GAVILAN COLLEGE
5055 Santa Teresa Blvd
Gilroy, CA 95023

Course Outline

COURSE: AH 30 DIVISION: 40 ALSO LISTED AS:

TERM EFFECTIVE: Fall 2019 CURRICULUM APPROVAL DATE: 11/14/2016

SHORT TITLE: FIRST AID/CPR

LONG TITLE: First Aid and CPR

Units	Number of Weeks	Type	Contact Hours/Week	Total Contact Hours/Units
3	18	Lecture:	3	54 / 3 Units of Lecture
		Lab:	0	0
		Other:	0	0
		Total:	3	54

Out of Class Hrs:	108.00
Total Learning Hrs:	162.00

COURSE DESCRIPTION:

This course involves the theory and detailed demonstration of the first aid care of the injured. The student will learn to assess a victim's condition and incorporate proper treatment. Standard first aid, CPR, and AED certification(s) will be granted upon successful completion of requirements. This course has the option of a letter grade or pass/no pass.

CREDIT STATUS: D - Credit - Degree Applicable

GRADING MODES

L - Standard Letter Grade
P - Pass/No Pass

REPEATABILITY: N - Course may not be repeated

SCHEDULE TYPES:

02 - Lecture and/or discussion

STUDENT LEARNING OUTCOMES:

1. Assess victims of injury and medical emergencies and apply an emergency action plan. ILO: 2,7,1,4

Measure of assessment: written exam/quiz, practical exam/quiz, demonstration, role playing

Year assessed, or planned year of assessment: 2017

Semester: Fall

2. Describe the signs and symptoms associated with common medical emergencies and demonstrate the first aid care that is needed for such emergencies. ILO: 2,7,1,4

Measure of assessment: written exam/quiz, practical exam/quiz, demonstration, role playing

Year assessed, or planned year of assessment: 2017

Semester: Fall

3. Demonstrate cardiopulmonary resuscitation and the use of AED. ILO: 7,2

Measure of assessment: skill competency

Year assessed, or planned year of assessment: 2017

Semester: Fall

4. Demonstrate bandaging and splinting techniques. ILO: 7,2

Measure of assessment: skill competency, role playing

Year assessed, or planned year of assessment: 2017

Semester: Fall

5. Demonstrate emergency rescue moves. ILO: 7,2

Measure of assessment: skill competency, role playing

Year assessed, or planned year of assessment: 2017

Semester: Fall

6. Evaluate one's lifestyle for health and safety concerns and set personal goals for achieving a safe and healthy lifestyle. ILO: 7,6,1,2

Measure of assessment: homework, discussion

Year assessed, or planned year of assessment: 2017

COURSE CONTENT:

Curriculum Approval Date: 11/14/2016

6 Hours:

Content: Before Giving Care and Checking an Injured or Ill Person - Your role in the EMS system. Good Samaritan Laws and Legal Concerns. Disease transmission and prevention. Taking action: emergency action steps. Checking a conscious person. Shock. Checking an unconscious person. Incident stress. Checking an injured or ill adult. Checking an injured or ill child or infant.

Student Performance Objectives: Describe how to recognize an emergency. Describe how to prioritize care for injuries and illnesses. Describe the purpose of Good Samaritan laws and explain how they relate to one's legal concerns. Identify the difference between (expressed) consent and implied consent. Identify how to reduce the risk of disease transmission when giving care. Explain how to activate and work with the EMS system. Explain when to move an injured or ill adult/child/infant from a dangerous scene. Explain how to check a conscious adult/child/infant for life-threatening and non-life-threatening conditions. Identify the signals of shock and describe how to minimize its effects. Demonstrate how to check an unconscious adult/child/infant for life-threatening conditions.

9 Hours:

Content: Cardiac Emergencies and CPR - Heart attack. Cardiac arrest. CPR - Adult. CPR - Child. CPR - Infant. Heart and circulatory system.

Student Performance Objectives: Recognize the signals of a cardiac emergency. Identify the links in the Cardiac Chain of Survival. Describe how to care for a heart attack. List the causes of cardiac arrest. Explain the role of CPR in cardiac arrest. Explain and demonstrate how to perform CPR on a(n) adult/child/infant. Discuss the heart and circulatory system as it relates to CPR.

3 Hours:

Content: AED - Using an AED - Adults. Using an AED - Children and Infants. AED precautions. Special AED situations. AED protocols.

Student Performance Objectives: Explain what defibrillation is and how it works. Identify precautions to take when using an AED on a person in sudden cardiac arrest. Explain and demonstrate how to use an AED on a(n) adult/child/infant.

6 Hours:

Content: Breathing Emergencies - Respiratory distress and respiratory arrest. Choking. Conscious Choking - Adult. Conscious Choking - Child. Conscious Choking - Infant. Unconscious Choking - Adult. Unconscious Choking - Child and Infant. Respiratory system.

Student Performance Objectives: Recognize the signals of a breathing emergency. Explain and demonstrate how to care for a conscious adult/child/infant who is choking. Explain and demonstrate how to care for an unconscious adult/child/infant who is choking. Discuss the respiratory system as it relates to breathing emergencies.

3 Hours:

Content: Sudden Illness - Specific sudden illnesses. Poisoning.

Student Performance Objectives: Identify the signals of and describe how to care for common sudden illnesses, such as stroke, seizures and diabetic emergencies. Discuss general care for poisoning, including ingested poisons and exposure to poisons such as toxic fumes and wet and dry chemicals.

3 Hours:

Content: Environmental Emergencies - Heat-related illnesses and cold-related emergencies. Bites and stings. Poisonous plants. Lightning.

Student Performance Objectives: Identify the signals of heat-related illnesses and cold-related emergencies and describe how to care for them. Discuss how to treat such emergencies as bites, stings and poisonous plants. Explain how to care for a victim hit by lightning.

3 Hours:

Content: Soft Tissue Injuries - Wounds. Burns. Special situations. Controlling external bleeding. Using a manufactured tourniquet.

Student Performance Objectives: Identify signals of various soft tissue and musculoskeletal injuries and describe how to care for them. Demonstrate how to control external bleeding. Demonstrate how to control severe, uncontrollable external bleeding with a manufactured tourniquet.

COURSE CONTENT(CONTINUED):

9 Hours:

Content: Injuries to Muscles, Bones and Joints Including Head, Neck and Spinal Injuries - Types of injuries. Applying an anatomic splint. Applying a soft splint. Applying a rigid splint. Applying a sling and binder. Skeletal system. Muscular system.

Student Performance Objectives: Identify signals of head, neck and spinal injuries and explain how to care for them. Explain how to care for muscle, bone or joint injuries. Demonstrate how to splint a muscle, bone or joint injury. Identify the major bones and muscle groups of the body as they relate to injuries and applying first aid.

3 Hours:

Content: Special Situations and Circumstances - Children and infants. Emergency childbirth. Older adults. People with disabilities. Language barriers. Crime scenes and hostile situations.

Student Performance Objectives: Describe common childhood injuries and illnesses, including their symptoms and care. Explain how to help a women in an emergency childbirth situation. Describe common older adult injuries and illnesses, including their symptoms and care. Discuss various disabilities and explain how one might care for them in order to treat an injury/illness. Describe how you might communicate with a person with whom you have a language barrier in order to treat an injury/illness. Explain the precautions you would take at a crime scene and/or hostile situation.

3 Hours:

Content: Asthma. Anaphylaxis and Epinephrine Auto-Injectors - Assisting with an asthma inhaler.

Assisting with an epinephrine auto-injector.

Student Performance Objectives: Identify the signals of and describe the care given to a person experiencing an asthma attack. Demonstrate the use of a metered dose inhaler. Identify the signals of and describe the care given to a person experiencing anaphylaxis. Describe how to report an allergic reaction and your care to EMS personnel. Demonstrate appropriate handling, use and disposal of an epinephrine auto-injector.

4 Hours:

Content: Injury Prevention and Emergency Preparedness. Healthy Lifestyles. Emergency Scenarios. -

Injury risk factors. Reducing your risk of injury. Focus on preparedness - developing a plan of action. Vehicle safety. Fire safety. Safety at home. Safety at work. Safety at play. Focus on prevention - make your home safe for kids.

Student Performance Objectives: Discuss the health choices you make on a daily/weekly/monthly bases that have an effect on your health. Assess your personal safety measures as they relate to preparedness and prevention. Apply knowledge and skills learned in course during an emergency scenario.

2 Hours:

Final - Written and practical certification tests.

METHODS OF INSTRUCTION:
lecture, discussion, demonstration, guided practice

METHODS OF EVALUATION:
Writing assignments
Percent of total grade: 20.00 %
Written Homework, Assessment Assignments

Problem-solving assignments
Percent of total grade: 10.00 %
Quizzes, Exams

Skill demonstrations
Percent of total grade: 40.00 %
Performance Exams

Objective examinations
Percent of total grade: 30.00 %
Multiple Choice, True/False, Matching Items, Completion

OUT OF CLASS ASSIGNMENTS:

Required Outside Hours: 12

Read related textbook chapter. Complete worksheet questions, which could include: What are some common factors that keep people from responding to an emergency medical situation? What is "normal breathing"? When should you move an injured or ill person? Complete At the Scene activity cards, which could include: You see a child sitting on the sidewalk near a bike with a cut on her leg. What should you keep in mind when giving her first aid care? OR You come upon an unconscious adult/child/infant. List the steps in the correct order that you should perform.

Required Outside Hours: 18

Read related textbook chapter. Complete worksheet questions, which could include: What are some of the signals of a heart attack? Name all four links of the Cardiac Chain of Survival. Complete At the Scene activity cards, which could include: Perform the steps in the correct order - CPR on a(n) adult/child/infant. Practice CPR techniques for adults/children/infants.

Required Outside Hours: 6

Read related textbook chapter. Complete "Fact or Fiction" worksheet questions, which could include: Sudden cardiac arrest is the same as a heart attack. Fact or fiction? AED pads must be removed before performing CPR. Fact or fiction? If the placement of the AED pads is reversed, the AED will not work. Fact or fiction? An AED cannot be used on a pregnant woman. Fact or fiction? Never use an AED on an infant. Fact or fiction? Complete At the Scene activity cards, which could include: Perform the steps in the correct order - using an AED on a(n) adult/child/infant.

Required Outside Hours: 12

Read related textbook chapter. Complete worksheet questions, which could include: What are some signals of a breathing emergency? How might you recognize a breathing emergency? What are some common causes of breathing emergencies in adults/children/infants? What should you do if a person does not give consent? What is the best way to check whether a(n) adult/child/infant is unconscious? Complete At the Scene activity cards, which could include: You suspect that Sheila is in shock. She tells you that she is very thirsty. Should you give her water? OR You notice a young child put a piece of hard candy in his mouth. He is coughing forcefully but has a frightened look on his face. What should you do?

Required Outside Hours: 6

Read related textbook chapter. Complete "Sudden Illness Trivia" worksheet questions, such as: What sudden illness is caused by a blockage of blood flow to the brain? What does FAST stand for? For a young child or an infant, is a febrile seizure lasting less than 5 minutes life threatening? What might cause you to suspect a person is having an allergic reaction? You suspect that a young child has swallowed a large amount of prescribed medicine. The child is complaining of a stomachache. Should you give the child something to drink?

Required Outside Hours: 6

Read related textbook chapter. Complete "Caring for Heat-Related Illnesses and Caring for Cold-Related Emergencies" worksheet questions, such as: List the steps you would follow and the treatment you would perform for - heat cramps, heat exhaustion, heat stroke, hypothermia, frostbite.

Required Outside Hours: 6

Read related textbook chapter. Complete "Burn Care - Fact or Fiction" worksheet questions, which could include: You should put ice or ice water on a burn. Fact or fiction? You should not remove any pieces of clothing that stick to the burned area. Fact or fiction? When caring for a chemical burn, you should brush off any dry chemicals before flushing with tap water. Fact or fiction? If the eye is burned by a chemical, loosely cover it with a gloved hand or sterile dressing until EMS personnel take over. Fact or fiction? An electrical burn can cause cardiac and respiratory emergencies. Fact or fiction?

OUT OF CLASS ASSIGNMENTS(CONTINUED):

Required Outside Hours: 18

Read related textbook chapter. Complete "Dazed and Confused" worksheet, which could include: It is a beautiful day at the park. While Maggie talks with her older sister, Martha is climbing around on the playground equipment. Sensing something has just happened, Maggie turns around and notices Martha clumsily get back on her feet after an apparent fall. As Maggie walks toward Martha, she seems disoriented and off-balance. Answer the provided questions. Complete At the Scene activity cards, which could include: List the steps in the correct order to apply an anatomic splint/a soft splint/a rigid splint/a sling and binder. Practice applying various types of splints.

Required Outside Hours: 6

Read related textbook chapter. Answer worksheet scenario questions, which could include: A young Spanish speaking women is having trouble breathing and, based on your check of the person, you suspect that she is having a severe allergic reaction to a bee sting. You only speak English. What should you do? OR A co-worker that you know to have a disability, burned her hand in the lunchroom. You should?

Required Outside Hours: 6

Read related textbook chapters. Complete worksheet questions, which could include: List the signals of asthma. Describe how to report an asthma attack and your care to EMS personnel. List the signals of anaphylaxis. Describe the appropriate assessment and documentation of the person's response to an epinephrine auto-injection.

Required Outside Hours: 8

Read related textbook material. Homework - Develop a personal emergency action plan. Homework - Complete worksheet on assessing one's lifestyle. Complete scenario worksheet listing the actions you would take. Scenario examples: (1) You are with a friend playing Frisbee at a park. You hear some commotion near the playground. You run over and see a 10-year-old boy lying motionless on the ground. (2) You are sitting on a city bus when you notice a person slumped over in her seat, sweating and staring blankly ahead. The person sitting next to her says, "Somebody help, something is wrong." (3) You are working at a clothing store in a busy shopping mall where AED's are provided. You notice several people are standing around an adult who has collapsed. You and a co-worker approach to investigate. You are both trained in CPR/AED.

REPRESENTATIVE TEXTBOOKS:

Required Representative Textbooks

American Red Cross. American Red Cross First Aid/CPR/AED Participant's Manual. St. Paul, Minn.: Stay Well Health & Safety Solutions,2016.

ISBN: 978-1-58480-660-8

ARTICULATION and CERTIFICATE INFORMATION

GAV GE:

GAV E
GAV E2
GAV Area 7

CSU TRANSFER:

Transferable CSU

UC TRANSFER:

Transferable UC

SUPPLEMENTAL DATA:

Basic Skills: N
Classification: Y
Noncredit Category: Y
Cooperative Education:
Program Status: 1 Program Applicable
Special Class Status: N
Prior to College Level: Y
Non Credit Enhanced Funding: N
Funding Agency Code: Y
In-Service: N
Occupational Course: D
Course Control Number: CCC000578299
Sports/Physical Education Course: N
Taxonomy of Program: 123000
CIP: 513901