

HED R105: CPR, AED, FIRST AID, AND PERSONAL SAFETY

Originator
elawley

College

Oxnard College

Discipline (CB01A)

HED - Health Education

Course Number (CB01B)

R105

Course Title (CB02)

CPR, AED, First Aid, and Personal Safety

Banner/Short Title

CPR, AED, First Aid

Credit Type

Credit

Start Term

Fall 2021

Catalog Course Description

This course develops safety awareness and positive reactions to emergency situations. It covers ways of reacting to persons suffering from traumatic shock as well as ways of interacting with and calming family members of injured persons. The course includes, but is not limited to, recognition and standard treatment procedures for four life-threatening situations (unconsciousness, breathing, circulation-pulse, and severe bleeding); use of the Automated External Defibrillator (AED); care for poisoning, fractures, heat- and cold-related emergencies, shock; injury prevention and safety of infants, toddlers/preschoolers and young children; and preventative drug education. There will also be brief instruction on identification and prevention of sexually transmitted infections, pregnancy prevention, family health history, and nutrition. Students successfully completing the American Heart Association Basic Life Support requirements receive a 2-year certification for Healthcare Providers. This will include include Adult and Infant CPR, Automated External Defibrillation (AED) instruction and certification. Students will not earn a separate First Aid certification but will learn skills associated with First Aid.

C-ID: KIN 101

Material fees are required. Transfer credit: CSU;UC. C-ID: KIN 101

Taxonomy of Programs (TOP) Code (CB03)

0837.00 - Health Education

Course Credit Status (CB04)

D (Credit - Degree Applicable)

Course Transfer Status (CB05) (select one only)

A (Transferable to both UC and CSU)

Course Basic Skills Status (CB08)

N - The Course is Not a Basic Skills Course

SAM Priority Code (CB09)

E - Non-Occupational

Course Cooperative Work Experience Education Status (CB10)

N - Is Not Part of a Cooperative Work Experience Education Program

Course Classification Status (CB11)

Y - Credit Course

Educational Assistance Class Instruction (Approved Special Class) (CB13)

N - The Course is Not an Approved Special Class

Course Prior to Transfer Level (CB21)

Y - Not Applicable

Course Noncredit Category (CB22)

Y - Credit Course

Funding Agency Category (CB23)

Y - Not Applicable (Funding Not Used)

Course Program Status (CB24)

1 - Program Applicable

General Education Status (CB25)

Y - Not Applicable

Support Course Status (CB26)

N - Course is not a support course

Field trips

Will not be required

Grading method

Letter Graded

Does this course require an instructional materials fee?

Yes

Fee Amount

12

Repeatable for Credit

No

Is this course part of a family?

No

Units and Hours

Carnegie Unit Override

No

In-Class

Lecture

Minimum Contact/In-Class Lecture Hours

52.5

Maximum Contact/In-Class Lecture Hours

52.5

Activity**Laboratory****Total in-Class****Total in-Class****Total Minimum Contact/In-Class Hours**

52.5

Total Maximum Contact/In-Class Hours

52.5

Outside-of-Class**Internship/Cooperative Work Experience****Paid****Unpaid****Total Outside-of-Class****Total Outside-of-Class****Minimum Outside-of-Class Hours**

105

Maximum Outside-of-Class Hours

105

Total Student Learning**Total Student Learning****Total Minimum Student Learning Hours**

157.5

Total Maximum Student Learning Hours

157.5

Minimum Units (CB07)

3

Maximum Units (CB06)

3

Student Learning Outcomes (CSLOs)**Upon satisfactory completion of the course, students will be able to:**

- | | |
|---|---|
| 1 | Student recognizes and discusses the first aid-trained individual's responsibility in the chain of emergency medical care. |
| 2 | Student recognizes an emergency situation as it is occurring and will know how to activate and participate in the emergency chain of survival. |
| 3 | Student utilizes goal setting, time management and personal planning to maximize success in the classroom. |
| 4 | Student will learn the standards set forth by the American Heart Association for dealing with adult, child and infant respiratory and cardiopulmonary emergencies and how to successfully perform such standards in an emergency situation. |

Course Objectives**Upon satisfactory completion of the course, students will be able to:**

- | | |
|---|--|
| 1 | Recognize and discuss the first aid-trained individual's responsibility in the chain of emergency medical care. |
| 2 | Recognize and discuss an emergency situation, decide to act, and follow an emergency action plan: check, call, and care. |

3	Identify, discuss, and demonstrate basic first aid procedures and skills for adults, children, and infants in four life-threatening situations: unconsciousness, lack of breathing (with the complication of choking), lack of circulation (pulse), and severe bleeding.
4	Identify, discuss, and develop an injury prevention and safety plan for infant, toddler/preschool, and young school-age child for the home, for the car, as a pedestrian, in the yard and on play yard equipment, in the playground and on playground equipment, and for recreational toys and equipment.
5	Identify, discuss, and demonstrate basic first aid procedures and skills for adults, children, and infants in situations that first appear not to be life threatening but could become so if not attended to.
6	Identify, discuss, and demonstrate the use of an automatic external defibrillator.
7	Identify, discuss, and develop a fire escape plan for the student's household and its members, including escape route, safety equipment, emergency equipment, and meeting place after leaving the home.

Course Content

Lecture/Course Content

1. First aid-trained individual's responsibility in the chain of emergency medical care
2. Recognizing an emergency situation
 - a. Deciding to act
 - b. Check
 - c. Call 911
 - d. Care
3. Recovery position
 - a. For victims that are unconscious but are breathing, have a pulse, and are not severely bleeding
 - b. Positioning of a victim if one must leave to call 911
4. Life-threatening situations, procedures, and skills for adults, children, and infants
 - a. Unconscious
 - b. Check for responsiveness
 - i. Tap and shout
 - ii. ABC's (airway, breathing, and circulation)
 - c. Breathing (rescue breathing)
 - i. Head-tilt-chin-lift or jaw-thrust maneuver for suspected head, neck, or back injury
 - ii. Look, listen, and feel for 5-10 seconds
 - iii. Visually check for foreign object
 - d. Obstructed airway
 - i. Conscious victim: abdominal thrust
 - ii. Unconscious victim: chest compression, finger sweep (ONLY if object visible), breaths
 - e. Circulation
 - i. Pulse; check for 5-10 seconds
 - ii. Heart attack signs and symptoms
 - iii. CPR performed by one or two rescuers
 - f. Automated External Defibrillation (AED)
 - g. Bleeding
 - i. Direct pressure
 - ii. Elevation
 - iii. Pressure bandage
 - iv. Pressure points
5. Non-life-threatening situations
 - a. Secondary assessment
 - b. Checking a conscious victim who
 - i. Appears to have a non-life-threatening injury or situation but could become life-threatening if not attended to, or
 - ii. Only needs minor or no first aid
6. Splints
 - a. Fractures, dislocations, sprains, and strains
 - b. Soft, anatomical, and hard for
 - i. Arms
 - ii. Legs
 - iii. Ankles

- iv. Fingers
 - v. Shoulders
- 7. Identification and treatment for burns
 - a. Signs
 - b. Symptoms
 - c. Treatment
 - i. First degree
 - ii. Second degree
 - iii. Third degree
- 8. Shock emergencies: Signs, symptoms, and treatment
- 9. Seizures
- 10. Extreme temperatures
 - a. Cold
 - b. Heat
- 11. Poisoning: Signs, symptoms, and treatment
- 12. Bites and stings
- 13. Eye and nose injuries
- 14. Assembling a first aid/survival kit
- 15. Developing an injury prevention and safety plan for infants, toddlers/preschool, and young school age children
 - a. In the home
 - b. In the yard and on play yard equipment
 - c. In and around pools and ponds
 - d. In the car
 - e. As a pedestrian
 - f. With recreational toys and equipment
- 16. Developing a fire response plan
 - a. Fire escape route for each member of student's household
 - b. Fire prevention equipment
 - c. Safety equipment found in the home
 - d. Meeting place after leaving the home
- 17. Sexually transmitted infections: Identification, prevention, signs, symptoms, and treatment
- 18. Pregnancy prevention and family planning
- 19. Drugs
 - a. Use, misuse, and abuse
 - b. Preventive measures
- 20. Wellness
 - a. Family health history
 - b. Nutrition

Laboratory or Activity Content

None

Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):

Problem solving exercises
 Skills demonstrations
 Written expression

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):

Journals
 Objective exams
 Projects
 Problem-Solving Assignments
 Problem-solving exams
 Quizzes
 Role playing
 Skills demonstrations
 Skill tests
 Simulations

Instructional Methodology

Specify the methods of instruction that may be employed in this course

Audio-visual presentations
 Computer-aided presentations
 Collaborative group work
 Class activities
 Class discussions
 Distance Education
 Demonstrations
 Group discussions
 Guest speakers
 Instructor-guided interpretation and analysis
 Instructor-guided use of technology
 Internet research
 Lecture
 Role-playing
 Small group activities

Describe specific examples of the methods the instructor will use:

Teaching strategies will vary between lecture, demonstration, scenarios, assigned reading, research, and evaluation. Students will also learn from one another by class and online discussion and participation. Powerpoints and videos will be prevalent. Professionals in the medical field may come to guest speak on their experiences and practices.

Representative Course Assignments

Writing Assignments

Discussions questions, assignments, quizzes, and exams will be assigned to students. Topics will include but not be limited to: cardiac emergencies, choking emergencies, team dynamics, first aid basics, medical emergencies, environmental emergencies, health, wellness, nutrition, family health history, pregnancy prevention, and family planning.

Critical Thinking Assignments

Students will be provided situations and be asked to navigate through them, both in written and physical assignments.

Reading Assignments

Students will be required to read chapters from the textbook. Typical reading will include but not be limited to 10-15 pages of the topics including but not limited to: CPR, AED, First Aid. Students will also be provided numerous videos and powerpoints to aid in their learning.

Skills Demonstrations

Students will have to demonstrate skills in 1- and 2-person rescue for adult and infant CPR and AED in order to be certified.

Outside Assignments

Representative Outside Assignments

Writing: Discussions questions, assignments, quizzes, and exams will be assigned to students. Topics will include but not be limited to: cardiac emergencies, choking emergencies, team dynamics, first aid basics, medical emergencies, environmental emergencies, health, wellness, nutrition, family health history, pregnancy prevention, and family planning.

Critical Thinking: Students will be provided situations and be asked to navigate through them, both in written and physical assignments.

Reading: Students will be required to read chapters from the textbook. Typical reading will include but not be limited to 10-15 pages of the topics including but not limited to: CPR, AED, First Aid. Students will also be provided numerous videos and powerpoints to aid in their learning.

Skill demonstration: Students will have to demonstrate skills in 1- and 2-person rescue for adult and infant CPR and AED in order to be certified.

Articulation

C-ID Descriptor Number

KIN 101

Status

Approved

Comparable Courses within the VCCCD

KIN V80 - First Aid, Safety, AED, and CPR for the Professional

District General Education**A. Natural Sciences****B. Social and Behavioral Sciences****C. Humanities****D. Language and Rationality****E. Health and Physical Education/Kinesiology****E1. Health Education**

Approved

F. Ethnic Studies/Gender Studies**CSU GE-Breadth****Area A: English Language Communication and Critical Thinking****Area B: Scientific Inquiry and Quantitative Reasoning****Area C: Arts and Humanities****Area D: Social Sciences****Area E: Lifelong Learning and Self-Development****E Lifelong Learning and Self-Development**

Approved

CSU Graduation Requirement in U.S. History, Constitution and American Ideals:**IGETC****Area 1: English Communication****Area 2A: Mathematical Concepts & Quantitative Reasoning****Area 3: Arts and Humanities****Area 4: Social and Behavioral Sciences****Area 5: Physical and Biological Sciences****Area 6: Languages Other than English (LOTE)****Textbooks and Lab Manuals****Resource Type**

Textbook

Description

American Heart Association (2015). *BLS for Healthcare Provider: Student Manual* (1st). Dallas American Heart Association. 1616690399

Resource Type

Other Instructional Materials

Description

Barriers: face shields with lungs, pocket masks, 1-way valves and gloves.

Resource Type

Other Instructional Materials

Description

Video: American Heart Association BLS for Healthcare provider Instructor's DVD.

Resource Type

Other Instructional Materials

Description

Mannequins: adult and infant.

Resource Type

Other Instructional Materials

Description

Practice Automated External Defibrillators (AED's)

Resource Type

Other Instructional Materials

Description

Various First Aid supplies

Distance Education Addendum**Definitions****Distance Education Modalities**

Hybrid (51%–99% online)

Hybrid (1%–50% online)

100% online

Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

Regular Effective/Substantive Contact

Hybrid (1%–50% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular use of asynchronous discussion boards will encourage various types of interaction and critical thinking skills among all course participants. Questions and topics posed will allow students to discuss, compare and contrast, identify, and analyze elements of the course content. Other discussion boards may be used for Q&A and general class discussion by students and instructor to facilitate student success and strengthen student learning outcomes.
Face to Face (by student request; cannot be required)	In order to get a certification, one must physically demonstrate their skills
E-mail	E-mail, class announcements and various learning management system tools such as "Message Students Who" and "Assignment Comments", will be used to regularly communicate with all students on matters such as clarification of class content, reminders of upcoming assignments and/or course responsibilities, to provide prompt feedback to students on coursework to facilitate student learning outcomes, or to increase the role of an individual educator in the academic lives of a student. Students will be given multiple ways to email instructor through both the learning management system inbox and district-provided email accounts.
Synchronous Dialog (e.g., online chat)	Online chat Live sessions Breakout groups Directed activities
Other DE (e.g., recorded lectures)	A variety of ADA compliant tools and media integrated within the learning management system to help students reach competency. Tools may include: recorded lectures, narrated slides, screencasts, online library resources, 3rd party (publisher-created) tools, websites and blogs, multimedia and streaming platforms like YouTube, Films on Demand, 3CMedia, Khan Academy, etc.

Hybrid (51%–99% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular use of asynchronous discussion boards will encourage various types of interaction and critical thinking skills among all course participants. Questions and topics posed will allow students to discuss, compare and contrast, identify, and analyze elements of the course content. Other discussion boards may be used for Q&A and general class discussion by students and instructor to facilitate student success and strengthen student learning outcomes.
Face to Face (by student request; cannot be required)	In order to get a certification, one must physically demonstrate their skills
E-mail	E-mail, class announcements and various learning management system tools such as "Message Students Who" and "Assignment Comments", will be used to regularly communicate with all students on matters such as clarification of class content, reminders of upcoming assignments and/or course responsibilities, to provide prompt feedback to students on coursework to facilitate student learning outcomes, or to increase the role of an individual educator in the academic lives of a student. Students will be given multiple ways to email instructor through both the learning management system inbox and district-provided email accounts.
Synchronous Dialog (e.g., online chat)	A set time each week may be provided when the instructor is available for synchronous chat to answer questions.

Other DE (e.g., recorded lectures)	A variety of ADA compliant tools and media integrated within the learning management system to help students reach competency. Tools may include: recorded lectures, narrated slides, screencasts, online library resources, 3rd party (publisher-created) tools, websites and blogs, multimedia and streaming platforms like YouTube, Films on Demand, 3CMedia, Khan Academy, etc.
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100% online Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular use of asynchronous discussion boards will encourage various types of interaction and critical thinking skills among all course participants. Questions and topics posed will allow students to discuss, compare and contrast, identify, and analyze elements of the course content. Other discussion boards may be used for Q&A and general class discussion by students and instructor to facilitate student success and strengthen student learning outcomes.
E-mail	E-mail, class announcements and various learning management system tools such as "Message Students Who" and "Assignment Comments", will be used to regularly communicate with all students on matters such as clarification of class content, reminders of upcoming assignments and/or course responsibilities, to provide prompt feedback to students on coursework to facilitate student learning outcomes, or to increase the role of an individual educator in the academic lives of a student. Students will be given multiple ways to email instructor through both the learning management system inbox and district-provided email accounts.
Other DE (e.g., recorded lectures)	Other DE (e.g., recorded lectures) A variety of ADA compliant tools and media integrated within the learning management system to help students reach competency. Tools may include: recorded lectures, narrated slides, screencasts, online library resources, 3rd party (publisher-created) tools, websites and blogs, multimedia and streaming platforms like YouTube, Films on Demand, 3CMedia, Khan Academy, etc.
Synchronous Dialog (e.g., online chat)	A set time each week may be provided when the instructor is available for synchronous chat to answer questions.
Face to Face (by student request; cannot be required)	The instructor may hold regularly scheduled office hours either in person or via-web conferencing, for students to be able to meet and discuss course materials or individual progress. Students can request additional in-person or web conferencing meetings with faculty member as needed. Faculty may encourage online students to form "study groups" in person or online
Video Conferencing	Video tools such as ConferZoom may be used to provide live synchronous or asynchronous sessions with students. ADA compliance will be upheld with Closed Captioning during the session or of the recorded session. Student-to-student group meetings will also be encouraged.

Examinations**Hybrid (1%–50% online) Modality**

Online

Hybrid (51%–99% online) Modality

Online

Primary Minimum Qualification

HEALTH

Additional local certifications required

American Heart Association BLS instructor certification

Review and Approval Dates**Department Chair**

09/04/2020

Dean

09/04/2020

Technical Review

10/14/2020

Curriculum Committee

10/14/2020

Curriculum Committee

11/25/2020

CCCCO

MM/DD/YYYY

Control Number

CCC000101470

DOE/accreditation approval date

MM/DD/YYYY