



COURSE OUTLINE

<u>HPE 105</u>		<u>First Aid, CPR and AED</u>		<u>3</u>
Course Number		Course Title		Credits
<u>2</u>	<u>2</u>	<u>0</u>	<u>0</u>	<u>15 week</u>
Class or Lecture Hours	Laboratory Work Hours	Clinical or Studio Hours	Practicum, Co-op, Internship	Course Length (# of weeks)
<u>None</u>			<u>Hybrid</u>	
Performance on an Examination/Demonstration (Placement Score (if applicable); minimum CLEP score)			Delivery Methods (Traditional, Online, Hybrid, Telecourse)	

Catalog Description:

Prepares rescuers and lay responders with the knowledge and hands-on skills necessary to safely minimize the consequences of injury and illness and help sustain life in an emergency until medical help arrives. Successful candidates earn Basic Life Saving Healthcare Provider CPR/AED and Heartsaver First Aid Certifications through the American Heart Association.

2 lecture/2 Lab hours

Prerequisites:

None

Corequisites:

None

Last Revised: Nov 2012

Course Coordinator

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Required Texts and Other Materials:

First Aid for Colleges and Universities

By: Karren, Hafen, Limmer & Mistovich

Publisher: Pearson Benjamin Cummings

ISBN: 9780321732590

10th Edition

BLS for Healthcare Providers, Student Manual

By: American Heart Association

ISBN: 9781616690397

Heartsaver First Aid, Student Manual

By: American Heart Association

ISBN: 9781616690182



Course Goals

Upon Successful Completion of the course, the student will be able to:

1. Identify, interpret and classify a variety of first aid conditions and situations
2. Perform and articulate specific first aid skills competently and demonstrate the ability to make appropriate decisions for immediate care safely, effectively and responsibly
3. Utilize technology to navigate the course and to acquire reliable information to support research
4. Evaluate ideas and experiences of oneself and others to determine successful outcomes and expand personal knowledge base

General Education Knowledge Goals

Goal 1. Communication. Students will communicate effectively in both speech and writing.

Goal 4. Technology. Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.

Goal 6. Humanities. Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.

Goal 8. Diversity. Students will understand the importance of a global perspective and culturally diverse peoples.

MCCC Core Skills

Goal A. Written and Oral Communication in English. Students will communicate effectively in speech and writing, and demonstrate proficiency in reading.

Goal B. Critical Thinking and Problem-solving. Students will use critical thinking and problem solving skills in analyzing information.

Goal C. Ethical Decision-Making. Students will recognize, analyze and assess ethical issues and situations.

Goal D. Information Literacy. Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.

Goal E. Computer Literacy. Students will use computers to access, analyze or present information, solve problems, and communicate with others.

Goal F. Collaboration and Cooperation. Students will develop the interpersonal skills required for effective performance in-group situations.

Goal G. Intra-Cultural and Inter-Cultural Responsibility. Students will demonstrate an awareness of the responsibilities of intelligent citizenship in a diverse and pluralistic society, and will demonstrate cultural, global, and environmental awareness.

Units of Study

Unit 0: Course Introduction & Orientation

At the end of this Unit the student will be able to:

- ♦ Navigate through selected software to obtain required course directives.
- ♦ Utilize technology to communicate and submit coursework.

(Course Goals 3; Gen Ed Goals 1.2-1.4, 4.1-4.2; Core Skills A.1-A.5)

Unit 1: First Aid Basics

At the end of this Unit the student will be able to:

- ♦ Explain the importance and need of knowing first aid.
- ♦ Discuss the moral, ethical and legal duties and responsibilities of the rescuer during and after a first aid event.
- ♦ Identify a first aid situation and safely access the scene and victim.

- ♦ Effectively communicate with a first aid victim and medical personnel.
 - ♦ Demonstrate and articulate the following procedures: outfitting a first aid kit; assessing a scene; finding the problem; and proper removal of gloves.
- (Course Goals 1-4; Gen Ed Goals 1.1-1.5, 4.1-4.3, 5.1-5.2, 8.2-8.3; Core Skills A.1-A.5, B.1-B.5, C.1-C.3, E.1-E.3, F.1-F.4, G.1-G.6)**

Unit 2: Medical Emergencies

At the end of this Unit the student will be able to:

- ♦ Identify and classify by description and/or illustration the signs and/or symptoms of the following medical emergencies: Breathing problems; shock; anaphylactic shock; allergic reactions; diabetes; blood sugar conditions; cardiovascular conditions; stroke; seizure; and normal childbirth.
- ♦ Prioritize order of first aid care based on observation and evaluation of the following medical emergencies: Breathing problems; dizziness; fainting; shock; anaphylactic shock; allergic reactions; diabetes; blood sugar conditions; cardiovascular conditions; stroke; seizure; and normal childbirth.
- ♦ Demonstrate and articulate the following procedures: Opening an airway; artificial ventilation; relieve choking; use an epinephrine pen; and treatment a victim of shock.
- ♦ Communicate effectively (verbal and written) utilizing all terms and definitions associated with this Unit.

(Course Goals 1-4; Gen Ed Goals 1.1-1.5, 4.1-4.3, 6.1, 8.3; Core Skills A.1-A.5, B.1-B.5, E.1-E.3, F.1-F.4, G.3-G.6)

Unit 3: Injury Emergencies

At the end of this Unit the student will be able to:

- ♦ Identify and classify by description and/or illustration the signs and/or symptoms of the following injury emergencies: internal and external bleeding; burns; fractures; sprains; head; neck and spine injuries; common sport and recreation injuries.
- ♦ Prioritize order of first aid care based on observation and evaluation of the following injury emergencies: bleeding; burns; fractures; sprains; head, neck and spine injuries; specific upper body part injuries and common sport and recreation injuries.
- ♦ Demonstrate and articulate the following procedures: stop bleeding; dressing and bandaging; splinting; and moving a victim.
- ♦ Communicate effectively (verbal and written) utilizing all terms and definitions associated with this Unit.

(Course Goals 1-4; Gen Ed Goals 1.1-1.5, 4.1-4.3, 6.1, 8.3; Core Skills A.1-A.5, B.1-B.5, E.1-E.3, F.1-F.4, G.3-G.6)

Unit 4: Environmental Emergencies

At the end of this Unit the student will be able to:

- ♦ Identify and classify by description and/or illustration the signs and/or symptoms of the following environmental emergencies: bites and stings; temperature-related emergencies; poisoning; effects of drugs and alcohol; drowning.
- ♦ Prioritize order of first aid care based on observation and evaluation of the following environmental emergency situations: bites and stings; temperature-related emergencies; poisoning; effects of drugs and alcohol; and drowning.
- ♦ Demonstrate and articulate the following procedures: assessment and action of various environmental emergencies.
- ♦ Communicate effectively (verbal and written) utilizing all terms and definitions associated with this Unit.
- ♦ Successfully qualify research information for reporting in APA format.

(Course Goals 1-4; Gen Ed Goals 1.1-1.5, 4.1-4.3, 4.6-4.7, 6.1, 8.3; Core Skills A.1-A.5, B.1-B.5, D.1-D.6, E.1-E.3, F.1-F.4, G.3-G.6)

Unit 5: CPR and AED

At the end of this Unit the student will be able to:

- ♦ Identify and classify by description and/or illustration the signs and/or symptoms of a victim in need of CPR.
- ♦ Prioritize order of first aid care based on observation and evaluation of a victim in need of CPR.
- ♦ Demonstrate and articulate one- and two-person CPR and AED rescue with and without the use of a mask for adults, children and infants.
- ♦ Communicate effectively (verbal and written) utilizing all terms and definitions associated with this Unit.

(Course Goals 1-4; Gen Ed Goals 1.1-1.5, 4.1-4.3, 6.1, 8.3; Core Skills A.1-A.5, B.1-B.5, E.1-E.3, F.1-F.4, G.3-G.6)

Evaluation of Student Learning:

Achievement of the course objectives will be evaluated through the use of the following tools:

- Informal writing in discussion boards, course journals, documenting the student's reactions and reflections on the course content. (CG1, 3, 4)
- A formal research paper on a first aid topic. (CG1, 3)
- Tests assessing students' comprehension of first aid situations and skills. (CG1)
- First aid skills demonstration of a variety of life-saving techniques (CG1, 2)

Project Values/Grade Breakdown

The final grade is based on the following values:	Points
Activities and Quizzes	200
Discussion Boards and Journals	100
Research Assignment	50
Unit Tests	250
Skills Practical	200
Total	800

Students with Disabilities

Any student in this class who has special needs because of a disability is entitled to receive accommodations. Eligible students at Mercer County Community College are assured services under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973.

If you believe you are eligible for services, please contact the Director of Academic Support Services.

Academic Integrity

As per the student handbook, "A student will be guilty of violating academic integrity if he/she (a) knowingly represents the work of others as his/her own, (b) uses or obtains unauthorized assistance in the execution of academic work, or (c) gives fraudulent assistance to another student." Students should read the Academic Integrity policy in the MCCC Rights and Responsibilities Student Handbook.

Academic Dishonesty will result in failure of this course.