I. Course Description
This course (KINE 2315) 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.

II. Rationale
Students who complete the certification requirements will receive certificates for CPR/AED for the Professional Rescuers and Health Care Providers with First Aid, Bloodborne Pathogens, Administering Emergency Oxygen, and Epinephrine Auto-Injector Training, 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. State 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. TEExES COMPETENCIES & CAATE COMPETENCIES & PROFICIENCIES
a. TEExES 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. Texas A&M University-Corpus Christi - Athletic Training Program
   BOC Role Delineation Study/Practice Analysis, Sixth Edition (Athletic Training Education Competency)
**Not all Athletic Training Competencies are taught in this course as there are often multiple competencies for each role delineation study area/item. Role Delineation items listed are at least partially covered by this course.**

**DOMAIN I: Injury/illness prevention and wellness protection**

**A. Minimize risk of injury and illness of individuals and groups impacted by or involved in a specific activity through awareness, education and intervention.**

   **Knowledge of:**

   3. Catastrophic risks (e.g., cardiorespiratory, neurological, thermoregulatory, endocrinological and immunological) (PHP 10, PHP 11)

   6. Environmental risks (e.g., heat, cold, altitude, sunburn, insects, visibility/lighting and lightning) (PHP 10, PHP 11)

   **Skill in:**

   11. Identifying risks PHP (PHP 1, PHP 5, PHP 17, CIP 3)

**B. Interpret individual and group pre-participation and other relevant screening information (e.g., verbal, observed, written) in accordance with accepted and applicable guidelines to minimize the risk of injury and illness.**

   **Knowledge of:**

   1. Established laws, regulations and policies (e.g., institutional, state and national) (PD 3, PD 4, PD 5, AC 1)

   **Skill in:**

   10. Identifying established guidelines and regulations (PD 4, PD 5, PHP 12)

**E. Monitor environmental conditions (e.g., weather, surfaces, client work-setting) using appropriate methods and guidelines to facilitate individual and group safety.**

   **Knowledge of:**

   3. Environmental conditions that create risk (e.g., heat, humidity, cold, altitude, pollution, weather extremes, insect swarms, infectious pathogens and ergonomic conditions) (PHP 10)

   5. Established standards regarding environmental risks (e.g., governing body rules/regulations, NATA, NCAA, ACSM, etc.) (PHP 12, HA 15, HA 16, PD 3, PD 4, PD 5)

   8. Methods for reducing risk from environmental conditions (e.g., activity scheduling, clothing selection and fluid replacement) (PHP 10, PHP 11, PHP 12)
9. Policies and procedures for removing participants from environmental risk situations (e.g., heat index, lightning and activity scheduling) (PHP 11)

Skill in:
13. Monitoring techniques (e.g., weight charts, fluid intake and body composition) (PHP 14)

14. Recognizing environmental and ergonomic risks (PHP 13)

17. Using available resources to gather/interpret information regarding environmental data (PHP 13)

G. Promote healthy lifestyle behaviors using appropriate education and communication strategies to enhance wellness and minimize the risk of injury and illness.

Skill in:
10. Communicating with appropriate professionals regarding referral and treatment for individuals (PHP 43, PHP 47, PS 11, PS 14, PD 10)

DOMAIN II: Clinical Evaluation and Diagnosis

D. Formulate a clinical diagnosis by interpreting the signs, symptoms and predisposing factors of the injury, illness or health-related condition to determine the appropriate course of action.

Knowledge of:

4. Indications for referral (CE 16, PD 10)

Skill in:
8. Identifying appropriate courses of action (e.g., treatment plan, referral) (CE 12, CE 16, PD 10)

E. Educate the appropriate individual(s) about the clinical evaluation by communicating information about the injury, illness or health-related condition to encourage compliance with recommended care.

Skill in:
8. Directing a referral to the appropriate professionals (CE 16, PD 10)

DOMAIN III: Immediate and Emergency Care

A. Coordinate care of individual(s) through appropriate communication (e.g., verbal, written, demonstrative) of assessment findings to pertinent individual(s).

Knowledge of:
1. Components of the emergency action plan(s) (AC 2, AC 3, AC 4, AC 8, HA 21)

3. Roles of individual members of the medical management team (AC 2, PD 8, PD 10)
Skill in:

5. Educating individuals regarding standard emergency care procedures (AC 2, AC 3)

6. Implementing the emergency action plan(s) (CIP 6)

B. Apply appropriate immediate and emergency care procedures to prevent the exacerbation of health-related conditions to reduce the risk factors for morbidity and mortality.

Knowledge of:

1. Appropriate management techniques for life-threatening health-related conditions (e.g., respiratory, cardiac and central nervous) (AC 5, AC 6, AC 7, AC 19, AC 20, AC 22, AC 27, AC 28, AC 30, AC 33, AC 34, AC 38)

2. Appropriate use of emergency equipment and techniques (e.g., AED, CPR masks and BP cuff) (PHP 15, PHP 16, CE 23, AC 6, AC 7, AC 8, AC 9, AC 10, AC 29, AC 31, AC 32, AC 35, TI 28)

3. Mechanisms (biomechanics/kinesiology) of catastrophic conditions (AC 23, AC 24)

4. Common life-threatening medical situations (e.g., respiratory, central nervous and cardiovascular) (AC 7, AC 27, AC 36)

6. Federal and state occupational, safety and health guidelines (AC 21, PD 4, PD 5)

7. Human physiology: normal and compromised functions (AC 7)

8. Physiologic reactions to life-threatening conditions (AC 36)

9. Pharmacological and therapeutic modality usage for acute health-related conditions (AC 27, AC 31, AC 32, AC 35, TI 30)

10. Signs and symptoms of common medical conditions (AC 27, AC 36)

11. Standard protective equipment and removal devices and procedures (AC 10)

Skill in:

12. Applying pharmacological agents (CIP 4, CIP 6)

13. Applying therapeutic modalities (CIP 4)

14. Performing cardio-pulmonary resuscitation techniques and procedures (AC 12, AC 13, AC 14, AC 15, AC 16, AC 17, AC 18)
15. Implementing emergency action plan(s) (AC 4, CIP 6)

17. Implementing immobilization and transfer techniques (AC 23, AC 24, AC 25, AC 26)

18. Managing common non-life-threatening and life-threatening emergency situations/health-related conditions (e.g., evaluation, monitoring and provision of care) (AC 1, AC 2, AC 7, AC 11, AC 12, AC 13, AC 14, AC 15, AC 16, AC 17, AC 18)

19. Measuring, monitoring and interpreting vital signs (AC 6, AC 7, AC 28, AC 29, AC 32)

20. Removing protective equipment using appropriate removal devices and/or manual techniques (CIP 6)

21. Transferring care to appropriate medical and/or allied health professionals and/or facilities (PD 10)

23. Utilizing emergency equipment (CIP 6)

C. Implement appropriate referral strategies, while stabilizing and/or preventing exacerbation of the condition(s), to facilitate the timely transfer of care for health-related conditions beyond the scope of practice of the Athletic Trainer.

Knowledge of:

1. Common management strategies for life- and non-life-threatening health-related conditions (AC 36, AC 37, AC 38, AC 39)

3. Health-related conditions beyond the scope of the Athletic Trainer (PS 11)

4. Indications for referral to other health care providers (PS 11, PS 14, PS 15)

Skill in:

8. Immobilization, splinting and transfer techniques (AC 37)

9. Implementing the emergency action plan(s) (CIP 6)

10. Managing common non-life-threatening and life-threatening emergency situations/health-related conditions until transfer to appropriate medical providers and facilities (AC 37)

11. Recognizing acute health-related conditions beyond the scope of the
Athletic Trainer (CIP 5, CIP 6)

D. Demonstrate how to implement and direct immediate care strategies (e.g., first aid, emergency action plan) using established communication and administrative practices to provide effective care.

Skill in:
8. Instruction of emergency care techniques (AC 43)

DOMAIN IV: Treatment and Rehabilitation
F. Provide guidance and/or referral to specialist for individual(s) and groups through appropriate communication strategies (e.g., oral and education materials) to restore an individual(s) optimal functioning.

Knowledge of:
7. Referral resources (CE 22, PD 10)

Skill in:
9. Directing a referral to the appropriate professionals (CE 22, PS 11, PD 10)
11. Indications for referral (CE 22, PS 14, PD 10)

DOMAIN V: Organizational and Professional Health and Well-being
A. Apply basic internal business functions (e.g., business planning, financial operations, staffing) to support individual and organizational growth and development.

Knowledge of:
6. Institutional and federal employment regulations (e.g., EEOC, ADA and Title IX) (HA 15, HA 16, HA 17, PD 3)

B. Apply basic external business functions (e.g., marketing and public relations) to support organizational sustainability, growth and development.

Knowledge of:
6. Institutional and federal employment regulations (e.g., EEOC, ADA and Title IX) (HA 15, HA 16, HA 17, PD 3)

C. Maintain records and documentation that comply with organizational, association and regulatory standards to provide quality of care and to enable internal surveillance for program validation and evidence-based interventions.

Knowledge of:
8. Institutional drug testing and substance abuse policies (PHP 17, PHP 18)

D. Demonstrate appropriate planning for coordination of resources (e.g., personnel, equipment, liability, scope of service) in event medical management and emergency action plans.

Knowledge of:
1. Appropriate medical equipment and supplies (AC 8, AC 9, AC 10, AC 13, AC 15, AC 16, AC 18, HA 19, HA 20)

3. Federal and state statutes, regulations and adjudication that apply to the practice and/or organization and administration of athletic training (e.g., OSHA, DEA, Title IX, Civil Rights Act, HIPAA, Buckley Amendment, labor practices, patient confidentiality, insurance and record keeping) (TI 21, HA 15, HA 16, HA 17)

4. Institutional drug testing and substance abuse policies (PHP 49, PS 14, PS 15)

6. Institutional review boards, policies and procedures regarding informed consent guidelines (PD 8)

7. Institutional risk management policies and procedures (HA 18, HA 19)

10. Staff preparedness (HA 20, HA 21, HA 22)

11. State statutes, regulations and adjudication that directly govern the practice of athletic training (e.g., state practice and title acts, state professional conduct and misconducts acts, liability and negligence) (HA 15, HA 16, HA 17, PD 3, PD 4, PD 5, PD 6)

12. State statutes, regulations and adjudication governing other professions that impact the practice of athletic training (e.g., medicine, physical therapy, nursing, pharmacology) (HA 15, HA 16, HA 17, PD 8)

E. Demonstrate an understanding of statutory and regulatory provisions and professional standards of the practice of athletic training in order to provide for the safety and welfare of individual(s) and groups.

Knowledge of:
6. Safe playing and treatment environments (PHP 12, PHP 18)

F. Develop a support/referral process for interventions to address unhealthy lifestyle behaviors.

Knowledge of:
3. Community resources (PD 8, PD 10, AC 2)

6. Effective meeting planning (PD 10)

Skill in:
11. Communicating with appropriate professionals regarding referral and treatment for individuals (PD 10)

12. Directing a referral to the appropriate professionals (PD 10, CIP 8)
14. Indications for referral (PD 10)

**OTHER NOT SPECIFIED BY DOMAIN**

Determine the proper transportation technique based on the patient’s condition and findings of the immediate examination (AC 40)

Identify the criteria used in the decision-making process to transport the injured patient for further medical examination (AC 41)

Select and use the appropriate short-distance transportation methods, such as the log roll or lift and slide, for an injured patient in different situations (AC 42)

**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
The methods of evaluation and the criteria for grade assignment are:
- Written Exams (1) = 100 points
- Skills Tests (2) = 300 points
- Online Quizzes (20) = 400 points
- Final Exam (1) = 200 points
  Total possible = 1000 points

B. Grading Scale
- 90.00-100% = A
- 80.00-89.99% = B
- 70.00-79.99% = C
- 60.00-69.99% = D
- < 60.00 % = F

Dropping a Class
I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. (Include date for semester) is the last day to drop a class with an automatic grade of “W” this term.

IX. Course Schedule and Policies
A. A tentative course schedule (see appendix)
B. Class Policies

Class Policies
Attendance
Attendance is MANDATORY for Red Cross Certification. All absences must be excused. Excused absences are those that 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 missing class.
There are several exam dates for this course. Any unexcused absence on an exam date will result in a ZERO for the exam and will disqualify the student from attaining the American Red Cross Certificate for that course component (see below).

Students will be assigned weekly online quizzes which they should complete on Blackboard (bb9.tamucc.edu). Online Quizzes are meant to be an adjunct to the lecture and a learning tool to assist the student master the content. Inasmuch, all online quizzes will allow multiple attempts. All online quizzes will be due the Tuesday following the class of their assignment at 11:59 pm.

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.

Students are expected to be on time for all class times. Students arriving late to written exams will not be afforded extra time to complete the exams. Skills Challenges and Tests may be performed solo or with a partner depending on the scenario and instructor’s discretion. No students will be allowed to enter the classroom after the final exam has commenced.

*Academic Integrity/Plagiarism.*

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, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.)

Disciplinary action for academic misconduct is the responsibility of the faculty member assigned to the course. The faculty member is charged with assessing the gravity of any case of academic dishonesty, and with giving sanction to any student involved. Penalties that may be applied to individual cases of academic dishonesty include one or more of the following:

1. Written reprimand.
2. Requirement to re-do work in question.
3. Requirement to submit additional work.
4. Lowering of grade on work in question;
5. Assigning grade of ‘F’ to work in question;
6. Assigning grade of ‘F’ for course;
7. Recommendation for more severe punishment, such as dismissal from the program or from the University.

See the University Catalog for more information.

**X. Textbook(s) and Required Materials Required:**


*CPR Mask/Barrier

*American Red Cross First Aid Student Training Kit

All of these materials may be purchased at the Texas A&M University – Corpus Christi campus bookstore.
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 Corpus Christi Hall 116. 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.

Extra Credit
Extra credit is an opportunity NOT a requirement, so do not rely on it to boost your grade at the end of the semester. No extra credit opportunities will be given to any individual student, IF any extra credit opportunities arise all students will be informed of the opportunity.
## Tentative Schedule -

<table>
<thead>
<tr>
<th>Dates</th>
<th>Topic</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/26/15</td>
<td>Syllabus, Introduction, If Not You…Who?, Responding to an Emergency, Before Giving Care- Complete readings and online quiz and practice skills for</td>
<td></td>
</tr>
<tr>
<td>9/2/15</td>
<td>The Duty to Respond, Preventing the Spread of Bloodborne Pathogens, Taking Action, Recovery Positions, Summoning More Advanced Medical Personnel, Moving a Victim, Skills Practice</td>
<td>Read-CPRO Pages 2-10</td>
</tr>
<tr>
<td>9/9/15</td>
<td>The Human Body and Checking the Person- Complete readings and online quizzes and practice skills for Skills Test #1.</td>
<td>RTE Chapters 4 &amp; 5</td>
</tr>
<tr>
<td>9/16/15</td>
<td>Breathing Emergencies, Giving Ventilations, Airway Obstruction, Asthma, Cardiac Emergencies, Cardiac Arrest, CPR, AED Skills Practice (Bring Rescue Mask)* Skills Test #1.</td>
<td>CPRO Pages 10-17</td>
</tr>
<tr>
<td>9/23/15</td>
<td>Skills Test #1– CUMULATIVE (CPR/AED/Rescue Breathing-Bring Rescue Mask) Group 1: TBD Group 2: TBD</td>
<td>Cumulative</td>
</tr>
<tr>
<td>9/30/15</td>
<td>Written Exam #1 (2/24) Cardiac and Breathing Emergencies-Complete readings and online quizzes</td>
<td>RTE Chapters 6 &amp; 7</td>
</tr>
<tr>
<td>10/7/15</td>
<td>Bleeding and Shock- Complete readings and online quizzes</td>
<td>RTE Chapters 8 &amp; 9</td>
</tr>
<tr>
<td>10/14/15</td>
<td>Soft Tissue Injuries, Musculoskeletal Injuries- Complete readings and online quizzes</td>
<td>RTE Chapters 10 &amp; 11</td>
</tr>
<tr>
<td>10/21/15</td>
<td>Injuries to the Extremities-Splinting Head, Neck, Back, Chest, Abdomen &amp; Pelvic Injuries, Followed by skills practice</td>
<td>RTE Chapter 12 &amp; 13</td>
</tr>
<tr>
<td>10/28/15</td>
<td>Injuries to the Chest, Abdomen and Pelvis &amp; Sudden Illness- Complete readings and online quizzes</td>
<td>RTE Chapters 14 &amp; 15</td>
</tr>
<tr>
<td>11/4/15</td>
<td>Poisoning, Bites and Stings, &amp; Epi Pen Administration and skills practice- Complete readings and online quizzes.</td>
<td>RTE Chapters 16 &amp; 17</td>
</tr>
<tr>
<td>11/11/15</td>
<td>Substance Abuse and Misuse &amp; Heat-Related Illnesses and Cold-Related Emergencies- Complete readings and online quizzes.</td>
<td>RTE Chapters 18 &amp; 19</td>
</tr>
<tr>
<td>11/18/15</td>
<td>Water-Related Emergencies &amp; Pediatric, Older Adult and Special Situations- Complete readings and online quizzes.</td>
<td>RTE Chapters 20 &amp; 21</td>
</tr>
<tr>
<td>11/25/15</td>
<td>Remote, and Wilderness Emergencies- Complete readings and online quizzes.</td>
<td>RTE Chapters 22 &amp; 23</td>
</tr>
<tr>
<td>TBA</td>
<td>Skills Test #2– CUMULATIVE (Bring Rescue Mask) Group 1: TBD Group 2: TBD</td>
<td>Cumulative</td>
</tr>
</tbody>
</table>