

This is a SouthArk Master Syllabus. The course syllabus distributed by the instructor may include additional requirements, must be followed by the student in the given term, and is considered to supersede the Master Syllabus.

Course Number
HCIT 1021

Course Title
CPR / First Aid

Course Description

This course is designed to teach individuals basic emergency care skills needed to assist individuals in potential life threatening situations until advanced healthcare providers arrive.

College Mission

South Arkansas Community College promotes excellence in learning, teaching, and service; provides lifelong educational opportunities; and serves as a cultural, intellectual, and economic resource for the community.

College Wide Student Learner Outcomes

Critical Thinking Responsibility Communication

ACTS Course **Program Course**

ACTS Outcomes

Program Outcomes

Course Outcomes

CLO #	Course Outcomes	Unit Outcomes/ Competencies	ACTS	Program Outcomes	Critical Thinking	Communication	Responsibility	Assessment
CLO1	Identify the signs of distress in adult and pediatric victims	1-36			CT3		R3	Skills Check Off
CLO2	Identify potential environmental safety hazards that can affect access to victim	1-36			CT3		R3	Skills Check Off
CLO3	Demonstrate how to effectively apply basic life support skills to life threatening situations/scenarios	1-36			CT3		R3	Skills Check Off
CLO4	Apply knowledge gain in First Aid used to stabilize a victim in critical life threatening situations/scenarios	37-72			CT3		R3	Skills Check Off

Unit Outcomes/ Competencies

1. List the four primary goals of first aid.
2. Explain why there is a need for first aid training.
3. Decide to help in an emergency.
4. Describe how to stay prepared for emergencies.
5. Describe the EMS system and the different types of EMS professionals.
6. Explain when to call 9-1-1 and what information to give the dispatcher.
7. Explain what first aiders need to understand about legal issues related to first aid.
8. Explain how blood borne pathogens may be transmitted from an infected person to someone else.
9. List common serious blood borne diseases.
10. Describe standard precautions to take when giving first aid to prevent disease transmission.
11. Describe the step-by-step actions to take whenever you recognize an emergency.
12. List 8 to 10 types of dangerous emergency scenes you should not enter.
13. List signs of stress that may occur after an emergency and describe how one can get help if needed.
14. Describe the primary areas of the body.

15. List the ten body systems and explain a key function of each.
16. For each body system, describe at least one injury or illness that affects the functioning of that system.
17. Explain how to check the victim's responsiveness.
18. Demonstrate how to open the airway and check for breathing.
19. Demonstrate how to move a victim into the recovery position and explain when this is done.
20. Explain the importance of each element in the SAMPLE history.
21. Demonstrate how to perform a physical examination of a responsive victim without a life-threatening problem.
22. List ways to prevent drowning and SIDS.
23. Describe the age categories for adults, children, and infants related to key differences in basic life support skills.
24. Explain how to give rescue breaths via a barrier device, the mouth, the nose, or a stoma, and to an infant.
25. List the risk factors for cardiovascular disease.
26. Explain general principles for maintaining cardiovascular health and preventing cardiovascular disease.
27. List the steps in the cardiac chain of survival.
28. Describe when to call 9-1-1 before starting CPR and when to give 2 minutes of CPR before calling 9-1-1.
29. Demonstrate the procedures for giving CPR.
30. List ways to prevent choking.
31. Demonstrate choking care for a responsive adult, child, and infant.
32. Demonstrate choking care for an unresponsive adult, child, and infant.
33. Explain how AEDs work to correct an abnormal heart rhythm.
34. Describe when an AED should be used and the basic steps for use.
35. Demonstrate how to use an AED with an adult or child victim.
36. List special considerations to be aware of when using an AED with certain types of victims or situations.
37. Explain the effects of blood loss and the body's mechanisms to control bleeding.
38. Describe the different types of external bleeding.
39. Demonstrate the steps for controlling external bleeding.
40. Demonstrate the steps for applying a pressure bandage.
41. List the steps for caring for a bruise.
42. List the signs and symptoms of internal bleeding and describe the first aid to give.
43. Explain what happens inside the body with severe blood loss.
44. List common causes of shock.
45. Describe first aid steps for a victim in shock.
46. Describe ways to prevent exposure to known allergens.
47. Describe the first aid for anaphylaxis.
48. Describe how to clean a wound.
49. Describe the signs and symptoms of an infected wound and what to do about it.
50. List standard guidelines for using dressings and bandages.
51. Explain how to determine when a wound needs medical attention.
52. Describe first aid for punctures, wounds with impaled objects, avulsions and amputations, and for injuries of the genitals, scalp, and specific facial areas.
53. Demonstrate how to apply a roller bandage.
54. Explain common causes of fires and burns and how to prevent them.
55. Describe what happens in the body with a burn.
56. List differences among first-, second-, and third-degree burns.
57. Describe first aid for first-, second-, and third-degree heat burns.
58. Describe first aid for smoke inhalation.
59. Describe first aid for chemical burns.
60. Describe first aid for electrical burns and shocks.
61. List the signs and symptoms of head and spinal injuries.
62. Perform a physical examination of a victim with head or spinal injury.
63. Describe the first aid for a victim with a possible brain injury.
64. Explain why a victim with a possible spinal injury should not be moved unnecessarily.
65. Perform manual inline stabilization.
66. With other rescuers, perform a log roll of a victim with a spinal injury.
67. Describe the three general types of splints and how to improvise splints with common materials.
68. List the general guidelines for splinting and use of arm slings.
69. Describe how to splint the different areas of the upper and lower extremities.
70. Demonstrate how to apply an arm sling.
71. Demonstrate how to apply a rigid splint to an injured forearm.
72. Demonstrate how to use an anatomic splint for a leg injury.

Assessment Description(s)

For assignments, there will be various discussion scenarios that allows you to critically think out the problem. The exams are based on critically thinking scenarios. There may be two good answer but you must select the best. The student's grade will be determined by weekly exams and assignments. All grades will be posted to the grade center on Blackboard.

Materials and Technological Requirements

First Aide: Taking Action 2nd Edition, National Safety Council NSC

First Aide: Taking Action Workbook 2nd Edition, National safety Council NSC

BLS for Health Care Providers, Student Manual, AHA

Class Attendance Policy

Students are expected to attend all classes in which they are enrolled. If a student is absent from a class session, it is the student's responsibility to make arrangements to complete or make up any work missed. No make-up work for missed classes will be allowed without the approval of the instructor. Students who enroll late must assume all responsibility for work missed. Classes not attended as a result of late enrollment may be counted toward excessive absences. Students not attending the entire class period may be counted absent for that period. An instructor may drop students with a grade of "WE" if students have been absent for an excessive number of days. Warning letters will be sent to the students advising them of the consequences of nonattendance and urging them to contact their instructors immediately. Excessive absences are defined as follows:

Regular Semester

Courses which meet once a week..... 2 absences

Courses that meet twice per week 3 absences

Courses that meet four times per week 5 absences

Summer Session

Courses that meet four times per week in a five week session 3 absences

Courses which meet two evenings per week in a 10 week session 3 absences

Students enrolled in special programs or individualized instruction should contact their program director/instructor regarding specific attendance requirements for the program/course. Some of the selective-admission, health-science programs have specific criteria regarding attendance. Students are encouraged to refer to program policies in these matters.

Jury Duty/Military/Official School Function

Scheduled absences are those that occur due to college-related activities or as a result of summons to jury duty or military duty. Classes missed as a result of scheduled absences will not be counted as excessive absences if the instructor is notified and provided documentation prior to the absence(s). Make-up work for scheduled absences will be at the discretion of the instructor.

In all instances, documentation must be provided to the instructor within 24 hours of receipt. Documentation should come from an appropriate party on letterhead or other official stationery with a signature and contact information. Documentation should list the corresponding dates of the leave.

Medical leave

For medical-related absences, documentation must include written notice from the treating medical professional documenting time needed off related to medical reasons and time student may resume classes. The medical reason does not need to be listed on the documentation; the documentation must include only that there is a medical reason, the amount of time the student needs to be absent, and the time the student should be able to return to classes. Students who elect to work at home while on excused leave must meet with their instructors to make arrangements to do so. Working on coursework while on medical leave is not a requirement but can be requested by students. If students request that they be allowed to work at home while on an excused leave, the instructor will make every reasonable effort to ensure that the student is able to do so.

For students who have a medical condition necessitating time off or accommodation:

- 1) They may work at home on assignments if they choose to if on medical leave approved by a medical professional
- 2) Receive appropriate accommodations related to coursework (i.e., excused from labs with potentially harmful chemicals, have a larger desk, etc.)
- 3) Resume their studies where they left off once they return to classes
- 4) Be allowed to make up any missed work related to medical leave
- 5) Receive incompletes on their transcripts until coursework is completed, according to the incomplete grade contract.
- 6) Be given a reasonable time frame in which to complete missed coursework

Academic Honesty Policy

Students enrolled at South Arkansas Community College are expected at all times to uphold standards of integrity. Students are expected to perform honestly and to work in every way possible to eliminate academic dishonesty. Academic dishonesty includes cheating and plagiarism, which are defined as follows:

- Cheating is an attempt to deceive the instructor in his/her effort to evaluate fairly an academic exercise. Cheating includes copying another student's homework, class work, or required project (in whole or in part) and/or presenting another's work as the student's own. Cheating also includes giving, receiving, offering, and/or soliciting information on a quiz, test, or examination.
- Plagiarism is the copying of any published work such as books, magazines, audiovisual programs, electronic media, and films or copying the theme or manuscript of another student. It is plagiarism when one uses direct quotations without proper credit or when one uses the ideas of another without giving proper credit. When three or more consecutive words are borrowed, the borrowing should be recognized by the use of quotation marks and proper parenthetical and bibliographic notations.

If, upon investigation, the instructor determines that the student is guilty of cheating or plagiarism, the following penalties will apply:

- The student will receive a penalty of no less than a zero on the work in question.
- The instructor will submit a Student Academic Misconduct Form, written report of the incident, to the appropriate dean.
- The dean will submit form to Vice President for Learning to determine disciplinary action.
- The Vice President for Learning will determine whether further disciplinary action will be taken.
- All decisions may be appealed for review through the college's academic appeals procedure.

Equal Opportunity-Affirmative Action Statement

South Arkansas Community College does not discriminate on the basis of age, race, color, creed, gender, religion, marital status, veteran's status, national origin, disability, or sexual orientation in making decisions regarding employment, student admission, or other functions, operations, or activities.

Library Services

Library Homepage: <http://southark.libguides.com/homepage> Library Contact: LibraryStaff@southark.edu or 870.864.7115

Procedures to Accommodate Students with Disabilities:

If you need reasonable accommodations because of a disability, please report this to the Vice President of Student Services with proper documentation. . VPSS Contact: 870.875.7262

The Early Alert System

In an effort to ensure student retention and success, South Arkansas Community College employs an Early Alert System to identify and support at-risk students as soon as possible in a given semester. The intent of Early Alert is to provide this assistance while there is still time to address behaviors or issues that have the potential of preventing students from completing their courses and degree plans. Students referred through the Early Alert System will be required to work on a corrective action plan with their student advising coach and to include attendance accountability and mandatory academic tutoring either in the academic division or in the Testing and Learning Center (TLC).

Once the Student Advising Coach has met with the referred student, and again when the student has met the prescribed corrective actions, the coach will update the Early Alert System so that the instructor is kept informed of the progress in resolving issues.

Behavioral Review Team

At South Arkansas Community College (SouthArk), we are committed to proactive leadership in student wellbeing and campus safety. By focusing on prevention and early intervention with campus situations that involve any person experiencing distress or engaging in harmful or disruptive behaviors, the BRT will serve as the coordinating hub of existing resources to develop intervention and support strategies and offer case management. Students, faculty, staff, and campus guests are encouraged to report any person on campus who is a concern. BRT Contact: 870.875.7262 BRT@southark.edu

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