

PHED 2628

FIRST AID AND CPR for Education Majors

1 Semester Hour

Semester/Year: Summer 2007

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COURSE DESCRIPTION

Designed for education majors who will gain the knowledge and skills necessary to respond in an emergency to help sustain life, reduce pain, and minimize the consequences of injury or sudden illness until professional medical help arrives. Specific school based situations relating to child injuries and emergencies will be addressed. Certification in CPR and First Aid is awarded upon successful completion of the course. **Students must make a grade of C or better and meet certification requirements in order to use the course in Area F.**

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. By incorporating the theme “Developing Educators for School Improvement”, the College assumes responsibility for preparing educators who can positively influence school improvement through altering classrooms, schools, and school systems (transformational systemic change). Ten descriptors (decision makers, leaders, lifelong learners, adaptive, collaborative, culturally sensitive, empathetic, knowledgeable, proactive, and reflective) are integral components of the conceptual framework and provide the basis for developing educators who are prepared to improve schools through strategic change. National principles (INTASC), propositions (NBPTS), and standards (Learned Societies) also are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to develop educators who are prepared to function effectively in diverse educational settings with competencies that are instrumental to planning, implementing, assessing, and re-evaluating existing or proposed

practices. This course's objectives are related directly to the conceptual framework and appropriate descriptors, principles or propositions, and Learned Society standards are identified for each objective. Class activities and assessments that align with course objectives, course content, and the conceptual framework are identified in a separate section of the course syllabus.

COURSE OBJECTIVES

Students will:

1. explain how the emergency medical system works and their roles in the EMS system
2. identify and care for breathing emergencies
3. recognize and identify risk factors for cardiovascular disease and signals of a heart attack
4. demonstrate cardiopulmonary resuscitation (CPR)
5. identify life-threatening bleeding, and demonstrate how to control it
6. identify the signs and symptoms of shock, soft tissue and musculoskeletal injuries and demonstrate how to care for them
7. identify the signs of medical emergencies, including poisoning and heat and cold
8. describe when and how to move a victim in an emergency situation
9. demonstrate the ability to develop an emergency management plan for injuries and natural disasters

TEXT, READINGS, AND INSTRUCTIONAL RESOURCES

Required Text:

Chameides, Leon (Ed.). (2006). Heartsaver First Aid with CPR and AED. South Deerfield, MA: Channing-Bete Company.

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

Link to Conceptual Framework: The focus of this course is on knowledge and skills necessary to respond in an emergency to help sustain life, reduce pain, and minimize the consequences of injury or sudden illness until professional medical help arrives. The primary goals are as follows: 1) develop a knowledge base on the emergency management system and its' importance; 2) develop and demonstrate a skill level for life-saving techniques for the adult, child, and infant components 3) create an emergency management plan for natural disasters and injuries. At the completion of this course,

students will have demonstrated achievement in the areas of *decision making*: choosing the appropriate live-saving skill for an emergency (**All Assignments**), *collaborative*: working in groups of three to four people on the creation of an emergency management plan in an educational setting (**Assignment #4**), *knowledge*: drawing on content and professional knowledge (**All Assignments**).

Student Evaluations:

1. Examinations: There will be two exams in this course. The first exam, consisting of 8 modules, will cover the first aid material and the adult, child, infant, and AED components of CPR. Students must make a minimum score of 84 on this exam in order to complete certification requirements. If a student does not make an 84 or higher on the first attempt, they may get a second attempt, but the first score made is the score that will be recorded for their grade in the class. If the student does not make a score of 84 or higher on the second attempt, the student will not have the opportunity to be a certified cardholder, thus will fail the course.

There will be a second scenario/situation based test that will be cumulative. Students will be given different scenarios that could occur in the educational setting and will be asked how they would respond appropriately. This test will cover all material presented in class from the beginning of the semester.

2. Skills Test: In addition to the written exams, students must also show proficiency in hands-on skill components, which include epi-pen training, AED use, mouth-to-mouth resuscitation, CPR, and foreign body airway obstruction relief. Failure to achieve a C or better on any portion of the skills test within two attempts will result in failure of the class. (Objectives 2, 4, 5, 6, 8).

3. Emergency Management Planning Website: Students will be given a specific educational setting to design an emergency management plan for that setting, taking into consideration components that they have learned in class and policies and procedures for that education setting. Each student will be responsible for creating a website for others to view. The idea is that you are creating a training website for untrained individuals at your school setting into Foliotek. Further instruction on the layout of this project will be presented in class (Objective 9).

Grading Policy:

Grading Scale:

Exam One = 30%

Exam Two = 30%

Skills Test = 25%

Planning Project = 15%

General Policies:

A. All written exams are to be taken at the assigned class time. If any portion of the Heartsaver First Aid/CPR/AED test or the scenario/situation based test is missed due to an absence, the student will need to make arrangements with the instructor at the instructor's convenience to make up the test.

B. The check-off lab score will be based upon the ability to perform the skills correctly. A student will not be given credit for that skill if they cannot perform with minimal errors. Each student will be given two attempts at each check-off skill. If the student cannot perform any skill within two attempts, the student will not be given credit for certification and will result in failure of the class.

C. Attendance and Participation: Students are expected to come to class daily and participate in the daily schedule. Attendance is imperative because of the video-based presentation of the materials. Each student is allowed two absences without penalty for **EMERGENCIES OR SCHOOL FUNCTIONS ONLY**. If a student misses more than two days, then the student will be given a grade of 83 on the exam, which will result in loss of CPR certification privileges and a failing grade in the class.

D. A fee of \$5.00 will need to be paid by each student for their certification card once successful completion of skill labs, written test, and attendance requirements have been achieved. Students will be mailed their card after the semester is over.

CLASS OUTLINE

Week 1. Introductions, Website Information, Emergency Planning Information, Syllabus

Week 2. Defining first aid, liability, Good Samaritan law, safety

Week 3. General Principles section

Week 4. Medical Emergencies

Week 5. Injury Emergencies

Week 6. Environmental Emergencies

Week 7. Adult CPR

Week 8. Adult CPR (Practice)

Week 9. AED training

Week 10. AED Practice

Week 11. Pediatrics Lecture

Week 12. Child/Infant CPR

Week 13. Child/Infant CPR

Week 14. Check-Offs

Week 15. Check-Offs

Week 16. Class Evaluations, Scenario/Situation based test

ACADEMIC HONESTY

Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes the ideas of or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the Uncatalog, Undergraduate Catalog, and Graduate Catalog.