



MERCER
COUNTY COMMUNITY COLLEGE

COURSE OUTLINE

Course Number
HPE105

Course Title
First Aid, CPR and AED

Credits
3

Hours:
Lecture/Lab/Other
2/2/0

Co- or Pre-requisite
None

Implementation
Semester & Year
Spring 2022

Catalog description:

Prepares rescuers and lay responders with the knowledge and hands-on skills necessary to safely minimize the consequences of injury and illness and help sustain life in an emergency until medical help arrives. Successful candidates earn Basic Life Saving Healthcare Provider CPR/AED and Heartsaver First Aid Certifications through the American Heart Association.

2 lecture/2 Lab hours

General Education Category:
Not GenEd

Course coordinator:
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Required texts & Other materials:

First Aid for Colleges and Universities

By: Karren, Hafen, Limmer & Mistovich
Publisher: Pearson Benjamin Cummings
ISBN: 9780321732590
10th Edition

BLS for Healthcare Providers, Student Manual

By: American Heart Association
ISBN: 9781616690397

Heartsaver First Aid, Student Manual

By: American Heart Association
ISBN: 9781616690182

Course Student Learning Outcomes (SLO):

Upon Successful Completion of the course, the student will be able to:

1. Identify, interpret and classify a variety of first aid conditions and situations (ILG 3,11, PLO 3,5,7)
2. Perform and articulate specific first aid skills competently and demonstrate the ability to make appropriate decisions for immediate care safely, effectively and responsibly (ILG 1,11 PLO 3,7)
3. Utilize technology to navigate the course and to acquire reliable information to support research (ILG 4, PLO 3)
4. Evaluate ideas and experiences of oneself and others to determine successful outcomes and expand personal knowledge base (ILG 11, PLO 3,4)

Course-specific Institutional Learning Goals (ILG):

Institutional Learning Goal 1. Written and Oral Communication in English. Students will communicate effectively in both speech and writing.

Institutional Learning Goal 3. Science. Students will use the scientific method of inquiry, through the acquisition of scientific knowledge.

Institutional Learning Goal 4. Technology. Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.

Institutional Learning Goal 11. Critical Thinking: Students will use critical thinking skills understand, analyze, or apply information or solve problems.

Program Learning Outcomes for Exercise Science A.S. (PLO)

1. Succeed academically upon transfer to a baccalaureate program related to exercise science;
2. Secure employment in the field of exercise science;
3. Demonstrate the knowledge, skills, and ethical integrity necessary to succeed and grow as a health, wellness, fitness, and/or athletic performance professional;
4. Apply scientific and physiological principles to the promotion and enhancement of health, wellness, fitness, and athletic performance;
5. Assess and evaluate an individual's health and performance;
6. Prescribe workouts for generally healthy individuals as well as for athletic populations and those with special considerations;
7. Conduct safe and effective training sessions with generally healthy individuals

Units of study in detail – Unit Student Learning Outcomes:

Unit 0: Course Introduction & Orientation (SLO 3)

At the end of this Unit the student will be able to:

- ♦ Navigate through selected software to obtain required course directives.
- ♦ Utilize technology to communicate and submit coursework.

Unit 1: First Aid Basics (SLO 1,2,4)

At the end of this Unit the student will be able to:

- ♦ Explain the importance and need of knowing first aid.
- ♦ Discuss the moral, ethical and legal duties and responsibilities of the rescuer during and after a first aid event.
- ♦ Identify a first aid situation and safely access the scene and victim.
- ♦ Effectively communicate with a first aid victim and medical personnel.
- ♦ Demonstrate and articulate the following procedures: outfitting a first aid kit; assessing a scene; finding the problem; and proper removal of gloves.

Unit 2: Medical Emergencies (SLO 1,2,4)

At the end of this Unit the student will be able to:

- ♦ Identify and classify by description and/or illustration the signs and/or symptoms of the following medical emergencies: Breathing problems; shock; anaphylactic shock; allergic reactions; diabetes; blood sugar conditions; cardiovascular conditions; stroke; seizure; and normal childbirth.
- ♦ Prioritize order of first aid care based on observation and evaluation of the following medical emergencies: Breathing problems; dizziness; fainting; shock; anaphylactic shock; allergic reactions; diabetes; blood sugar conditions; cardiovascular conditions; stroke; seizure; and normal childbirth.
- ♦ Demonstrate and articulate the following procedures: Opening an airway; artificial ventilation; relieve choking; use an epinephrine pen; and treatment a victim of shock.
- ♦ Communicate effectively (verbal and written) utilizing all terms and definitions associated with this Unit.

Unit 3: Injury Emergencies (SLO 1,2,4)

At the end of this Unit the student will be able to:

- ♦ Identify and classify by description and/or illustration the signs and/or symptoms of the following injury emergencies: internal and external bleeding; burns; fractures; sprains; head; neck and spine injuries; common sport and recreation injuries.
- ♦ Prioritize order of first aid care based on observation and evaluation of the following injury emergencies: bleeding; burns; fractures; sprains; head, neck and spine injuries; specific upper body part injuries and common sport and recreation injuries.
- ♦ Demonstrate and articulate the following procedures: stop bleeding; dressing and bandaging; splinting; and moving a victim.
- ♦ Communicate effectively (verbal and written) utilizing all terms and definitions associated with this Unit.

Unit 4: Environmental Emergencies (SLO 1,2,3,4)

At the end of this Unit the student will be able to:

- ♦ Identify and classify by description and/or illustration the signs and/or symptoms of the following environmental emergencies: bites and stings; temperature-related emergencies; poisoning; effects of drugs and alcohol; drowning.
- ♦ Prioritize order of first aid care based on observation and evaluation of the following environmental emergency situations: bites and stings; temperature-related emergencies; poisoning; effects of drugs and alcohol; and drowning.
- ♦ Demonstrate and articulate the following procedures: assessment and action of various environmental emergencies.
- ♦ Communicate effectively (verbal and written) utilizing all terms and definitions associated with this Unit.
- ♦ Successfully qualify research information for reporting in APA format.

Unit 5: CPR and AED (SLO 1,2,3,4)

At the end of this Unit the student will be able to:

- ♦ Identify and classify by description and/or illustration the signs and/or symptoms of a victim in need of CPR.
- ♦ Prioritize order of first aid care based on observation and evaluation of a victim in need of CPR.
- ♦ Demonstrate and articulate one- and two-person CPR and AED rescue with and without the use of a mask for adults, children and infants.
- ♦ Communicate effectively (verbal and written) utilizing all terms and definitions associated with this Unit.

Evaluation of student learning:

Achievement of the course objectives will be evaluated through the use of the following tools:

- Informal writing in discussion boards, course journals, documenting the student's reactions and reflections on the course content.
- A formal research paper on a first aid topic.
- Tests assessing students' comprehension of first aid situations and skills.
- First aid skills demonstration of a variety of life-saving techniques

Project Values/Grade Breakdown

The final grade is based on the following values:	Points
Activities and Quizzes	200
Discussion Boards and Journals	100
Research Assignment	50
Unit Tests	250
Skills Practical	200
Total	800