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.

- Course Fees $20.

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.

Program Learning Outcomes:

Community Health
1. The student will be able to plan and evaluate a community/classroom-based health lesson.
2. The student will construct 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, 5, 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, 6, 7, & 8)
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: Course Specific

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 utilize a variety of assignments and strategies to cover all of the information.

Assignments include:

- **Two article summaries** – summarize an article about an emergency care situation; explain any implications and situational learning outcomes.
- **Impromptu acting skills** – act out with a partner a first aid skill and how you would treat that person in real life.
- **Four major skill assessments** – one for each major skill taught.
- **Two written exams** – there will be a written midterm and final.
- **Final skill eval** – one final comprehensive skills assessment.

IV. Evaluation and Assessments (Grading):

- **Safety article summaries** (50 pts each) – 100 pts
- **Skills evaluations** (50 pts each) – 200 pts
- **Impromptu Acting** – 70 pts
- **Final skills eval** – 100 pts
- **Final written exam** – 100 pts

**Total Points** = 570 pts

A= 570-490
B= 489-410
C= 409-330
D= 329-250
F= Below 249

...
V. Tentative Course Outline/Calendar:

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topic/Chapters</th>
<th>Due Dates/Exams</th>
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<tbody>
<tr>
<td>1</td>
<td>Jan 22</td>
<td>Syllabus and Introduction</td>
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<td></td>
<td>Jan 24</td>
<td>Chapter 1, 2 and 3</td>
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<td>2</td>
<td>Jan 29</td>
<td>NO CLASS</td>
<td>Skills Practice</td>
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<td>Jan 31</td>
<td>Chapter 4 and 5</td>
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<td>3</td>
<td>Feb 5</td>
<td>Chapter 6 and 7</td>
<td>Skills testing</td>
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<td>Feb 7</td>
<td>Chapter 8 and 9</td>
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<td>4</td>
<td>Feb 12</td>
<td>Stop the Bleed Training Review over chapters</td>
<td>Skills Testing/Practice</td>
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<td>Feb 14</td>
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<td>5</td>
<td>Feb 21</td>
<td>Chapter 10 and 11</td>
<td>Article #1 Due</td>
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<td>6</td>
<td>Feb 26</td>
<td>Chapter 12 and 13</td>
<td>Skills Testing/Practice</td>
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<td>Feb 28</td>
<td>Chapter 14</td>
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<td>7</td>
<td>March 5</td>
<td>Chapter 15 and 16</td>
<td>Midterm Skill Testing</td>
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<td>March 7</td>
<td>Chapter 17 and 18</td>
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<td>March 12</td>
<td>Chapter 19</td>
<td>Skills Practice</td>
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<td>March 14</td>
<td>Review</td>
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<td>9</td>
<td>March 19 and 21</td>
<td>SPRING BREAK</td>
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<td>10</td>
<td>March 26</td>
<td>Chapter 20 and 21</td>
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<td>March 28</td>
<td>Chapter 22 and 23</td>
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<tr>
<td>11</td>
<td>April 2</td>
<td>Skills Practice</td>
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<td>April 4</td>
<td>Article Review</td>
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<td>12</td>
<td>April 9</td>
<td>Skills Practice</td>
<td>Skills Practice</td>
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<td>May 9</td>
<td>Final Exam</td>
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VI. Readings (Required and recommended—including texts, websites, articles, etc.):

2017, 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: Found at http://www.sfasu.edu/policies/

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 (including the first 12 day attendance report) 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/disabilityservices/.

Student Academic Dishonesty: Policy 4.1

Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

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;
- 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;
- 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 or call the office at 936-468-2703.

Additional Information:

**Code of Ethics for the Texas Educator:**

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen.
The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.


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

1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person’s potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

   A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual’s self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a non-refundable fee. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification.

   You are eligible to request a Preliminary Criminal History Evaluation if:

   - You enrolled or planning to enroll in an educator preparation program or
   - You are planning to take a certification exam for initial educator certification, and
   - You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

   You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.

   In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation.

   Additional information can be found at [https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/](https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/).

2. Provide one of the following primary ID documents: passport, driver’s license, state or provide 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 Martin at 936-468-1740 or snyderke1@sfasu.edu.

IX. Other Relevant Course Information: