

## Course Syllabus

---

<b>Department</b>	: Physical & Health Education
<b>Course Title</b>	: First Aid
<b>Section Name</b>	: PHED_1306_13 <b>Day:</b> TTH <b>Time:</b> 11:00am –12:20pm
<b>Start Date</b>	: 01/22/2013
<b>End Date</b>	: 05/17/2013
<b>Modality</b>	: FACE-TO-FACE
<b>Credits</b>	: 3
<b>Office Hours</b>	: MWF 8:45AM – 10:50AM, 12:00PM-1:30PM, T/TH 8:00AM-9:30AM. Can make an appointment if needed.

## Instructor Information

---

<b>Name</b>	: Jon Staton
<b>OC Email</b>	: jstaton@odessa.edu
<b>OC Phone #</b>	: (432) 335-6563
<b>Office</b>	: 201-B, OC Sports Center

## Course Description

---

This course provides multimedia instruction in American Heart Association and/or American Red Cross Standard First Aid and CPR. Covers techniques for injury assessment, bandaging and splinting, and safe transportation of injured. Emphasis is placed on skills for responsible action, decision making, and problem solving when faced with an emergency or nonemergency situation; utilization of knowledge necessary for specific injury conditions; maintenance of standards of ethical care for first aid care. Certification may be obtained in basic adult and infant/child CPR, Standard First Aid, and AED. Lab fee required.

## Prerequisites/Corequisites

---

None

## ICO's

---

1, 2, 4, 5, 6

## Course Objectives

---

Upon satisfactory completion of this course, the student will be able to:

- A. Adult CPR (with AED), Conscious and Unconscious Choking
  - B. 2-Person Adult CPR with BVM & AED
  - C. Child and Infant CPR, Rescue Breathing, Conscious and Unconscious Choking
  - D. 2-Person Infant CPR
  - E. Standard First Aid (bandaging, splinting, safe transportation of injured, sudden illnesses and other first aid procedures)
- 

### CLASS ATTENDANCE POLICY

It is important that you attend every class. It is expected. You should expect that each absence will adversely affect your course grade. The only excused absences that I will accept are college-sponsored activities and medical emergencies (must show proof).

DAYS/WEEK  
CLASS MEETS  
2

# OF UNEXCUSED  
ABSENCES ALLOWED  
2

LETTER GRADE  
DEDUCTION AFTER  
2nd absence

### COURSE UPDATES

The student is responsible for checking the syllabus online for changes frequently may be updated often as needed.

---

## Required Readings/Materials

---

a) You must purchase the following **required** readings/materials:

American Heart Association. **BLS for Healthcare Providers**, Student Manual Professional, (Guidelines CPR 2010)

b) PHTLS – Prehospital Trauma Life Support **TRAUMA FIRST RESPONSE**, by Elsevier.

c) You are **required** to buy the following materials: **Pocket mask**

## Course Requirements (Lectures, Assignments and Assessments)

Throughout a combination of written exams, quizzes, assignments, and active participation your ability to meet the course objectives will be evaluated. **Points are approximate.**

BLS Exam	25 points
Assignments	500 points
Exams including Final	200
Quizzes (may be unannounced)	100 points
<b>TOTAL POINTS</b>	<b>825 points</b>

### Tentative Schedule of Class

Item (Name)	Type	Description	Due <i>*Tentative</i>
<b>Week 1</b>	Introduction Lecture	<i>Read Syllabus Scenarios</i>	01/24/2013
<b>Week 2</b>	Lecture Assignment	<i>Discuss reasons why people don't/afraid to act Read Part 1 &amp; Part 2 (Adult CPR)</i>	01/31/2013
<b>Week 3</b>	<b>Skills</b> Assignment	<i>Adult CPR Skills Read Part 3(Adult AED)</i>	02/07/2013
<b>Week 4</b>	<b>Skills</b>	<i>Practice Adult Skills (CPR, BVM, AED, 2-Person)</i>	02/15/2013
<b>Week 5</b>	Assignment Assignment <b>Skills</b>	<i>Read Part 4 (Children) Read Part 5 (Infant) Practice Child &amp; Infant Skills</i>	02/22/2013
<b>Week 6</b>	Assignment <b>Skills</b>	<i>Read Part 8, Part 9, &amp; Part 10 Practice Choking Skills on Child 7&amp; Infant</i>	02/28/2013
<b>Week 7</b>	<b>BLS EXAM</b> <b>Finish Testing out on Skills</b>	<i>Take BLS EXAM Finish Testing out on Skills</i>	03/07/2013
<b>Week 8</b>	Assignment	<i>ENJOY SPRING BREAK!!!!</i>	03/14/2013
<b>Week 9</b>	<b>Blackboard Assignment</b>	<i>Read Chapters 1 &amp; 2 in Trauma Response Text Assignment in Blackboard</i>	03/21/2013
<b>Week 10</b>	<b>Blackboard Assignment</b>	<i>Read Chapters 3 &amp; 4 in Trauma Response Text Assignment in Blackboard</i>	03/28/2013

<b>Week 11</b>	<b>Blackboard Assignment</b>	<i>Read Chapter 5 in Trauma Response Text Assignment on Blackboard</i>	04/04/2013
<b>Week 12</b>	<b>Blackboard Assignment</b>	<i>Read Chapter 6 in Trauma Response Text Assignment on Blackboard</i>	04/11/2013
<b>Week 13</b>	<b>Blackboard Assignment</b>	<i>Read Chapters 7 &amp; 8 in Trauma Response Text Assignment on Blackboard</i>	04/18/2013
<b>Week 14</b>	<b>Blackboard Assignment</b>	<i>Read Chapter 9 in Trauma Response Text Assignment on Blackboard</i>	04/25/2013
<b>Week 15</b>	<b>Blackboard Assignment</b>	<i>Read Chapter 10 in Trauma Response Text Assignment on Blackboard</i>	05/02/2013
<b>Week 16</b>	<b>Blackboard Assignment</b>	<i>Read Chapters 11 &amp; 12 in Trauma Response Text Assignment on Blackboard</i>	05/09/2013
<b>FINAL EXAM</b>	<b>MAY 14</b>	<b>11:00 – 1:30 on BLACKBOARD</b>	05/14/2013

**\*\*\*\* Starting Week 9 there will be NO face-face class. All assignments will be done on blackboard!!!!**

## Grading Policy

---

Final grades will be determined according to the following point system:

<b>A</b>	495 – 550	90-100%
<b>B</b>	440 - 494	80-89%
<b>C</b>	385 - 439	70-79%
<b>D</b>	330 - 384	60-69%
<b>F</b>	329 OR less points	Below 60%

## Special Needs

---

Odessa College complies with Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. If you have any special needs or issues pertaining to your access to and participation in this or any other class at Odessa College, please feel free to contact me to discuss your

concerns. You may also call the Office of Disability services at 432-335-6861 to request assistance and accommodations.

## Learning Resource Center (LRC/Library)

---

The Library, known as the [Learning Resources Center](#), provides research assistance via the [LRC's catalog \(print books, videos, e-books\)](#) and [databases \(journal and magazine articles\)](#). [Research guides](#) covering specific subject areas, [tutorials](#), and the ["Ask a Librarian"](#) service provide additional help.

## Student E-mail

---

Please access your [Odessa College Student E-mail](#), by following the link to either set up or update your account: <http://www.odessa.edu/gmail/>. **All assignments or correspondence will be submitted using your Odessa College email.**

## Electronic Devices

**The use of Electronic devices is not permitted in class. Please turn off phone before entering class.**

## Student Portal

---

Please access your [Odessa College Student E-mail](#), by following the link to either set up or update your account: <http://www.odessa.edu/gmail/>. **All assignments or correspondence will be submitted using your Odessa College email.**

## Technical Support

---

For Blackboard username and password help and for help accessing your online course availability and student email account contact the Student Success Center at 432-335-6878 or online at [https://www.odessa.edu/dept/ssc/helpdesk\\_form.htm](https://www.odessa.edu/dept/ssc/helpdesk_form.htm)

## Important School Policies

---

For information regarding student support services, academic dishonesty, disciplinary actions, special accommodations, or students and instructors' right to academic freedom can be found in the [Odessa College Student Handbook](#).

## STUDENT SUCCESS DISCOUNT

**10% Discount:** Upon completion of 30 credit hours of college-level courses with a 2.0 GPA, students are eligible for a 10% tuition discount on future registrations until reaching 45 credit hours.

**20% Discount:** Upon completion of 45 credit hours of college-level courses with a 2.0 GPA, students are eligible for a 20% tuition discount on future registrations until reaching 60 credit hours.

# EXPECTATIONS

## Expectations for Engagement – Online Learning

To help make the web-based learning experience fulfilling and rewarding, the following Expectations for Engagement provide the parameters for reasonable engagement between students and instructors for the online learning environment. Students and instructors are welcome to exceed these requirements.

### Reasonable Expectations of Engagement for Instructors

1. As an instructor, I understand the importance of clear, timely communication with my students. In order to maintain sufficient communication, I will
  - provided my contact information at the beginning of the syllabus;
  - respond to all messages within 24 hours if received Monday through Thursday and within 48 hours if received Friday through Sunday; and,
  - notify students of any extended times that I will be unavailable and provide them with alternative contact information (for me or for my supervisor) in case of emergencies during the time I'm unavailable.
2. As an instructor, I understand that my students will work to the best of their abilities to fulfill the course requirements. In order to help them in this area, I will
  - provide clear information about grading policies and assignment requirements in the course syllabus, and
  - communicate any changes to assignments and/or to the course calendar to students as quickly as possible.
3. As an instructor, I understand that I need to provide regular, timely feedback to students about their performance in the course. To keep students informed about their progress, I will
  - post grades for discussion postings within one week of the discussion thread closing.
  - provide grades for major assignments within 2 weeks of the due date or at least 3 days before the next major assignment is due, whichever comes first.

### Reasonable Expectations of Engagement for Students

1. As a student, I understand that I am responsible for keeping up with the course. To help with this, I will
  - line up alternative computer and internet access in case my primary computer crashes or my internet services is unavailable;
  - recognize that the college provides free Wi-Fi and computer labs during regular campus hours to help me with accessing my course; and,
  - understand that my instructor does not have to accept my technical issues as a legitimate reason for late or missing work if my equipment or service is unreliable.
2. As a student, I understand that it is my responsibility to communicate quickly with the instructor any issue or emergency that will impact my involvement with or performance in the class. This includes, but is not limited to
  - getting “kicked off” of the system during tests or quizzes;
  - having trouble submitting assignments; and
  - dealing with a traumatic personal event.
3. As a student, I understand that it is my responsibility to understand course material and requirements and to keep up with the course calendar. While my instructor is available for help and clarification, I will

- seek out help from my instructor and/or from tutors;
- ask questions if I don't understand; and,
- access my course several times during the week to keep up with assignments and announcements.

## **Expectations for Engagement – Face to Face Learning**

To help make the learning experience fulfilling and rewarding, the following Expectations for Engagement provide the parameters for reasonable engagement between students and instructors for the learning environment. Students and instructors are welcome to exceed these requirements.

### **Reasonable Expectations of Engagement for Instructors**

1. As an instructor, I understand the importance of clear, timely communication with my students. In order to maintain sufficient communication, I will
  - provided my contact information at the beginning of the syllabus;
  - respond to all messages in a timely manner through telephone, email, or next classroom contact; and,
  - notify students of any extended times that I will be unavailable and provide them with alternative contact information (for me or for my supervisor) in case of emergencies during the time I'm unavailable.
2. As an instructor, I understand that my students will work to the best of their abilities to fulfill the course requirements. In order to help them in this area, I will
  - provide clear information about grading policies and assignment requirements in the course syllabus, and
  - communicate any changes to assignments and/or to the course calendar to students as quickly as possible.
3. As an instructor, I understand that I need to provide regular, timely feedback to students about their performance in the course. To keep students informed about their progress, I will
  - return classroom activities and homework within one week of the due date and
  - provide grades for major assignments within 2 weeks of the due date or at least 3 days before the next major assignment is due, whichever comes first.

### **Reasonable Expectations of Engagement for Students**

1. As a student, I understand that I am responsible for keeping up with the course. To help with this, I will
  - attend the course regularly and line up alternative transportation in case my primary means of transportation is unavailable;
  - recognize that the college provides free Wi-Fi, computer labs, and library resources during regular campus hours to help me with completing my assignments; and,
  - understand that my instructor does not have to accept my technical issues as a legitimate reason for late or missing work if my personal computer equipment or internet service is unreliable.
2. As a student, I understand that it is my responsibility to communicate quickly with the instructor any issue or emergency that will impact my involvement with or performance in the class. This includes, but is not limited to,
  - missing class when a major test is planned or a major assignment is due;
  - having trouble submitting assignments;
  - dealing with a traumatic personal event; and,

- having my work or childcare schedule changed so that my classroom attendance is affected.
3. As a student, I understand that it is my responsibility to understand course material and requirements and to keep up with the course calendar. While my instructor is available for help and clarification, I will
- seek out help from my instructor and/or from tutors;
  - ask questions if I don't understand; and,
  - attend class regularly to keep up with assignments and announcements.