Instructor: Robyn H. Whitehead, M.S., ACSM-C-EP
Course Time & Location: MWF, 8am - 8:50am       RM: 202
Office: HPE A-102
Office hours: MWF 9:00am - 10:00am and Tuesday 1:00pm - 2:00pm
Office Phone: 936-468-8493                      Credits: 3 hours
Other Contact: 936-468-3503 Main Office       Email: whitehearh@sfasu.edu

I. COURSE DESCRIPTION/PURPOSE:
The National Safety Council First aid, CPR and AED programs are designed to give you the confidence to respond in an emergency situation with skills that can save a life.

II. INTENDED LEARNING OUTCOMES/ GOALS/ OBJECTIVES:
This course links with SFA Initiative #4: Develop a learner-centered environment. This course links with SFA’s COE Goal and Initiative #2: Prepare educators and industry professionals. This course links with SFA Initiative #5: Create new learning opportunities through additional interdisciplinary, international, service learning, and civic engagement experiences. This course links with SFA’s COE Goal and Initiative #6: Collaborate with external partners.

Health Science Program Learning Objectives for Community Health and Health Education EC-12

Community Health
1. The student will be able to plan and evaluate a community/classroom-based health lesson.
2. The student will construct professional documents (resume and cover letter) to be used as a personal career-marketing tool for employment opportunities.
3. The student will demonstrate the knowledge and skills to search for and write a grant proposal to address a specific health-issue.
4. The student will be able to communicate health information.
5. The student will design and implement a health behavior change plan that they will monitor for the semester.

EC-12 Health
1. The student will be able to plan and evaluate a classroom-based health lesson. (ISTEA 1, 2, 3, & 4; InTASC 1, 2, 3, 4, 6, 7, & 8)
2. The student will be able to demonstrate health content knowledge. (ISTEA 1, 2, 3, & 4; InTASC 1, 2, 3, 4, & 5)
3. The student will demonstrate skills in instructional planning, curriculum development, instructional methodology, assessment, and classroom management. (ISTEA1, 2, 3, & 4; InTASC 1, 2, 3, 4, 5, 6, 7, & 8)
4. The student will be able to communicate health education concepts to audiences of varying ages. (ISTEA 1, 2, 3, & 4; InTASC 1, 2, 3, 4, 5, 7, & 8)
5. The student will design and implement a health behavior change plan that they will monitor for the semester. (ISTEA 1; InTASC 4, 5, 6, & 9)

Student Learning Outcomes
1. The student will recognize when an emergency has occurred.
2. The student will be able to follow and demonstrate the emergency action steps.
3. The student will be able to provide care for injury or sudden illness until professional medical help arrives.

This course provides a successful candidate with the knowledge and skills necessary to complete the requirements to obtain the National Safety Council certificates for CPR & First Aid.

III. COURSE ASSIGNMENTS, ACTIVITIES, INSTRUCTIONAL STRATEGIES, USE OF TECHNOLOGY:
Students should keep up with health issues facing our country and other health related problems. Discussion on these issues is encouraged during class. There is a certain amount of physical activity in the class pertaining to the skills. Students should dress appropriately for those activities.

First Aid Group Presentation (60 points)
Students will be given the opportunity to give a First Aid presentation of relevant first aid topics that will be given in class. The skills being tested are first aid, CPR, and emergency situation topics relevant to the course. Students are allowed to use PowerPoint, Prezi, or another method of presentation. Groups will be chosen by the students and will consist of 2-4 students per group. Topics will be chosen in class.

Methods of Instruction
The course syllabus, course assignments, mail, and grades will be available on the Desire2Learn web page. In-class extra credit will be given throughout the course.
III. EVALUATION AND ASSESSMENTS (Grading):  
3 Major Exams = 300  
4 Skill Test (10 pts. Each) = 40  
Group First Aid Presentations = 60  
**Total Points = 400**  

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<thead>
<tr>
<th>Grade</th>
<th>Points Range</th>
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<tr>
<td>A</td>
<td>400 - 350</td>
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<td>B</td>
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<td>C</td>
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<td>D</td>
<td>249 - 200</td>
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<td>F</td>
<td>Below 199 pts</td>
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IV. TENTATIVE COURSE OUTLINE / CALENDAR:

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<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topic</th>
<th>Due:</th>
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<tbody>
<tr>
<td>1</td>
<td>January 20, 22</td>
<td>Syllabus &amp; Introductions, Chapter 1: Preparing to Act</td>
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<tr>
<td></td>
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<td><em>Getting ready to act in an emergency</em></td>
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<td>2</td>
<td>January 25, 27</td>
<td>Chapter 2: Acting in an Emergency &amp; 3: The Human Body</td>
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<td>*Learning what is needed to act in an emergency and learning the</td>
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<td>different aspects of the human body*</td>
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<td>3</td>
<td>February 1, 3, 5</td>
<td>Chapter 4: Assessing the Victim</td>
<td>Skills Test 1: 02/5</td>
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<td>*Assessing the victim for life threatening and non-life-threatening</td>
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<td></td>
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<td>emergencies*</td>
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<td>4</td>
<td>Feb. 8, 10, 12</td>
<td>Chapter 5: Cardiac Emergencies and CPR</td>
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<td><em>Learning what a cardiac emergency is and how to perform CPR.</em></td>
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<td>5</td>
<td>Feb. 15, 17, 19</td>
<td>CPR Review</td>
<td>Exam 1: 02/19</td>
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<td>6</td>
<td>Feb. 22, 24, 26</td>
<td>Chapter 6: AED</td>
<td>Skills Test 2: 02/26</td>
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<td><em>Learning how to operate an AED</em></td>
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<td>7</td>
<td>Feb. 29, March 2, 4</td>
<td>Chapter 7: Airway Obstructions</td>
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<td><em>What are airway obstructions and how to deal with them</em></td>
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<td>8</td>
<td>March 7, 9, 11</td>
<td>Chapters 8: Controlling Bleeding &amp; 9: Shock</td>
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<td><em>How to control bleeding and how to treat a victim dealing with shock.</em></td>
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V. READINGS/TEXT BOOK
*NSC Advanced First Aid, CPR & AED (2011)*
In order to receive the National Safety Council (NSC) Certifications and cards of completion, the student must purchase a **NEW** copy of the NSC First Aid/CPR/AED book directly from the school bookstore. This is very important! If books are purchased elsewhere, there will not be a certification available for that student. NSC feels that it is important that students write important notes in their own books, keep them, and review the information after they leave the class, since it involves life saving information.

VI. COURSE EVALUATIONS
Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including: (1) Course and program improvement, (2) Instruction evaluation, (3) Making decisions on Faculty Tenure, Promotion, Pay, and Retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VII. STUDENT ETHICS AND OTHER POLICY INFORMATION:

**ATTENDANCE: Policy 6.7**
Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.
Missed Exams: If you miss an exam due to an absence you must take the exam during the week of finals.

ACADEMIC ACCOMMODATION FOR STUDENTS WITH DISABILITIES: Policy 6.1 and 6.6
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 936-468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

STUDENT ACADEMIC HONESTY: Policy 4.1
Abiding by university policy on academic integrity is a responsibility of all university faculty and students.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment; and/or;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one's own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or,
- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

Penalties for Academic Dishonesty
Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

Student Appeals
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

Withheld Grades: Policy 5.5
At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Acceptable Student Behavior: Policy 10.4
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at https://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.
IX. Other Relevant Course Information

To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.

2. Provide one of the following primary ID documents: passport, drivers license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texes.ets.org/registrationBulletin/ <http://www.texes.ets.org/registrationBulletin/>). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information concerning this matter, contact Katie Snyder 936-468-1740 or snyderke1@sfasu.edu.