

FIRST AID: PHED 161 (1 unit) – Section 49814

- **Senior Lecturer: Sarah Hayes McGill**, she/her *Pronouns* • Email: sarahhay@usc.edu •
- Class Location: PED 203 (2nd floor) • Office Hours: 11am M-Th or by appt. • Office: PED 107 •

Physical Education & Mind Body Health (PEMBH) Mission

Physical Education & Mind Body Health (PEMBH) provides a variety of opportunities for students to improve their general health and fitness through fitness related and recreational activities classes. Courses are designed to introduce students to various aspects of health and physical education principles. With this exposure, knowledge, and skill, students are better equipped to make choices regarding a healthy and active lifestyle. All classes stress the importance of exercise and leisure time activity to physical, mental, and social well-being.

COURSE DESCRIPTION:

The First Aid/CPR/AED program provides participants with the knowledge and skills they need to recognize and respond appropriately to cardiac, breathing and first aid emergencies. This course teaches participants the knowledge and skills needed to give immediate care to an injured or ill person and to decide whether advanced medical care is needed. This program offers a choice of becoming certified with The American Red Cross in Adult and Pediatric First Aid/CPR/AED.

COURSE OBJECTIVES:

Students will learn to recognize emergency situations and methods of handling the situation. Students will have a chance to earn the American Red Cross Certifications in Adult, Child, and Infant CPR, and AED and Standard First Aid.

PHYSICAL EDUCATION & MIND BODY HEALTH OBJECTIVES:

Students will understand the importance of sound health and fitness principles as they relate to better health and will be able to:

- Understand anatomy, basic bio mechanical principles and terminology.
- Determine factors involved with development, fitness levels and training strategies.

Students will be exposed to a variety of activities providing them the opportunity to:

- Apply learned fundamental skills.
- Utilize physical activity as a tool to manage stress.

Students will demonstrate proficiency through knowledge and acquired skills enabling them to:

- Understand and utilize various training methods.
- Assess individual levels of fitness components.
- Identify common health and fitness myths along with trends involved with the evolving nature of physical education

COURSE MATERIALS:

Course Material will be provided on Blackboard: American Red Cross First Aid/CPR/AED Participants Manual

USC BLACKBOARD™: <https://blackboard.usc.edu>

Class information, modules, assignments, grades, and additional resources will be posted on Blackboard.

CLASS LOCATION:

A Classes will meet in the Physical Education Building in room 203 / North side, which is on the second floor.

DRESS ATTIRE:

Please dress in comfortable clothes, as we will be practicing CPR on the manikins while kneeling on the floor. Bring water, laptop and or notebook, and pen/pencil.

PARTICIPATION/PERFORMANCE:

Physical fitness improvements require consistent and active participation in all class activities, which is a large determinant and component of your final grade. Arriving late, leaving early, and wearing inappropriate attire will affect the participation portion of the grade. In case of absence, you will be held accountable for all work missed.

STUDENT LEARNING OBJECTIVES:

- 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.

EXAMS:

- Students will earn points through Red Cross Certification written tests (quizzes composed of multiple choice, multiple answers, true/false questions), practical skills tests, and class participation.
- Red Cross Certification tests must be passed with a minimum of 80% on written tests and demonstration of proficiency in skills (practical skills tests) to receive certification cards.

RED CROSS CERTIFICATION CARDS:

Quizzes Red Cross Certification cards cost \$36 each card is optional for those interested, upon completing course according to the Red Cross Certification guidelines. Due the last day of class.

GRADING POLICY AND EVALUATION:

Cognitive 56% 4 Quizzes – 56%

Psychomotor: 44% In-class work / participation – 20% – Attend, arrive on time and participate in class activities for entire class period.
Skills Practical's – 24%

GRADING SCALE:

A (94+ pts), A- (90-93 pts), B+ (89-87 pts), B (86-84 pts), B- (80-83 pts), C+ (79-77 pts), C (76-74 pts),
C- (70-73 pts), D+ (69-67 pts), D (66-64 pts), D- (60-63 pts), F (59-0 pts) Pass (>69 pts), Fall (<60 pts)

COURSE REQUIREMENTS:

1. Attend class daily (arrive on time)
2. Complete ALL quizzes
3. Complete ALL practical's: Checking a responsive and unresponsive person, choking, CPR, AED, and First Aid.

GENERAL CLASS POLICIES:

- No Make-Ups will be given for any missed in-class work.
- Prior reading of assigned material will be helpful.
- Refer to Blackboard before class for additional information.
- Please turn off cell phones, etc. in the classroom.
- Please help set up and clean up CPR, AED, and first aid equipment.
- Courtesy, kindness, and respect are expected from all.
- Email (sarahhay@usc.edu) is the preferred method of communication outside of class
- Email will generally be answered within 48 hours & 72 hours over a weekend, and the workday following a holiday. Please NOTE: PHED 161 in subject line of email.

ADDITIONAL POLICY

- USC PEMBH IS NOT responsible for any lost, stolen, or damaged property. If you choose to bring any valuables to class, it is strongly recommended to lock them up during class. Lockers are available for rental fee in the PED building.

COURSE OUTLINE

| WK | DATE | TOPIC | READING |
|----|-------------|---|--|
| 1 | 8/22 – 8/24 | <p>INTRO – Course Objectives & Requirements</p> <p><u>CH 1: First Aid, CPR, AED Foundations</u> Health & Safety Precautions – PPE’s – gloves-removing / Preparing for and signs of Emergencies / Taking Action</p> <p>CHECKING AN INURED OR ILL PERSON – Checking a Responsive Person / Interviewing the Person – SAM</p> | <p>Syllabus</p> <p><u>Chapter 1</u> Practical</p> <p>Practical</p> |
| 2 | 8/29 – 8/31 | <p>CHECKING AN UNRESPONSIVE PERSON – Recovery Positions</p> <p>QUIZ 1 – Foundations ~ CH 1 ~ (Tuesday)</p> <p><u>CH 2: Adult CPR and AED</u> Practice Adult CPR</p> | <p>Practical</p> <p>QUIZ #1</p> <p><u>Chapter 2</u> Practical</p> |
| 3 | 9/5 – 9/7 | <p><u>AED Intro</u> Practice Adult CPR & AED</p> <p><u>CH 3: PEDIATRIC CPR and AED</u> Practice Child CPR and AED Practice Infant CPR and AED</p> | <p>Practical</p> <p><u>Chapter 3</u> Practical Practical</p> |
| 4 | 9/12 – 9/14 | <p><u>CH 4: CHOKING</u> Practice – Adult – Choking, CPR & AED Practice – Child – Choking, CPR & AED Practice – Infant – Choking, CPR & AED</p> | <p><u>Chapter 4</u> Practical Practical Practical</p> |
| 5 | 9/19 – 9/21 | <p>QUIZ 2 – CPR ~ CH 2-4 ~ Adult & Pediatric CPR & AED / CHOKING</p> <p>QUIZ 3 – AED ~ CH 2-3 ~ Adult & Pediatric CPR/AED ~ (Tuesday)</p> | <p>QUIZ #2</p> <p>QUIZ #3</p> |
| 6 | 9/26 – 9/28 | <p><u>CH 5: SUDDEN ILLNESS</u> Asthma, Anaphylaxis, Diabetic, Opioid, Seizures, Stroke, etc. Emergencies</p> <p><u>CH 6: WOUNDS and BLEEDING</u> Shock, Internal Bleeding, Wounds, Burns, Direct Pressure, Tourniquet</p> | <p><u>Chapter 5</u></p> <p><u>Chapter 6</u> Practical</p> |

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|---|-------------------|---|---------------------------------------|
| 7 | 10/3 - 10/5 | <u>CH 7: INJURIES and ENVIRONMENTAL EMERGENCIES</u> HEAD, NECK & SPINAL INJURIES Concussions Nose, Mouth, Dental, Chest, Abdominal Injuries ENVIRONMENTAL INJURIES & ILLNESSES Heat & Cold-Related Illnesses, Poisoning, Bites, Stings, etc. | <u>Chapter 7</u> |
| 8 | 10/9 | Last Day to Withdraw with a "W" | |
| 8 | 10/10 Last Day | <u>First Aid Review</u> QUIZ 4 – First Aid ~ CH 5-7 ~ Sudden Illness / Wounds and Bleeding / Injuries and Environmental Emergencies | Chapters 5-7 QUIZ #4 |

Course outline subject to change

As Trojans, we will: *Act with integrity in the pursuit of excellence. Embrace diversity, equity, and inclusion, and promote well-being. Engage in open communication and be accountable for living our values.*

<https://culturejourney.usc.edu/explore/unifying-values/#our-unifying-values-and-behaviors>

COVID-19 (Class Guidelines)

USC (Covid-19) Resource Center <https://we-are.usc.edu/>

Academic Conduct & Support Systems

Academic Integrity

The University of Southern California is a learning community committed to developing successful scholars and researchers dedicated to the pursuit of knowledge and the dissemination of ideas. Academic misconduct, which includes any act of dishonesty in the production or submission of academic work, comprises the integrity of the person who commits the act and can impugn the perceived integrity of the entire university community. It stands in opposition to the university's mission to research, educate, and contribute productively to our community and the world.

All students are expected to submit assignments that represent their own original work, and that have been prepared specifically for the course or section for which they have been submitted. You may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from the instructor(s).

Other violations of academic integrity include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), collusion, knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.

The impact of academic dishonesty is far-reaching and is considered a serious offense against the university. All incidences of academic misconduct will be reported to the Office of Academic Integrity and could result in outcomes such as failure on the assignment, failure in the course, suspension, or even expulsion from the university.

For more information about academic integrity see [the student handbook](#) or the [Office of Academic Integrity's website](#), and university policies on [Research and Scholarship Misconduct](#).

Please ask your instructor if you are unsure what constitutes unauthorized assistance on an exam or assignment, or what information requires citation and/or attribution.

Student & Disability Accommodations

USC welcomes students with disabilities into all of the University's educational programs. The Office of Student Accessibility Services (OSAS) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at osas.usc.edu. You may contact OSAS at (213) 740-0776 or via email at osasfrontdesk@usc.edu

Support Systems

[Counseling and Mental Health](#)

(213) 740-9355 – 24/7 on call

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

[988 Suicide and Crisis Lifeline](#)

988 for both calls and text messages – 24/7 on call

The 988 Suicide and Crisis Lifeline (formerly known as the National Suicide Prevention Lifeline) provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week, across the United States. The Lifeline is comprised of a national network of over 200 local crisis centers, combining custom local care and resources with national standards and best practices. The new, shorter phone number makes it easier for people to remember and access mental health crisis services (though the previous 1 (800) 273-8255 number will continue to function indefinitely) and represents a continued commitment to those in crisis.

Relationship and Sexual Violence Prevention Services (RSVP)

(213) 740-9355(WELL) – 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender- and power-based harm (including sexual assault, intimate partner violence, and stalking).

Office for Equity, Equal Opportunity, and Title IX (EEO-TIX)

(213) 740-5086

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

Reporting Incidents of Bias or Harassment

(213) 740-5086 or (213) 821-8298

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office for Equity, Equal Opportunity, and Title for appropriate investigation, supportive measures, and response.

The Office of Student Accessibility Services (OSAS)

(213) 740-0776

OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.

USC Campus Support and Intervention

(213) 740-0411

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity, Equity, and Inclusion

(213) 740-2101

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency

UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety

UPC: (213) 740-6000, HSC: (323) 442-1200 – 24/7 on call

Non-emergency assistance or information.

Office of the Ombuds

(213) 821-9556 (UPC) / (323-442-0382 (HSC)

A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

Occupational Therapy Faculty Practice

(323) 442-2850 or otfp@med.usc.edu

Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.