Course Syllabus

# Responding to Emergencies: First Aid, CPR, & AED

**Course Description**:

In this course students will participate in a variety of activities that support ideas related to emergency response situations of all types. The course is designed to refresh students on various body systems and their functions, first aid procedures, CPR and the use of an AED.

**Competencies**:

1. I can discuss, support, or contend ideas using valid information and course specific concepts
2. I can demonstrate the ability to assess all aspects of an emergency scenario for the role and potential response of self and others
3. I can utilize gathered information to make an informed decision and plan for an appropriate response
4. I can explain or demonstrate appropriate application(s) of a skill, or skills.

**Standards**: National Health Education Standards

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| **Standard 1** | Students will comprehend concepts related to health promotion and disease prevention to enhance health. |
| **Standard 2** | Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. |
| **Standard 3** | Students will demonstrate the ability to access valid information, products, and services to enhance health. |
| **Standard 4** | Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. |
| **Standard 5** | Students will demonstrate the ability to use decision-making skills to enhance health. |
| **Standard 6** | Students will demonstrate the ability to use goal-setting skills to enhance health. |
| **Standard 7** | Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. |
| **Standard 8** | Students will demonstrate the ability to advocate for personal, family, and community health. |

**Student Targets**: By the end of the course students will be able to…

| Unit | Targets (QUARTER 1) | Summative |
|---|---|---|
| Body Systems | -I can describe the overall function of each of the body systems and their primary structures. | Body Systems Posters & Presentation |
| | -I can utilize anatomically correct language in order to explain or evaluate an emergency. | |

Instructor: Nicole LaRoche E-mail: nlaroche@hdsd.k12.nh.us Phone: (603) 464-1186

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| | -I can describe the relationships that exist among various body systems and how each of them affects the function of others. | |
| Safety and Scene Assessment | -I can assess a scene to determine safety for myself, victim(s), and bystanders; I can explain the importance of personal safety in an emergency | Safety Guide |
| | -I can explain and demonstrate multiple procedures to follow to ensure the safety of self and others, including universal precautions | |
| | -I can assess a scene and gather critical information regarding the setting, person(s) involved, materials necessary or available for response, and next steps in providing first aid, CPR, and/or AED | |
| **Unit** | **Targets (QUARTER 2)** | **Summative** |
| First Aid | -I can describe the steps of a primary assessment for both a responsive and unresponsive person, and the steps of how to respond to emergency situations requiring first aid | Application of certifiable First Aid Criteria (Practical Assessment) |
| | - I can identify and explain how to activate emergency medical services (EMS) or an occupational emergency action plan | |
| | -I can explain the overarching goal of specific first aid response tactics in terms of the associated injury | |
| | -I can demonstrate the certifiable criteria for First Aid for infants, children, and adults | |
| CPR/ AED | -I can explain how the process of CPR and the use of AEDs work in conjunction with the function of the respiratory and circulatory systems | Application of certifiable CPR/AED Criteria (Practical Assessment) |
| | -I can describe the steps of a primary assessment for both a responsive and unresponsive person | |
| | -I can describe the steps of how to perform CPR as a single provider and for safely attaching and correctly operating an automated external defibrillator | |
| | -I can demonstrate the certifiable criteria for CPR and AED for infants, children, and adults | |
| | -I can fully execute a scenario response with and without the presence of bystanders | |

**Grading Practices**: Students will work towards proficiency in all course competencies. You will have formative and summative assessments multiple times for each course competency and will be given ample opportunities to meet each competency in a variety of ways.

**What is formative?** Formative assessments consist of those assignments and assessments that measure your understanding of the vocabulary, content, and skills being studied. Typically, they build towards mastery of the summative assessments. In order to redo summative assessments for mastery, students must also complete all formative assessments.

**What is summative?**

Summative assessments are given during or at the end of a unit to demonstrate your mastery of a competency, a skill. These assessments will be given to you, with a clear rubric when appropriate, with sufficient time for review, application practice, conferencing, and demonstration of knowledge and/or skills. If a student does not meet the minimal "competent" expectations on the rubric or assignment, he/she will be given the opportunity, until the end of the marking term, to redo the summative assessment until mastery is achieved.

**This Course will evaluate the following 21st Century Skills:**

*Discussion *Physical & Mental Health Awareness * Collaborative Inquiry

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