I. COURSE DESCRIPTION
This course provides the skills needed by professional rescuers to respond appropriately to breathing, cardiac, and other first aid emergencies. This includes the use of automated external defibrillation (AED), oxygen, suctioning, and airway management devices to care for a victim of breathing or cardiac emergencies. Materials fee.

II. RATIONALE
Students who complete the certification requirements will receive certificates for CPR/AED for the Professional Rescuer and Standard First Aid which may be required for the student’s professional preparation or for the student to gain employment after graduation (i.e., athletic trainers, lifeguards, etc.)

III. ADOPTED PROFICIENCIES FOR TEACHERS AND/OR ADMINISTRATORS/COUNSELORS
1. LEARNER-CENTERED KNOWLEDGE: The teacher possesses and draws on a rich knowledge base of content, pedagogy, and technology to provide relevant and meaningful learning experiences for all students.
2. LEARNER-CENTERED INSTRUCTION: To create a learner-centered community, the teacher collaboratively identifies needs; and plans, implements, and assesses instruction using technology and other resources.
3. EQUITY IN EXCELLENCE FOR ALL LEARNERS: The teacher responds appropriately to diverse groups of learners.
4. LEARNER-CENTERED COMMUNICATION: While acting as an advocate for all students and the school, the teacher demonstrates effective professional and interpersonal communication skills.
5. LEARNER-CENTERED PROFESSIONAL DEVELOPMENT: The teacher, as a reflective practitioner dedicated to all students’ success, demonstrates a commitment to learn, to improve the profession, and to maintain ethics and personal integrity.

IV. TExES COMPETENCIES & CAATE COMPETENCIES & PROFICIENCIES
a. TExES COMPETENCIES
  Domain II Health-Related Physical Fitness
  Physical Education EC–12 Standard X:
The physical education teacher understands the legal issues and responsibilities of physical education teachers in relation to supervision, planning and instruction, matching participants, safety, first aid, and risk management.
b. NATIONAL COMPETENCIES & PROFICIENCIES FOR ATHLETIC TRAINING
(CAATE 4th Ed.)

Risk Management Competencies Taught & Evaluated:
• RM-C7: Explain the importance for all personnel to maintain current certification in CPR, automated external defibrillator (AED), and first aid.

Medical Conditions Competencies Taught & Evaluated:
• MC-C9: Describe strategies for reducing the frequency and severity of asthma attacks.

Acute Care Competencies Taught & Evaluated:
• AC-C1: Explain the legal, moral, and ethical parameters that define the scope of first aid and emergency care and identify the proper roles and responsibilities of the certified athletic trainer.
• AC-C2: Describe the availability, content, purpose, and maintenance of contemporary first aid and emergency care equipment.
• AC-C3: Determine what emergency care supplies and equipment are necessary for circumstances in which the athletic trainer is the responsible first responder.
• AC-C5: Describe the principles and rationale of the initial assessment including the determination of whether the accident scene is safe, what may have happened, and the assessment of airway, breathing, circulation, level of consciousness and other life-threatening conditions.
• AC-C6: Differentiate the components of a secondary assessment to determine the type and severity of the injury or illness sustained.
• AC-C8: Describe pathological signs of acute/traumatic injury and illness including, but not limited to, skin temperature, skin color, skin moisture, pupil reaction, and neurovascular function.
• AC-C9: Describe the current standards of first aid, emergency care, rescue breathing, and cardiopulmonary resuscitation for the professional rescuer.
• AC-C10: Describe the role and function of an automated external defibrillator in the emergency management of acute heart failure and abnormal heart rhythms.
• AC-C11: Describe the role and function of supplemental oxygen administration as an adjunct to cardiopulmonary resuscitation techniques.
• AC-C12: Describe the characteristics of common life-threatening conditions that can occur either spontaneously or as the result of direct trauma to the throat, thorax and viscera, and identify the management of these conditions.
• AC-C13: Describe the proper management of external hemorrhage, including the location of pressure points, use of universal precautions, and proper disposal of biohazardous materials.
• AC-C14: Identify the signs and symptoms associated with internal hemorrhaging.
• AC-C15: Describe the appropriate use of aseptic or sterile techniques, approved sanitation methods, and universal precautions for the cleansing and dressing of wounds.
• AC-C16: Describe the injuries and illnesses that require medical referral.
• AC-C17: Explain the application principles of rest, cold application, elevation, and compression in the treatment of acute injuries.
• AC-C25: Describe the effective management, positioning, and immobilization of a patient with a suspected spinal cord injury.
• AC-C26: Identify the appropriate short-distance transportation method, including immobilization, for an injured patient.
• AC-C27: Identify the signs, symptoms, possible causes, and proper management of the following:
  • AC-C27a: Different types of shock
  • AC-C27b: Diabetic coma
  • AC-C27c: Seizures
  • AC-C27d: Toxic drug overdose
• AC-C27e: Allergic, thermal, and chemical reactions of the skin (including infestations and insect bites).
• AC-C28: Identify the signs and symptoms of serious communicable diseases and describe the appropriate steps to prevent disease transmission.
• AC-C29: Identify the signs, symptoms, and treatment of patients suffering from adverse reactions to environmental conditions.
• AC-C30: Identify information obtained during the examination to determine when to refer an injury or illness for further or immediate medical attention.
• AC-C31: Describe the proper immobilization techniques and select appropriate splinting material to stabilize the injured joint or limb and maintain distal circulation.
• AC-C32: Describe the proper ambulatory aid and technique for the injury and patient.

Acute Care Proficiencies Taught & Evaluated:
• AC-P1: Survey the scene to determine whether the area is safe and determine what may have happened.
• AC-P2: Perform an initial assessment to assess the following, but not limited to:
  • AC-P2a: Airway
  • AC-P2b: Breathing
  • AC-P2c: Circulation
  • AC-P2d: Level of consciousness
  • AC-P2e: Other life-threatening conditions
• AC-P3: Implement appropriate emergency treatment strategies, including but not limited to:
  • AC-P3b: Establish and maintain an airway in an infant, child, and adult
  • AC-P3d: Perform one- and two-person CPR on an infant, child, and adult
  • AC-P3e: Utilize a bag-valve mask on an infant, child, and adult
  • AC-P3f: Utilize an automated external defibrillator (AED) according to current accepted practice protocols.
  • AC-P3h: Control bleeding using universal precautions
  • AC-P3i: Administer an EpiPen for anaphylactic shock
• AC-P4: Perform a secondary assessment and employ the appropriate management techniques for non-life-threatening situations, including but not limited to:
  • AC-P4a: Open and closed wounds (using universal precautions)

Acute Care Proficiencies Taught:
• AC-P3: Implement appropriate emergency treatment strategies, including but not limited to:
• AC-P3g: Normalize body temperature in situations of severe/life-threatening heat or cold stress
• AC-P4: Perform a secondary assessment and employ the appropriate management techniques for non-life-threatening situations, including but not limited to:
• AC-P4d: Seizures
• AC-P4e: Acute asthma attack
• AC-P4f: Different types of shock
• AC-P4g: Thoracic, respiratory, and internal abdominal injury or illness
• AC-P4h: Acute musculoskeletal injuries (i.e. sprains, strains, fractures, dislocations)
• AC-P4i: Allergic, thermal, and chemical reactions of the skin (including infestations and insect bites)

V. COURSE OBJECTIVE AND OUTCOMES
After completing this course, students should be able to –
1. List the responsibilities and characteristics of a professional rescuer
2. List the series of events that occur when the emergency medical services (EMS) system is activated
3. Understand legal considerations that affect a professional rescuer
4. Recognize and care for a breathing emergency
5. Demonstrate how to properly remove disposable gloves
6. Demonstrate how to perform an initial assessment
7. Demonstrate how to perform rescue breathing (adult, child, and infant)
8. Demonstrate how to use a bag-valve-mask (BVM) with two rescuers
9. Demonstrate how to care for an obstructed airway (adult, child, and infant)
10. Demonstrate how to care for a breathing emergency
11. List the links of the cardiac chain of survival
12. Recognize the signs and symptoms of a heart attack and identify how to care for it
13. Identify special situations that may arise when performing cardiopulmonary resuscitation (CPR)
14. Describe the role and importance of early CPR in cardiac arrest
15. Describe what defibrillation is and how it works
16. Identify the abnormal heart rhythms commonly present during cardiac arrest
17. Describe the role and importance of early defibrillation in cardiac arrest
18. List the general steps for use of an automated external defibrillator (AED)
19. Identify the precautions for the use of an AED
20. Identify special situations that may arise when using an AED
21. Demonstrate how to give CPR (adult, child, and infant)
22. Demonstrate how to give two-rescuer CPR (adult, child, and infant)
23. Demonstrate how to use an AED for an adult and child in cardiac arrest
24. Demonstrate how to use an AED for an adult and child when CPR is in progress
25. Decide what care to provide for a cardiac emergency
26. Define bloodborne pathogens
27. Identify the bloodborne pathogens of primary concern
28. List four ways bloodborne pathogens can get into a person’s body
29. Describe the importance of personal protective equipment and hand washing in reducing the risk of bloodborne pathogen transmission.
30. Identify work practices that help eliminate or reduce the risk of exposure
31. List procedures to follow if an exposure occurs
32. Explain why severe bleeding must be controlled immediately
33. Identify signals of life-threatening external bleeding
34. Describe the care for external bleeding
35. Demonstrate how to control external bleeding
36. Identify the signals of internal bleeding
37. Describe the care for internal bleeding
38. List conditions that can result in shock
39. Identify types of shock and the conditions that cause each of them
40. List the signals of shock
41. Explain what care can be given to minimize shock
42. List the signals of closed wounds
43. List the main types of open wounds
44. Describe how to care for open and closed wounds
45. Describe how to prevent infection in an open wound
46. Describe how burns are classified
47. Describe the signals of a critical burn
48. Describe how to care for thermal, chemical, electrical, and radiation burns
49. Identify the basic types of musculoskeletal injuries
50. List the signals of a serious musculoskeletal injury
51. Describe the general care for musculoskeletal injuries
52. List the purposes for immobilizing a musculoskeletal injury
53. Describe how to care for injuries to the shoulder, upper arm, and elbow
54. Describe how to care for injuries to the forearm, wrist, and hand
55. List the specific signals of a fractured thigh bone
56. Describe how to care for injuries to the thigh, lower leg and knee
57. Describe how to care for injuries to the ankle and foot
58. Effectively immobilize an injured extremity using an anatomic, soft or rigid splint
59. Effectively immobilize an upper extremity injury using a sling and binder
60. Identify the most common causes of head, neck, and back injuries
61. List the situations that might indicate serious head, neck and back injuries
62. List the signals of head, neck and back injuries
63. Describe how to effectively minimize movement of the victim’s head, neck and back
64. List the circumstances in which you do not move the victim’s head in line with the body
65. Describe how to care for specific injuries to the head, face, neck and lower back
66. Explain why injuries to the chest, abdomen and pelvis can be fatal
67. List the signals of chest injury
68. Describe how to care for rib fractures
69. Describe how to care for a sucking chest wound
70. List the signals of serious abdominal and pelvic injuries
71. Describe the care for open and closed abdominal and pelvic injuries
72. Describe how to care for injuries to the genitals
73. List the general guidelines for giving care to a victim of a sudden illness
74. Recognize the signals of a sudden illness
75. Describe how to care for a victim who faints
76. Describe how to care for a victim of a diabetic emergency
77. Describe how to care for a victim having a seizure
78. Identify ways to reduce the risk of stroke or transient ischemic attack (TIA)
79. Describe how to care for a victim of a stroke
80. List the ways that poisons enter the body
81. Identify the signals of poisoning
82. Identify the general guidelines of care for any poisoning emergency
83. Describe how to care for a victim of ingested, inhaled, absorbed or injected poison
84. Identify the signals of anaphylaxis
85. List the ways to prevent ingested, inhaled, absorbed and injected poisoning
86. Identify the signals of the most common types of bites and stings
87. Describe how to care for insect, spider or scorpion stings
88. Describe how to care for tick bites
89. Describe how to care for snakebites
90. Describe how to care for marine life bites or stings
91. Describe how to care for domestic or wild animal bites
92. Describe how to care for human bites
93. Identify the ways to protect yourself from insect and tick bites
94. Identify the main categories of commonly misused or abused substances
95. Identify the signals that may indicate substance misuse or abuse
96. Describe how to care for someone who you suspect or know is misusing or abusing a substance
97. Explain how you can help prevent unintentional substance misuse or abuse
98. Describe how body temperature is controlled
99. Identify the main factors that influence how well the body maintains its temperature
100. Identify the risk factors that increase a person’s susceptibility to heat- or cold-related emergencies
101. List the signals of heat cramps, heat exhaustion and heat stroke
102. Describe the care for heat cramps, heat exhaustion and heat stroke
103. List the signals of frostbite and hypothermia
104. Describe the ways to help prevent heat- and cold-related emergencies
105. Describe two out-of-water assists that you can use to help someone who is in trouble in the water
106. Describe how to perform an in-water assist that you can use to help someone who is in trouble in the water
107. List the general guidelines for caring for someone who you suspect may have a head, neck or back injury and is in the water
108. Describe the methods to support or stabilize a victim’s head, neck and back in the water
109. Describe considerations for checking an infant, toddler, preschooler, school-age child and adolescent
110. Explain how to observe an ill or injured child or how to communicate with the parents or guardian
111. Describe how to check an older adult
112. Describe the problems that can affect older adults and their implications for care
113. Explain ways of communicating with victims who have hearing loss
114. Explain the options available when trying to communicate with a victim with whom you have a language barrier
115. Explain what one should do if you encounter a crime scene or hostile victim
116. Make appropriate decisions regarding care and demonstrate proper first aid techniques, given a series of scenarios involving life-threatening and non-life-threatening situations

VI. COURSE TOPICS
The purpose of this course is to teach professional rescuers the skills needed to respond appropriately to breathing, cardiac, and other first aid emergencies. This includes the use of automated external defibrillation (AED), oxygen, suctioning, and airway management devices to care for a victim of breathing or cardiac emergencies.

VII. INSTRUCTIONAL METHODS AND ACTIVITIES
A. Traditional Experiences
   The course will include lecture/discussions and video presentations
B. Clinical Experiences
   Skill demonstrations and practice using manikins and specialized equipment

VIII. EVALUATION AND GRADE ASSIGNMENT
Your grade in this class will be determined from a point percentage. Points will be given for exams and completed skill proficiencies. The grading scale is as follows:
A. Methods and Percentage of Final Course Grade Each Assessment Constitutes:
   1. Traditional Assessment
      Four written exams will be given (100 points each) plus one final exam
   2. Performance Assessment
      Students will be evaluated on each skill utilizing the manikins and/or specialized equipment (10 points each)

      Exams (3) = 300 points
      Skills Tests (20) = 200 points
      Quizzes (5) = 100 points
      Total possible = 600 points

B. Grading Scale
   90-100% = A
   80-89% = B
   70-79% = C
   60-69% = D
IX. CLASS SCHEDULE AND POLICIES

A. Tentative Course Schedule

1/11 Introduction, the Professional Rescuer and EMS, Taking Action
CPR/AED Chapter 1, 2, & 3

1/18 Skills Practice & Test: (Group 1 @ 7pm, Group 2 @ 8:15pm)
Skills Test Groups

1/25 Cardiac Emergency/AED & Oxygen Administration
CPR/AED Chapter 4, 5, & 6

2/01 Skills Practice & Test: (Group 2 @ 7pm, Group 1 @ 8:15pm)
Skills Test Groups

2/08 Skills Practice & Test: (Group 1 @ 7pm, Group 2 @ 8:15pm)
Skills Test Groups

2/15 Exam I (Ch 1-6), Bleeding & Shock
RTE p. 156-175

2/22 Soft Tissue Injuries
RTE p. 178-203

2/29 Musculoskeletal Injuries, Injuries to Extremities
RTE p. 204-251

3/07 Skills Practice & Test: (Group 2 @ 7pm, Group 1 @ 8:15pm)
Skills Tests RTE p. 244-251

3/21 Injuries to Head, Neck, Back, Chest, & Abdomen
RTE p 252-281

3/28 Exam II (RTE Ch 8, 9, 10, 11, 13, & 14)
RTE p. 284-317

4/04 Sudden Illness, Poisoning
RTE p. 318-349

4/11 Bites & Stings, Epi Pen, Substance Abuse
RTE p. 350-367

4/18 Heat & Cold Exposure
RTE p. 370-385

4/25 Reaching and Moving Victims in the Water
Delayed Help Situations

TBA EXAM III (RTE Ch 15, 16, 17, 19, 20 & 23)

You can access the final exam schedule on SAIL. EXAM IV will be on the scheduled final exam date. Do not be late! Once the exam has begun, nobody will be allowed to enter the room.

The instructor reserves the right to change the schedule to cover all subjects thoroughly. Any changes in test dates will be announced in class at least one class prior to printed test date.

B. Class Policies

Attendance
Attendance is MANDATORY for Red Cross Certification. All absences must be excused. Excused absences are those which involve illness, family emergencies or university sponsored events such as field trips, athletic team participation, and other situations beyond the student’s control. Notification to the instructor is required prior to or as soon after missing class as possible.

To successfully complete this course AND receive an American Red Cross Certificate, the student must successfully perform all skills tests, demonstrate the ability to make appropriate decisions for care, and pass all of the exams with a score of 80% or higher.

Academic Honesty
As per the university catalog, "university students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. (Plagiarism is the presentation of the work of another as one's own).

Accommodations for Students with Disabilities
Students with disabilities, including learning disabilities, who wish to request accommodations in this class, should notify the Disability Services (DS) Office early in the semester so that the appropriate arrangements may be made. In accordance with federal law, a student requesting accommodations must provide documentation of his/her disability to the DS Office. For additional information, please call or visit Disability Services in Driftwood Room 101, (361) 825-5816.
X. TEXTBOOKS
The textbooks adopted for this course are:

XI. BIBLIOGRAPHY
The knowledge bases that supports course content and procedures include:

XII. GRADE APPEALS
As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

XIII. DISABILITIES ACCOMMODATIONS
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Driftwood 101.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

*Required by SACS

Slightly revised again by Jack Cassidy, co-chair Curriculum Coordinating Committee, 11/10/10.
Syllabus Agreement Form

I _________________________________ do hereby acknowledge that I have thoroughly read through the syllabus and agree to abide by all rules and guidelines, as well as the grading and attendance policy, set by Mr. Justin Bain for the KINE 2315 course.

____________________________________   ____/_____/______

Signature        Date