Instructor: Anine Hermansen  
Office: Student Rec Center 1310  
Office Phone: 936-468-1810  
Email: anine.hermansen@sfasu.edu

Course Time & Location: HPEC 202 TR 12:30PM-1:45PM  
Office Hours: By appointment  
Credits: 3 Hours

Prerequisites: None

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 according to American Red Cross standards.

Credit Hour Justification: ARC First Aid for Health Emergencies" (3 credits) meets 150 minutes class time each week for 16 weeks, and also meets for a 2-hour final written examination and skills examination. This semester long American Red Cross Lay Responder program is designed to help students recognize and respond to cardiac, breathing and first aid emergencies. The program is designed to teach the knowledge and skills needed to give immediate care to an injured or ill person and to decide whether advanced medical care is needed. The students have significant reading from their online reading ARC manual to help follow along with the lecture presentations and new skills each week. The students are tested throughout the semester individually, over each skill they must pass to get certified at the end of the semester. The students are required by the ARC to receive 80 percent passing rate on all skills testing to become certified as well as an 80 percent on the written examination at the end of the semester. During the semester, the students are also required to complete a research project over a health topic of their choosing and present to the rest of the class. All of the following activates average at a minimum 6 hours of work each week to prepare outside of the classroom for their skills testing, extra reading and class presentation.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes): The complete listing of the standards associated with the PLOs, SLOs, assignments, and assessments are located on the PCOE website.

- 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: Health Science Program Learning Objectives for Community Health and Heath Education EC-12

Community Health

- The student will be able to plan and evaluate a community/classroom-based health lesson.
- The student will construct professional document (resume and cover letter) to be used as a personal career-marketing tool for employment opportunities.
- The student will demonstrate the knowledge and skills to search for and write a grant proposal to address a specific health issue.
- The student will be able to communicate health information.
- The student will design and implement a health behavior change plan that they will monitor for the semester.

EC-12 Health

- 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)
- The student will demonstrate health content knowledge. (ISTEA 1, 2, 3, & 4; InTASC 1, 2, 3, 4, & 5)
- The student will demonstrate skills in instructional planning, curriculum development, instructional methodology, assessment, and classroom management. (ISTEA 1, 2, 3, & 4; InTASC 1, 2, 3, 4, 5, 6, 7, & 8)
- 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)
- 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: Health Science Program Learning Objectives for Community Health and Heath Education EC-12

- The student will recognize when an emergency has occurred.
- The student will be able to follow and demonstrate the emergency action steps.
- The student will be able to provide care for injury or sudden illness until professional medical help arrives.
- The student will be able to research and present a specific health topic to the class.

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 provided over the semester. Daily assignments include in class lecture, skills work and practice. There will be four major skills tests during the semester. One research project over a specific health assessment of your choosing will be researched and presented to the class. There will be one comprehensive skills assessment and written final exam which will determine not all passing for the semester but also American Red Cross passing to get certified. All material will be submitted electronically though D2L and email.

Assignments:
All About Me
250-word discussion telling the class about yourself. Include your name, major/minor, classification, a fun-fact and anything else you might want the class to know about you.
Skill Evaluations
Required by American Red Cross. Your will be evaluated to ensure that you are able to do the skills that you have been taught to do correctly.

Quizzes
Required by American Red Cross. These are to ensure that you learned the information we have gone over.

Safety Essay and Presentation
You will write an essay about one of the available topics given in class. The essay will need to be at least 1 page, Font Times New Roman, Font size 12pt, 1 inch margins. Things you may include in the paper is what it is, why we do the first aid we do, why its important to know about the topic, etc. You will present about this topic when we go over it in class. Paper will be due before the class where you present it.

Safety Research Article & Presentation
Chose a safety topic from the available topics and write a research article about it. You will need to include at least 2 credible sources. The paper should be a minimum of 4 pages, plus title page and reference page. You may use which ever format you want, but the font has to be Times New Roman size 12pt, with 1 inch margins. You will also have to make a presentation over the paper and present it finals week.

IV. Evaluation and Assessments (Grading):

All about me: 25
Syllabus Quiz: 25
4 Skills evaluations (50 points each): 200
4 quizzes (50 points each): 200
Safety Essay: 50
Safety Presentation: 25
Safety Research Article: 50
Safety Research Article presentation: 25
Final Written Exam: 100
Final Skills Evaluation: 100
Total Points: 800

A= 800 - 720
B= 719 - 640
C= 639 - 560
D= 559 - 480
F= Below 479

Failure to attend any skills test days will result in a zero unless previously scheduled for another time. Failure to be on time or attend the final written exam and skills test scheduled will result in a zero as well as not being able to get certified. According to American Red Cross standards, each student must pass the written final exam and the final skills test with an 80 percent or higher to get certified.

V. Tentative Course Outline/Calendar:
**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 Perkins College of Education

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topic/Chapters</th>
<th>Assignment due</th>
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<tr>
<td>1</td>
<td>January 18&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Syllabi Introduction</td>
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<tr>
<td>2</td>
<td>January 23&lt;sup&gt;rd&lt;/sup&gt; &amp; 25&lt;sup&gt;th&lt;/sup&gt;</td>
<td>All About Me</td>
<td></td>
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<tr>
<td>3</td>
<td>January 30&lt;sup&gt;th&lt;/sup&gt; &amp; February 1&lt;sup&gt;st&lt;/sup&gt;</td>
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<td>4</td>
<td>February 6&lt;sup&gt;th&lt;/sup&gt; &amp; 8&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Skills Test: Before Giving Care</td>
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<td>5</td>
<td>February 13&lt;sup&gt;th&lt;/sup&gt; &amp; 15&lt;sup&gt;th&lt;/sup&gt;</td>
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<td>6</td>
<td>February 20&lt;sup&gt;th&lt;/sup&gt; &amp; 22&lt;sup&gt;nd&lt;/sup&gt;</td>
<td>Chapters 10-14</td>
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<td>7</td>
<td>February 27&lt;sup&gt;th&lt;/sup&gt; &amp; 29&lt;sup&gt;th&lt;/sup&gt;</td>
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<td>8</td>
<td>March 5&lt;sup&gt;th&lt;/sup&gt; &amp; 6&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Chapters 15-19</td>
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<td>9</td>
<td>SPRING BREAK</td>
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<td>10</td>
<td>March 19&lt;sup&gt;th&lt;/sup&gt; &amp; 21&lt;sup&gt;st&lt;/sup&gt;</td>
<td>Chapters 15-19</td>
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<td>11</td>
<td>March 26&lt;sup&gt;th&lt;/sup&gt; &amp; Easter</td>
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<td>12</td>
<td>April 2&lt;sup&gt;nd&lt;/sup&gt; &amp; 4&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Chapters 19-23</td>
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<td>13</td>
<td>April 9&lt;sup&gt;th&lt;/sup&gt; &amp; 11&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Skills Test: First Aid</td>
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<tr>
<td>14</td>
<td>April 16&lt;sup&gt;th&lt;/sup&gt; &amp; 17&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Review day</td>
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<td>15</td>
<td>April 23&lt;sup&gt;rd&lt;/sup&gt; &amp; 25&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Final Skills Exam</td>
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<tr>
<td>16</td>
<td>April 30&lt;sup&gt;th&lt;/sup&gt; &amp; May 2&lt;sup&gt;nd&lt;/sup&gt;</td>
<td>Final Written Exam</td>
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<td>17</td>
<td>Thursday May 9&lt;sup&gt;th&lt;/sup&gt; 10.30am – 12.30pm</td>
<td>Safety Research Article</td>
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10.30am – 12.30pm

**Safety Research Article Presentation**
electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including:
Course and program improvement, planning, and accreditation;
Instruction evaluation purposes; and
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 faculty 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.
Student Ethics and Other Policy Information: Found at http://www.sfasu.edu/policies/ Class VIII. Attendance and Excused Absence: Policy 6.7
An Institutional Absence may be granted to a student who participates as a representative of the University in academic (including research), extra- or cocurricular, or athletic activities. Students will be excused for institutional purposes from otherwise required academic activity only when a valid Institutional Absence is approved by the appropriate administrative unit or official and the documentation of approval is provided to the faculty member at least five (5) days in advance.

Institutional absences will not be approved for keystone events, defined as: a special or unique assignment, test, project, experience, or other academic exercise identified by the faculty member as critical for successful completion of standards of the class and unable to be missed. These events must be identified on the syllabus at the beginning of the semester and communicated to the students. Events added to the syllabus at a later date will not qualify for Keystone Event status. Keystone Events where the date/time is changed will no longer be considered a Keystone Event. Students should make themselves aware of any Keystone Events identified in the syllabus to ensure there are no conflicts.

For keystone events where the assignment dates vary, it is incumbent upon the students to work with their faculty member to not select a conflicting date.

More information on Institutional Absences, including how to apply, can be found at https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences.

Class Attendance Policy and Expectations:
Skills Tests and Written Exam days:
Failure to attend any skills test days will result in a zero unless previously scheduled for another time or failure to bring documentation excusing student from class according to Stephen F. Austin State University Absence Policy.
Failure to be on time or attend the final written exam and skills test scheduled will result in a zero as well as not being able to get certified.
According to American Red Cross standards, each student must pass the written final exam and the final skills test with an 80 percent or higher to get certified.

Class Attendance Policy:
More than 3 unexcused absences will result in a 10-point deduction from final skills exam.
IX. Student Ethics and Policy

Institutional Absences (HOP 04-110)

An Institutional Absence may be granted to a student who participates as a representative of the University in academic (including research), extra- or co-curricular, or athletic activities. Students will be excused for institutional purposes from otherwise required academic activity only when a valid Institutional Absence is approved by the appropriate administrative unit or official and the documentation of approval is provided to the faculty member at least five (5) days in advance.

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More information on Institutional Absences, including how to apply, can be found at https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences.

Code of Student Conduct and Academic Integrity

The Code of Student Conduct and Academic Integrity (HOP 04-106) outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.
Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially. For additional information, go to https://www.sfasu.edu/docs/hops/04-106.pdf.

**Withheld Grades Semester Grades Policy (HOP policy 02-206)**

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework 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. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course to compute the grade point average. For additional information, go to https://www.sfasu.edu/docs/hops/02-206.pdf.

- **Students with Disabilities**
  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, 468-3004 / 468-1004 (TDD) 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 promptly may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

- **Student Wellness and Well-Being**
  SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

**X. Resources**

**On-campus Resources:**
- **The Dean of Students Office** (Rusk Building, 3rd floor lobby)
  www.sfasu.edu/deanofstudents
  936.468.7249
  dos@sfasu.edu
- **SFASU Counseling Services** • www.sfasu.edu/counselingservices
  Health and Wellness Hub (corner of E. College and Raguet) • 936-468-2401
- **SFASU Human Services Counseling Clinic** • www.sfasu.edu/humanservices/139.asp
  Human Services Room 202 • 936-468-1041
- **The Health and Wellness Hub “The Hub”**
  Location: corner of E. College and Raquet St.
  - To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:
    - Health Services
    - Counseling Services
    - Student Outreach and Support
- Crisis Resources:
  - Burke 24-hour crisis line 1(800) 392-8343
  - National Suicide Crisis Prevention: 9-8-8
  - Suicide Prevention Lifeline 1(800) 273-TALK (8255)
  - Crisis Text Line: Text HELLO to 741-741

XI. Other Relevant Course Information:
Class Attendance Policy and Expectations:

Skills Tests and Written Exam days:
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Class Attendance Policy:
More than 3 unexcused absences will result in a 10-point deduction from final skills exam.