**Reedley College**

**Physical Education**

**I. Course Title** First Aid & Safety

 Course Number HLTH 2 - 51066

 Unit Value 3

 Time/Location Spring 2016

TH 6:00-8:50 pm

Port 4

 Course Instructor Richard “TJ” Jennings

 Phone: (559) 638-0354

 E-mail: richard.Jennings@reedleycollege.edu

 Office Hours: By Appointment

**II. Catalog Description**: This course is designed to prepare citizen responders with the knowledge and skills necessary to respond to emergency and first-aid situations. First aid, CPR, and AED for adults, children and infants are included in this course. Students will be eligible to take Certification exams upon successful completion of each respective content area.

**III. Required Text**: First Aid, CPR, and AED Essentials, 6th Ed. American College of Emergency Physicians, 2013, Jones & Bartlett Learning. ISBN: 978-1-4496-2662-4

**IV. Course Outcomes**: Upon completion of this course, students will be able to:

1. Demonstrate knowledge of the skills and techniques used in the application of first aid procedures
2. Identify the signs and symptoms of life-threatening injuries and illnesses and perform first aid for each
3. Prepare written reviews and surveys involving first aid procedures and safety awareness
4. Analyze life-threatening situations

**V. Course Objectives: Upon completion of the course the student should be able to:**

1. Demonstrate proficiency in first aid and safety knowledge and skill
2. Distinguish between various life-threatening injuries and illnesses and respond appropriately
3. Complete standard first aid and cardiopulmonary resuscitation certification upon successful completion of all requirements

**VI. Evaluation Procedures:**

 Participation 90 pts

 Skill Drills 70 pts

 First Aid Kit 45 pts

 Medical Emergency Presentation 45 pts

 Exams x 5 500 pts

 **Total: 750 pts**

 **Grading Scale**

 **Percent Grade Total Points**

 100-90 = A 675-750 pts

 89-80 = B 600-674 pts

 79-70 = C 525-599 pts

 69-60 = D 450-524 pts

 59-0 = F less than 450 pts

**VII. Assignments & Activities**

**Attendance** **& Participation**: Attendance is required. Please come to class on time, with appropriate notes and text if needed, as well as attire conducive to our lesson. Place phones on silent and leave them in your bag. No eating in class. Active participation is required and will be a portion of your grade. Please read each unit before class so you may engage in the discussion.

**Assignments:** Assignments are due at the beginning of class on Blackboard, all late assignments will be given **half credit**. They must be type-written and double spaced unless otherwise stated AND turned in on Blackboard. Assignments will be graded on content and correctness of information as well as neatness, professionalism, proper grammar punctuation and spelling. On the occasion that graphic representation of information is used, this must be done on appropriate computer software.

**Tests:** The exams cannot be made up if missed. If you have a conflict please contact me ahead of time to schedule a different time to take the exam before the rest of the class.

**First Aid/CPR Cards:** Participation in all activities, skills, assignments, quizzes and 80% on all exams is required to attain the First Aid/CPR Card.

**Academic Integrity**: “Students at Reedley College are entitled to the best education that the college can make available to them, and they, their instructors, and their fellow students share the responsibility to ensure that this education is honestly attained. Because cheating, plagiarism, and collusion in dishonest activities erode the integrity of the college, each student is expected to exert an entirely honest effort in all academic endeavors. Academic dishonesty in any form is a very serious offense and will incur serious consequences.” (Student Handbook)

 **Cheating** is the act or attempted act of taking an examination or performing an assigned, evaluated task in a fraudulent or deceptive manner, such as having improper access to answers, in an attempt to gain an unearned academic advantage. Cheating may include, but is not limited to, copying from another’s work, supplying one’s work to another, giving or receiving copies of examinations without an instructor’s permission, using or displaying notes or devices inappropriate to the conditions of the examination, allowing someone other than the officially enrolled student to represent the student, or failing to disclose research results completely.

 **Plagiarism** is a specific form of cheating: the use of another’s words or ideas without identifying them as such or giving credit to the source. Plagiarism may include, but is not limited to, failing to provide complete citations and references for all work that draws on the ideas, words, or work of others, failing to identify the contributors to work done in collaboration, submitting duplicate work to be evaluated in different courses without the knowledge and consent of the instructors involved, or failing to observe computer security systems and software copyrights.

Incidents of cheating and plagiarism may result in any of a variety of sanctions and penalties, which may range from a failing grade on a particular examination, paper, project, or assignment in question to a failing grade in the course, at the discretion of the instructor and depending on the severity and frequency of the incidents.

**Accommodation for Disability**: If you have a verified need for an academic accommodation or materials in alternate media(i.e., Braille, large print, electronic text, etc.) per the Americans with Disabilities Act (ADA) or

Section 504 of the Rehabilitation Act, please contact me as soon as possible.

**DROP POLICY**: 18-week courses have a drop deadline in the 9th week. However, you may be dropped by the instructor at any time after three (3) consecutive unexcused absences **or any absences in the first week of class**. You will also be dropped if you have not logged in on Blackboard and are not up to date on your assignments by the third week of class.

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| *2016 Spring Semester Important Dates* |
| **DATE** | **ACTION** |
| **January 29th, 2016** | **Last day to drop for full refund** |
| **January 29th, 2016** | **Last day to add classes** |
| **March 11th, 2016** | **Last day to drop (letter grades assigned after this date)** |
| **May 13th, 2016** | **Last day of Instruction** |
| **May 16th – 19th, 2016** | **Final Examinations** |
| **Holidays** | **Jan 18th MLK, Feb 12th Lincoln, Feb 15th Wash, Mar 21-25 Spring Break** |

**Evaluation Tools**

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| --- | --- | --- | --- |
| Assignment | Brief Description | Point Value | Due Date |
|  |  |  |  |
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| Evaluation Modalities  |  |  |  |
| First Aid Kit | Create and display a fully stocked first aid kit. | 45 |  |
| Medical Emergency Presentation |  | 45 |  |
|  |  |  |  |
| TESTS |  | 500 |  |
|  |  |  |  |
| Skill Activities | In class activates demonstrating skill acquisition. | 70 |  |
|  |  |  |  |
| Class Participation | Attendance & In-class Discussion & Assignments | 90 |  |
|  |  |  |  |
| **Total Possible** |  | **750** |  |
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**Class Schedule (Subject to change)**

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| --- | --- | --- | --- | --- |
| Week | Date | Topic | Reading | Assignment Due |
| 1 | Jan 14 | Introductions and Ice Breakers |  |  |
| 2 | Jan 21 | Unit 1: Introduction & Assessment Ch. 1: Background Information | Ch. 1 |  |
| 3 | Jan 28 | Unit 1: Introduction & Assessment Ch. 2: Action at an Emergency | Ch. 2 |  |
| 4 | Feb 4 | Unit 1: Introduction & Assessment Ch. 3: Finding Out What’s Wrong Unit 1: Skill Drills/Review | Ch. 3 |  |
| 5 | Feb 11 | Unit 1 Exam Unit 2: Soft Tissue Injury Ch. 7: Bleeding | Ch. 7 | Unit 1 Exam |
| 6 | Feb 18 | Unit 2: Soft Tissue Injury Ch. 8: Wounds Unit 2: Soft Tissue Injury Ch. 9: Burns | Ch. 8 & 9 |  |
| 7 | Feb 25 | Unit 2 Soft Tissue Injury Ch. 17: Cold Related EmergenciesUnit 2: Skill Drills/Review | Ch. 17 |  |
| 8 | Mar 3 | Unit 2: ExamUnit 3: Muscle-Skeletal Injuries Ch. 10: Head and Spinal Injuries | Ch. 10 | Unit 2 Exam |
| 9 | Mar 10 | Unit 3: Muscle-Skeletal Injuries Ch. 11: Chest, Abdominal and Pelvic InjuriesUnit 3: Muscle-Skeletal Injuries Ch. 12: Bone, Joint, and Muscle Injuries | Ch. 11 & 12 |  |
| 10 | Mar 17 | Unit 3: Muscle-Skeletal Injuries Ch. 13: Extremity Injuries Unit 3: Skill Drills/Review | Ch. 13 | First Aid Kit |
|  | **Mar 24** |  | **No Classes** |  |
| 11 | Mar 31 | Unit 3: Exam Unit 4: Sudden Emergencies Ch. 14: Sudden Illness |  | Unit 3 Exam |
| 12 | Apr 7 | Unit 4: Sudden Emergencies Ch. 15: Poisoning Unit 4 Sudden Emergencies Ch. 16: Bites and Stings  |  |  |
| 13 | Apr 14 | Unit 4: Sudden Emergencies Ch. 18: Heat-Related Emergencies Unit 4: Sudden Emergencies Ch.19: Rescuing and Moving VictimsUnit 4: Review |  |  |
| 14 | Apr 21 | Unit 4: Exam Unit 5: Life Threatening Emergencies Ch. 4 CPR |  | Unit 4 Exam |
| 15 | Apr 28 | Unit 5: Life Threatening Emergencies Ch. 5: AED |  |  |
| 16 | May 5 | Unit 5: Life Threatening Emergencies Ch. 6: ShockUnit 5: Skills |  |  |
| 17 | May 12 | Medical Emergency Presentation |  |  |
| 18 | May 19 | Final Exam |  | Unit 5 Exam |

**First Aid Preparation Kit** for the workplace or home and a list of its contents

45 points (Due March 17, 2016)

Based on all of the information you learn from class:

* Create a first aid kit with the appropriate supplies listed on the Red Cross Anatomy of a First Aid Kit guidelines. (http://www.redcross.org/prepare/location/home-family/get-kit/anatomy)
* List all of the contents of the kit and the purpose of the supplies. List an item and state what it is used for (1. Gloves – Protection from bodily fluids). You will keep the first aid kit after it is graded. Do not make it complicated nor expensive, be creative and have fun!

## **Medical Emergency Presentation**

## 45 points. (Due May 12, 2016)

## With a partner, choose a medical emergency from a list of topics (bee sting, asthma attack, seizure, sprain, puncture, etc.) from Units 1-4.

## Each group will then create a scenario that caused the emergency situation and explain in order and detail how you would provide the appropriate medical care. The scenario and steps need to be typed. For example, do not simply write “Step 1. Put on gloves.” Explain why you need to put on gloves. Do not write a paragraph for each step but why the appropriate steps are taken.

## Present and demonstrate the scenario in front of the class using some sort of visual aid or media presentation (Video, PowerPoint, Pictures, etc)