I. Course Description:
The purpose of the American Red Cross Responding to Emergencies course is to help participants recognize and respond appropriately to cardiac, breathing, and first aid emergencies. The course teaches skills that participants need to know to give immediate care to a suddenly injured or ill person until more advanced medical personnel arrive and take over. In order to obtain your certification, you must successfully complete all lessons and pass the written final exam and skill scenarios.

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 a professional document (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
6. 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)
7. The student will be able to demonstrate health content knowledge. (ISTEA 1, 2, 3, & 4; InTASC 1, 2, 3, 4, & 5)
8. 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))
9. 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)
10. 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.

III. Course Assignments, Activities, Instructional Strategies, use of Technology:

This course will cover a variety of assignments and strategies to cover all of the information. Assignments include two article summaries dealing with an emergency care situation, the implications, and situational learning outcome. One interview assignment will also need to be conducted with a certified or previously certified individual who provided care for a specific injury or illness. Four major skill assessments will also be conducted for each major skill taught. You will have two written exams, a midterm and final, along with final comprehensive skills assessments. All material will be submitted electronically through D2L and email.

IV. Evaluation and Assessments (Grading):

4 skills evaluations (100 points each): 500
Safety Article: 50
Final Exam and Skills evaluation: 150
Total Points=700

A=700-630
B=629-560
C=559-490
D=439-420
F=Below 419
## IV. TENTATIVE COURSE OUTLINE / CALENDAR

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topic/Chapters</th>
<th>Due Dates/Exam</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Aug. 28th, 30th, Sept. 1st</td>
<td>Syllabi, Introduction, Chapters 1, 2 &amp; 3</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Sept. 4th, 6th, 8th</td>
<td>Chapters 4 &amp; 5</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Sept. 11th, 13th, 15th</td>
<td>Chapters 6 &amp; 7</td>
<td>Skills Test: Before Giving Care Sept 11th</td>
</tr>
<tr>
<td>4</td>
<td>Sept. 18th, 20th, 22nd</td>
<td>Chapters 8 &amp; 9</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Sept. 25th, 27th, 29th</td>
<td>Chapters 10, 11 &amp; 12</td>
<td>Skills Test: CPR/AED Sept. 25th</td>
</tr>
<tr>
<td>6</td>
<td>Oct. 2nd, 4th, 6th</td>
<td>Chapters 13 &amp; 14</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Oct. 9th, 11th, 13th</td>
<td>Chapters 15 &amp; 16</td>
<td>Skills Test: First Aid Oct. 13th</td>
</tr>
<tr>
<td>8</td>
<td>Oct. 16th, 18th, 20th</td>
<td>Chapters 17</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Oct. 23rd, 25th, 27th</td>
<td>Chapters 18, 19 &amp; 20</td>
<td>Skills Test: Oct. 27th</td>
</tr>
<tr>
<td>10</td>
<td>Oct. 30th, Nov. 1st, 3rd</td>
<td>Chapters 21 &amp; 22</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Nov. 6th, 8th, 10th</td>
<td>Chapter 23, Article presentation</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Nov. 13th, 15th, 17th</td>
<td>Article in class work</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>NO CLASS- Thanksgiving Break</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Nov. 27th, 29th, Dec. 1st</td>
<td>In class Reviews</td>
<td>Article Due Nov. 27th</td>
</tr>
<tr>
<td>15</td>
<td>Dec. 4th, 6th, 8th</td>
<td>Skills Testing</td>
<td>Final Skills Testing</td>
</tr>
<tr>
<td>16</td>
<td>Dec.</td>
<td>FINALS WEEK</td>
<td>Written Final</td>
</tr>
</tbody>
</table>
VI. Readings (Required and recommended—including texts, websites, articles, etc.):
2012, American Red Cross, Responding to Emergencies; Comprehensive First Aid/CPR/AED book has
been posted to D2L and a digital copy has been sent to your email. You are required to have some form
of the copy with you.

VII. 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.
VIII. Student Ethics and Other Policy Information:

Class Attendance and Excused Absence: 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.

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/disabilitiyservices/.

Student Academic Dishonesty: 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.

**Student Code of Conduct: 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. 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 policy 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 [http://www.sfasu.edu/judicial/earlyalert.asp](http://www.sfasu.edu/judicial/earlyalert.asp) or call the office at 936-468-2703.

**Additional 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, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at [www.texas.ets.org/registrationBulletin/](http://www.texas.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.*