# **Syllabus/Course Outline**

# ***RCC Health/PE/Recreation Department***

# ***HE252 – First Aid/CPR, 3 credits***

# ***2023/2024***

**Instructor:** Your name

**Email:** Your email

**Phone:** Your phone number

**High School:** Your high school name

**Length of RCC Course:** A required State minimum of (30) and a standard RCC delivery of

(33) lecture hours

**Length of HS Course:**Length of your course (is. Semesters, trimesters, etc. If it takes 1 or 2

semesters to earn the RCC credit, please explain that here

**Prerequisites:** [WR90](http://www.roguecc.edu/Schedule/?coursenumber=WR90) or [WR91](http://www.roguecc.edu/Schedule/?coursenumber=WR91) or designated placement score

# **Course Description**

Offers a basic life support plan for emergency care of cardiac victims until EMS arrives. Designed to help students recognize the signs and symptoms of a heart attack and cardiac arrest that pose a threat to life using techniques that emphasize the importance of compressions, airway management, and assisted breathing techniques (CAB). One- and two-rescuer strategies on adults, children and infants, airway obstruction relief, use of an Automated External Defibrillator (AED) are included. The first aid, CPR, and AED section covers the critical skills needed to respond to and manage a first aid, choking or sudden cardiac arrest. Students learn how to treat bleeding, sprains, broken bones, shock, and other first aid emergencies. Community Emergency Response Team (CERT) training. Provides the basic skills necessary to respond to a community’s immediate needs in the aftermath of a disaster when emergency services are not immediately available. Successful completion of the course leads to an American Heart Association’s Emergency First Aid Heartsaver® card and either an American Heart Association Basic Life Support Provider card or Heartsaver CPR w/AED card. All cards are valid for two years.

# **Required texts**

List required textbooks here.

# **Other materials/supplies**

List any other required materials or supplies.

# **Instructional Learning Outcomes**

Institutional Learning Outcomes (ILOs) are skills that will contribute to your success in life beyond RCC. Rogue’s ILOs are: Communication, Critical Thinking, Equity, Diversity, Inclusion, and Global Consciousness, Information Literacy, and Quantitative Literacy and Reasoning. Why are they important? Employers call these soft skills or employability skills. They may help you get and keep a job. These are skills that will help you complete a 4-year degree. They are skills for success in your life as a family member, worker, citizen, life-long learner, and more.

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| **Communication (COM)** | Students will engage in effective communication using active reading and listening skills and expressing ideas appropriately in oral, written, and visual work. |
| **Critical Thinking (CT)** | Students will explore, reach, and support appropriate conclusions through the analysis, synthesis, and evaluation of information and varying opinions. |
| **Equity, Diversity, Inclusion****and Global Consciousness (EDI & GC)** | Students will recognize and identify equity, diversity, inclusion and global consciousness as it applies to people and the world today. |
| **Information Literacy (IL)** | Students will identify an information need and locate, evaluate, and use information effectively and ethically. |
| **Quantitative Literacy and****Reasoning (QL & R)** | Students will reason through and solve quantitative problems by collecting and interpreting data and applying mathematical/statistical techniques. |

# **Course Learning Outcomes**

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| **Course Learning Outcomes** | **ILO Key Indicators** |
| 1. Acquire and evaluate information of victim’s situation to assume a  leadership role to triage and serve injured persons in a variety of  emergency situations. |  |
| 2. Describe the function of a first responder at the health care provider level in the first three minutes of a rescue. | Critical Thinking |
| 3. Allocate time in an efficient, decisive and creative manner and demonstrate the ability to quickly problem solve and perform tasks. |  |
| 4. Self-monitor own performance of Community Emergency Response  Team (CERT) methods, CPR and first aid techniques; correct  performance/methods. |  |
| 5. Participate as a team member and display leadership qualities by  demonstrating speaking and listening skills while performing the required  first responder skills. |  |
| 6. Demonstrate knowledge of emergency first aid terms and procedures  in writing. |  |
| 7. Thinking critically, write research paper in a clear and organized  manner that incorporates authoritative sources to communicate written  emergency procedures and protocol for a variety of natural and  manmade disasters when EMS is not forthcoming must make decisions  to save lives. | Information Literacy |

# **Learning Experiences**

*Describe what activities the students will engage in during class and outside of class to contribute to their learning; some examples: lecture, small-group work, reading, research, role play, etc.*

# **Grading Information**

*Include a description of the criteria for grading and the assessments that will comprise the grade for the course. Also include a statement about when students can expect to receive feedback on assignments, papers, tests, etc.*

# **RCC Grading:**

Classes are graded A, B, C, D, F.

No tests can be retaken for the RCC grade that you receive for this class.

Courses taken for college credit will appear on a student’s permanent college transcript and will show the grade earned.

# **EXPECTATIONS FOR STUDENTS**

*Include any statements of expectations regarding homework, late work, etc.*

# **Attendance**

*Describe your policy on attendance and the consequences of missing class.*

* **Withdrawal from class:** A student may withdraw from a College Now class according to the schedule found on the College Now website:  <https://www.roguecc.edu/collegeNow/dualCredit_AcaCalendar.asp>. A grade of W will be assigned.  Students should be aware that withdrawing from a course may impact financial aid when they attend college after high school. To read about the impact withdrawing may have, please visit: <https://www.roguecc.edu/enrollmentServices/sap.asp>

# **Academic Integrity**

Academic Integrity is expected for all students at RCC. Learning is built on the qualities of honesty, fairness, respect, and trust. At RCC, academic integrity is a shared endeavor characterized by truth, personal responsibility, and high academic standards. An important aspect of academic integrity is academic honesty. Violations of academic honesty include, but are not limited to: plagiarism, collusion, inappropriate assistance, cheating, fabrication, falsification, alteration, unauthorized multiple submission, sabotage, tampering*, and sharing classroom documents, including test items, with other students or with online platforms*. All acts of academic dishonesty are regarded as serious offenses. Students who violate academic honesty or academic integrity will be subject to disciplinary action. Instructors have the right to act on any suspected acts of academic dishonesty. Depending on the nature of the offense, serious penalties may be imposed, ranging for loss of points to expulsion from the class or college.

# **Classroom Behavior**

Expectations for classroom behavior are outlined in the Standards of Student Conduct, available in the catalog, schedule, and online. Students may not engage in any activity which the instructor deems disruptive or counterproductive to the goals of the class. Instructors have the right to remove students from class for not following the Standards of Student Conduct or other specified classroom rules. Expectations for behavior in online classes are similar to what is required in the classroom.

**Student Evaluations of this Course**  
Students enrolled in College Now courses will receive a course evaluation to complete towards the end of the term for the courses they are enrolled in. The course evaluations are anonymous and will provide valuable feedback to RCC about your experiences in, and your impressions of, the course.

# **Access and Disability Resources**

High schools and colleges operate under different guidelines for students with disabilities. Students enrolled in RCC’s various dual credit programs must meet the college requirements to be eligible for the college credit. Reasonable adjustments in teaching methods and/or assessment delivery that do not alter the essential content of a course may be possible, but all students must meet the student learning outcomes and the assessment rigor of the course to be eligible for college credit.

Services for students who experience disabilities:

* High school students taking College Now classes taught by high school teachers at the high school are to work with their high school for accommodations or adjustments.
* High school students who also take RCC courses at an RCC campus should contact RCC’s Access Office.

Redwood Campus

Phone: 541-956-7337; Oregon Relay Service: 7-1-1

Riverside and Table Rock Campuses

Phone: 541-956-7337; Oregon Relay Service: 7-1-1

For more information, go to Access and Disability Resources: <https://web.roguecc.edu/disability-services> or email [AccessOffice@roguecc.edu](mailto:AccessOffice@roguecc.edu).

# **Discrimination, Harassment and Sexual Violence Policies**

Rogue Community College does not discriminate in any programs, activities, or employment practices on the basis of race, color, religion, ethnicity, use of native language, national origin, sex, sexual orientation, gender identity, marital status, veteran status, disability, age, pregnancy, or any other status protected under applicable federal, state, or local laws.

RCC is committed to providing an academic and work environment free from all forms of discrimination and harassment. In accordance with federal and state law, RCC prohibits illegal discrimination and harassment, works to inform individuals of their right to be free from such behaviors, and promotes the safety of all at College sites and activities. RCC’s prohibition includes all forms of sex discrimination--including instances of sexual harassment such as sexual assault, domestic violence, gender-based stalking, and sexual violence--which are also prohibited by Title IX of the Education Amendments of 1972.

For further policy information and for a full list of regulatory specific contact persons visit the following webpage: <http://www.roguecc.edu/nondiscrimination>

For further information regarding Title IX at RCC, go to <https://www.roguecc.edu/titleIX>/

# **Student Handbook**

Students should read and understand the Dual Credit Handbook for Students. There is important information covering many topics and most questions will be answered by reviewing this handbook. <https://www.roguecc.edu/HS/Handbooks/StudentHandbook.pdf>

# **Important RCC College Now Dates and Times**

The deadline to add a class, withdraw from a class, term end/start dates, and the dates grades are available are listed at <https://www.roguecc.edu/collegeNow/dualCredit_AcaCalendar.asp>

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| **Tutoring Center** Tutoring Centers provide free tutoring service if you are registered in credit courses at Rogue Community College. The primary areas of tutoring are math, writing and science; however, tutors are prepared to cover most subjects. There is also online tutoring available. Please visit the tutoring center webpage for more details: <https://www.roguecc.edu/dept/academicSuccess/tutor.asp> |

# **Course Outline**

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| **Week** | **Chapter(s)** | **Assignment/ Due date** |
| Week 1 |  |  |
| Week 2 |  |  |
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**\*\*Additionally, all students must complete a Rogue Community College Course Evaluation for the class. \*\***

# **TYPICAL COURSE OUTLINE:**

Course is broken into 3 distinct segments.

1. BLS Health Care Provider Certification

2. Emergency First Aid Certification

3. Community Emergency Response Team: CERT

**Part One: Basic Life Support (BLS) Certification**

I. Information

A. Distribute course material

B. Recertification information

C. Course objectives

II. Lecture interspersed with student practice:

A. Heart and lung function

B. Risk factors

C. Prudent heart living

D. Signs and symptoms of heart attack

E. Airway management and risks

F. CPR rates and ratios

G. One and two rescuer CPR information

H. AED

III. Demonstrate, student practice, and testing:

A. Primary assessment

B. Compressions and rescue breathing

C. Choking management

a. unconscious (adult, child, and infant)

b. conscious (adult, child, and infant)

c. conscious becoming unconscious

D. One rescuer adult CPR

E. One rescuer child CPR

F. One rescuer infant CPR

G. Two rescuer adult, child and infant CPR

H. AED

IV. Airway and CPR review

V. Written exam

**Part Two: First Aid Certification**

I. Introduction to EMS

A. Setup and barriers

B. Primary assessments

C. One rescuer adult CPR

D. Control of bleeding

E. Shock management

**Demonstration and student practice and testing:**

F. Primary assessment

G. Choking management

H. One rescuer adult CPR

II. Illness assessment

A. Heart problems

B. Stroke

C. Allergic reactions

D. Asthma

E. Poisoning

F. Diabetic emergencies

G. Epileptic seizures

**Review illnesses, treatment**

III. Injury assessment

A. Fractures and dislocations

B. Head injuries

C. Neck and back injuries

D. Lifting and moving

E. Wounds and bandaging

F. Eye injuries

G. Exposure to cold

H. Exposure to heat

I. Burns

J. Electrical injuries

**Demonstration and student practice**

A. Splinting and bandaging

B. Control of bleeding

C. Immobilization of head

D. Head-to-toe exam

E. Recovery position

F. Shock management

G. Identify signs and symptoms of life-threatening emergencies

IV. Written exam

**Part Three: CERT Training**

1. Initial disaster preparedness: flood, earthquake, fire, chemical, wind, terrorism.

2. CERT organization through the use of National Incident Management Systems (NIMS) and the Incident Command Structure (ICS).

3. Fire Safety and Utility Control: Fire Chemistry, Fire and Utility Hazards

Fire Size-up Considerations, Firefighting Resources, Fire Suppression Safety

4. Scene survey evaluations. CERT Size-up: potential dangers in the aftermath of disasters: damaged structures, polluted water, unsafe building, floods, gas, fire, etc.

5. Disaster Medical Operations: Treating Life-Treating Conditions, Triage

6. Primary surveys. First attend unconscious then conscious victims

7. CPR, AED, controlling hemorrhages, treat for shock.

8. Vital signs, secondary survey, LOC (level of consciousness) and chief complaint.

9. Give necessary information and help to the EMTs when they arrive: Perform light search

and rescue techniques using CERT guidelines

10. Community Preparedness: Roles and Responsibilities:

A. Hazards and Their Potential Impact

B. Impact on the Infrastructure

C. Home and Workplace Preparedness

D. Reducing the Impact of Hazards through Mitigation

E. Protection for Disaster Workers

F. CERT Organization and Mobilization

G. Documentation

H. ICS Functions

I. Hazardous Materials

11. Understand disaster psychology and its effects: Disaster Psychology

A. Disaster Trauma

B. Team Well-Being

C. Working with Survivors’ Trauma

12. Disaster Preparedness Final Essay/Report