



**Course Prefix/Number/Title:** HPER 210 First Aid and CPR/AED

**Number of Credits:** 1 Credit

**Course Description:** First aid basics, CPR, and AED instruction with hands-on practice based on the American Red Cross Association guidelines.

**Pre-/Co-requisites:** None

**Course Objectives:** To give students the confidence, knowledge and skills to recognize a life-threatening emergency and give immediate care.

At the end of the course the student will be able to:

- Describe how to recognize an emergency and gain confidence to act.
- Explain how to lower the risk for infection when giving care.
- Understand legal concepts as they apply to lay responders, such as consent.
- Describe the emergency action steps: CHECK—CALL—CARE.
- Identify when it is necessary to call 9-1-1 or the designated emergency number.
- Explain how to check an injured or ill person who appears to be unresponsive.
- Explain how to check a responsive injured or ill person.
- Demonstrate high-quality CPR and use of an automated external defibrillator (AED) for a person who is in cardiac arrest.
- Demonstrate first aid care for a person who is choking.
- Recognize the signs and symptoms of, and describe appropriate first aid care for, the following: sudden illnesses: shock, asthma attack, anaphylaxis, heart attack, opioid overdose, diabetic emergencies, high fever, vomiting, diarrhea and dehydration.
- Describe methods used to control life-threatening bleeding, including the application of direct pressure and the application of a commercial tourniquet.
- Demonstrate the application of direct pressure to control life-threatening bleeding.
- Explain when a commercial tourniquet should be used, and describe the basic principles of using a tourniquet.
- Recognize the signs and symptoms of, and describe appropriate first aid care for, the following injuries and environmental illnesses: burns; head, neck and spinal injuries (including concussion); heat stroke; hypothermia; poison exposure.

**Instructor:** Maggie Backen

**Office:** MISU ADMIN Building - #363B

**Office Hours:** By Appointment

**Phone:** 701-858-4339

**Email:** [Maggie.backen@dakotacollege.edu](mailto:Maggie.backen@dakotacollege.edu)

**Lecture/Lab Schedule:** Wednesdays 5:30 – 6:30 pm MAFB Education Center

**Textbook(s):** Recommended: American Red Cross- First Aid/CPR/AED Participant's Manual. ISBN: 978-1-7367447-8-9 – Whole training kit- <https://www.redcross.org/store/customized-first-aid-cpr-aed-training-kit/754110.html>

**Course Requirements:** Please note: A student may pass the course requirements, yet not successfully complete the American Red Cross requirements for certification.

- Attend all class sessions
- Participate in all course activities
- Demonstrate competency in all required skills
- Successfully complete the Final Hands- on Final

Grading based on a standard college curve, where students earn a grade based upon the percent of total possible points they obtain. Points weighted as follows:

- Attendance 40%
- Quizzes/assignments 20%
- Written and Hands-on final 40%

Final letter grades assigned based on the following criteria:

- A= 89.5 - 100%
- B= 79.5 - 89.4%
- C= 69.5 - 79.4%
- D= 59.5 - 69.4%
- F= 0 - 59.4%

**Tentative Course Outline:**

<b>Week 1:</b>	<b>Module 1 and 2 Course Introductions and Foundations of Adult Care</b>
<b>Week 2:</b>	<b>Module 3- Adult CPR and AED</b>
<b>Week 3:</b>	<b>Module 4 and 5 Adult Choking and Adult Sudden Illness</b>
<b>Week 4:</b>	<b>Module 6 and 7 Adult Life-Threatening Bleeding and Adult Injuries and Environmental Emergencies</b>
<b>Week 5:</b>	<b>Module 8 and Module 9 Foundations Considerations for Pediatrics and Pediatric CPR and AED</b>
<b>Week 6 :</b>	<b>Module 10 and 11 Pediatric Considerations for Choking and First Aid</b>
<b>Week 7 :</b>	<b>Skills Practice</b>
<b>Week 8:</b>	<b>Skills test and final</b>

**General Education Competency/Learning Outcome(s) OR CTE Competency/Department Learning Outcome(s):**

CTE Competencies:

- Employ industry-specific skills in preparation for workplace readiness.
- Combine general education and vocational skills curriculum.

**Relationship to Campus Focus: *Nature, Technology, and Beyond*** - This course prepares students to handle a variety of emergencies - environmental, injury, and medical- according to evidence-based guidelines from the American Heart Association to improve the outcomes and the quality of life of those they may care for

**Classroom Policies:**

1. Regular attendance and participation in class activities is crucial to successfully completing this course.
2. Beverages permitted in accordance with Dakota College at Bottineau classroom policy.
3. Be respectful of other students, instructors, and guests.

**Student Email Policy:**

Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the Campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

**Academic Integrity:**

According to the DCB Student Handbook, students are responsible for submitting their own work. Students who cooperate on oral or written examinations or work without authorization share the responsibility for violation of academic principles, and the students are subject to disciplinary action even when one of the students is not enrolled in the course where the violation occurred. The Code detailed in the Academic Honesty/Dishonesty section of the Student Handbook will serve as the guideline for cases where cheating, plagiarism or other academic improprieties have occurred.

**Disabilities or Special Needs:**

Students with disabilities or special needs (academic or otherwise) are encouraged to contact the instructor and Disability Support Services.

**Title IX:**

Dakota College at Bottineau (DCB) faculty are committed to helping create a safe learning environment for all students and for the College as a whole. Please be aware that all DCB employees (other than those designated as confidential resources such as advocates, counselors, clergy and healthcare providers) are required to report information about such discrimination and harassment to the College Title IX Coordinator. This means that if a student tells a faculty member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty member must share that information with the College's Title IX Coordinator. Students wishing to speak to a confidential employee who does not have this reporting responsibility can find a list of resources on the DCB Title IX webpage.