. Exam material may be drawn from the lecture material, text, presentations, films, speakers, and class discussion. These will be comprised of multiple choice, true-false, short answer, and/or essay questions.

**Course Policies:**
1. Extra credit will NOT be available in this class.
2. If you miss a class, it is your responsibility to get class notes from another student.
3. Important announcements regarding assignments and tests may be made during class, via email or through Canvas. All students will be required to follow instructions appropriately. Failure to attend class or read email will not be a valid excuse for lack of knowledge of any information.
4. **Tardiness, private conversations, use of mobile phones and other electronic devices are prohibited in this class.** Appropriate actions will be taken to correct these disturbances including the possibility of being asked to leave or being dropped from the class.
5. Assignments and exams are to be completed on the date scheduled. Plan ahead for any anticipated absences in order to turn assignments in early. Exceptions to this policy are rare! Point deductions may apply to any exceptions.
6. Withdrawals and Incompletes: Students are required to complete all courses for which they are registered by the end of the semester. In some cases, a student may be unable to complete all of the coursework because of extenuating circumstances, but not due to poor performance or to retain financial aid. The term 'extenuating' circumstances includes: (1) incapacitating illness which prevents a student from attending classes for a minimum period of two weeks, (2) a death in the immediate family, (3) financial responsibilities requiring a student to alter a work schedule to secure employment, (4) change in work schedule as required by an employer, or (5) other emergencies deemed appropriate by the instructor.
7. Each student has the right and duty to pursue his or her academic experience free of dishonesty. The Honor System is designed to establish the higher level of conduct expected and required of all Utah State University students. The Honor Pledge: To enhance the learning environment at Utah State University and to develop student academic integrity, each student agrees to the following Honor Pledge: "I pledge, on my honor, to conduct myself with the foremost level of academic integrity." A student who lives by the Honor Pledge is a student who does more than not cheat, falsify, or plagiarize. A student who lives by the Honor Pledge:
   - Espouses academic integrity as an underlying and essential principle of the Utah State University community;
   - Understands that each act of academic dishonesty devalues every degree that is awarded by this institution; and
   - Is a welcomed and valued member of Utah State University
8. Plagiarism includes knowingly "representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgment. It also includes the unacknowledged used of materials prepared
by another person or agency engaged in the selling of term papers or other academic materials."
The penalties for plagiarism are severe. They include warning or reprimand, grade adjustment, probation, suspension, expulsion, withholding of transcripts, denial or revocation of degrees, and referral to psychological counseling.

9. The Americans with Disabilities Act states: "Reasonable accommodation will be provided for all persons with disabilities in order to ensure equal participation within the program. If a student has a disability that will likely require some accommodation by the instructor, the student must contact the instructor and document the disability through the Disability Resource Center (797-2444), preferably during the first week of the course. Any request for special consideration relating to attendance, pedagogy, taking of examinations, etc., must be discussed with and approved by the instructor. In cooperation with the Disability Resource Center, course materials can be provided in alternative format, large print, audio, diskette, or Braille."

10. Students who feel they have been unfairly treated [in matters other than (i) discipline or (ii) admission, residency, employment, traffic, and parking – which are address by procedures separate and independent from the Student Code] may file grievance through the channels and procedures described in the Student Code: Article VII. Grevances, pp. 25-30.

11. Sexual harassment is defined by the Affirmative Action/Equal Employment Opportunity Commission as any "unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature." If you feel you are a victim of sexual harassment, you may talk to or file a complaint with the Affirmative Action/Equal Employment Opportunity Office located in Old Main, Room 161, or call the AA/EEO Office at 797-1266.

12. If you have questions, comments, or concerns, please do not hesitate to ask me after lecture or contact me during my office hours. I will do my best to address any possible concern you might have. I am of the opinion that, "the only dumb question is the one that goes unasked".
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<th>TOPIC</th>
<th>READING/ASSIGNMENTS</th>
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<td>Syllabus/Acting In an Emergency</td>
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<td>Sep 4</td>
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<td>Heart Attack and Chest Pain</td>
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<td>Sep 18</td>
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<td>Oct 9</td>
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<td>Shock</td>
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<td>Oct 16</td>
<td><strong>Attend Friday Schedule – No Class</strong></td>
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<td>Dec 4</td>
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<td>Dec 11</td>
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