



dornsife.usc.edu/phed

PHED 161 | First Aid

Units: 1

Section: 49815R (7 weeks: March 11 – May 1)

Term: Spring 2025 | Tuesday and Thursday 9:30-10:50 am

Location: PED 203 (USC Physical Education Building Second Floor, North End)

Instructor: Sarah Hayes McGill

Pronouns: she/her [What are pronouns?](#)

Office: PED 107

Office Hours: Monday/Wednesday 11:00 am - 12:00 pm or By Appointment

Contact Info: sarahhay@usc.edu or (213) 740-6153 Office

Brightspace: brightspace.usc.edu

IT Help: USC Information Technology Services Help

Phone: (213) 740-5555

Contact Info: <https://itservices.usc.edu/contact/>

Physical Education & Mind Body Health (PEMBH)

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.

Acknowledgements

PEMBH embraces an inclusive spirit, based on equity, diversity, and inclusion to achieve academic and institutional excellence. For PEMBH's acknowledgments and more information visit our website -- <https://dornsife.usc.edu/phed/about/>

[Additional Resources](#)

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.

Prerequisite: None

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 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.

PEMBH Objectives

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

- Recognize the physical and mental benefits of increased physical activity.

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

- Apply learned fundamental first aid, CPR, and AED skills.

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

- Understand and utilize various training methods.
- Develop an appreciation of physical activity as a lifetime pursuit and a means to better health.

PEMBH Policy for the use of AI Generators

This course aims to develop creative, analytical, and critical thinking skills. Therefore, all assignments should be prepared by the student working individually or in groups. Students may not have another person or entity complete any substantive portion of the assignment. Developing strong competencies in these areas will prepare you for a competitive workplace. Therefore, using AI-generated text, code, or other content is prohibited in this course, will be identified as plagiarism, and will be reported to the Office of Academic Integrity.

Course Textbook

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

USC BRIGHTSPACE: <http://brightspace.usc.edu>

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

Equipment

First aid, CPR, and AED equipment will be provided. Appropriate workout attire and shoes are required. *Recommendations include* water. Lockers are available for a rental fee in the PED building.

In-Class Participation (15% = 15 pts.)

Consistent attendance, punctuality, and participation in ALL classes are extremely important to develop appropriate skills and to obtain supplemental information for course assignments/exams. Consistent tardiness to class will negatively affect participation grade. Failure to participate in class WILL IMPACT your final course grade.

Exams (56% = 56 pts.)

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.

Skills Practical's (29% / 29 pts.)

Students will complete skills practical's to display proper technique for each of the following skills following areas for adult, child, infant: checking a responsive person, CPR, AED, choking, and direct pressure for external bleeding.

American Red Cross Certification

For those interested (it is optional), you can become certified in First Aid/CPR/AED with the American Red Cross, upon completing the course according to the Red Cross Certification guidelines. The certification requires a score of 80% or greater on all quizzes, successful performance of all skills, and a fee of **\$38**. Those who choose this will receive a certification card. The fee is due the last day of class.

Grading Criteria

	% Grade	Points
In-Class Participation	15%	15
Skills Practical's	29%	29
<u>Exam – 4 Quizzes</u>	<u>56%</u>	56
Total	100%	100 Points

A (95 pts. & higher) A- (90-94 pts.) B+ (87-89 pts.) B (83-86 pts.)
B- (80-82 pts.) C+ (77-79 pts.) C (73-76 pts.) C- (70-72 pts.) **PASS** (> 70 pts.)
D+ (67-69 pts.) D (63-66 pts.) D- (60-62 pts.) **Fail** (<59 pts.)

A = 95%-100% A- = 90%-94% B+ = 87%-89% B = 83%-86% B- = 80%-82%
C+ = 77%-79% C = 73%-76% C- = 70%-72% D+ = 67%-69% D = 63%-66%
D- = 60%-62% F = 59% and below

Additional Course Policies

- **No Make-Ups** will be given for any unexcused missed in-class work.
- Late work will be accepted & penalized by 10% deduction every week it is late unless due to an emergency excused by me. Email me as soon as possible to discuss alternate arrangements due to an emergency.
- Email (sarahhay@usc.edu) is the preferred method of communication outside of class. Email will be answered within 48 hours & 72 hours over a weekend, and the workday following a holiday. **Please use: PHED 161 in subject line of email.**
- Refer to Brightspace before class for additional information.
- Prior reading of assigned material will be helpful
- 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.
- 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.

COVID-19 (Class Guidelines)

USC (COVID-19) Resource Center <https://coronavirus.usc.edu/>

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>

Course Schedule

<p>Week 1 March 11 & 13</p>	<p>Intro – Course Overview & Requirements <u>Ch. 1: First Aid, CPR, AED Foundations</u> Health & Safety Precautions – PPE’s – gloves-removing / Preparing for and signs of Emergencies / Taking Action CHECKING AN INURED OR ILL PERSON – Checking a Responsive Person / Interviewing the Person – SAM</p>	<p>Syllabus <u>Chapter 1</u> Practical Practical</p>
<p>March 16-23 SPRING BREAK 🌞🏖️🕶️</p>		
<p>THURSDAY, MARCH 20 LAST DAY TO: REGISTER & ADD CLASSES, DROP WITHOUT MARK OF “W,” CHANGE ENROLLMENT OPTION TO P/NP OR AUDIT & PURCHASE/WAIVE TUITION REFUND INSURANCE</p>		
<p>Week 2 March 25 & 27</p>	<p>CHECKING AN UNRESPONSIVE PERSON – Recovery Positions <u>QUIZ 1 – Foundations ~ Ch. 1 ~ (Tuesday)</u> <u>Ch. 2: Adult CPR and AED</u> Practice Adult CPR</p>	<p>Practical <u>QUIZ 1</u> <u>Chapter 2</u> Practical</p>
<p>Week 3 April 1 & 3</p>	<p>AED Intro Practice Adult CPR & AED <u>Ch. 3: Pediatric CPR and AED</u> Practice Child CPR and AED Practice Infant CPR and AED</p>	<p>Practical <u>Chapter 3</u> Practical Practical</p>
<p>Week 4 April 8 & 10</p>	<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>
<p>Week 5 April 15 & 17</p>	<p><u>QUIZ 2 – CPR ~ Ch. 2-4 ~ Adult & Pediatric CPR & AED / CHOKING ~ (Tuesday)</u> <u>QUIZ 3 – AED ~ Ch. 2-3 ~ Adult & Pediatric CPR/AED ~ (Tuesday)</u></p>	<p><u>QUIZ 2</u> <u>QUIZ 3</u></p>
<p>Week 6 April 22 & 24</p>	<p><u>Ch. 5: Sudden Illness</u> Asthma, Anaphylaxis, Diabetic, Opioid, Seizures, Stroke, etc. Emergencies <u>Ch 6: Wounds and Bleeding</u> Shock, Internal Bleeding, Wounds, Burns, Direct Pressure, Tourniquet</p>	<p><u>Chapter 5</u> <u>Chapter 6</u> Practical</p>
<p>WEDNESDAY APRIL 23 LAST DAY TO: DROP COURSE WITHOUT MARK OF “W” ON TRANSCRIPT & CHANGE ENROLLMENT P/NP COURSE TO A LETTER GRADE</p>		
<p>WEEK 7 APRIL 29 & MAY 1</p>	<p><u>Ch. 7: Injuries & 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>First Aid Review ~ Last day of class</u> <u>QUIZ 4 – First Aid ~ CH 5-7 ~ Sudden Illness / Wounds and Bleeding / Injuries and Environmental Emergencies</u></p>	<p><u>Chapter 7</u> <u>Chapters 5-7</u> <u>QUIZ 4</u></p>

Course outline subject to change

Academic Integrity

The University of Southern California is foremost a learning community committed to fostering successful scholars and researchers dedicated to the pursuit of knowledge and the transmission of ideas. Academic misconduct is in contrast to the university's mission to educate students through a broad array of first-rank academic, professional, and extracurricular programs and includes any act of dishonesty in the submission of academic work (either in draft or final form).

This course will follow the expectations for academic integrity as stated in the [USC Student Handbook](#). All students are expected to submit assignments that are original work and prepared specifically for the course/section in this academic term. You may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from the instructor(s). Students suspected of engaging in academic misconduct will be reported to the Office of Academic Integrity.

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

Academic dishonesty has a far-reaching impact and is considered a serious offense against the university. Violations will result in a grade penalty, such as a failing grade on the assignment or in the course, and disciplinary action from the university itself, such as suspension or even expulsion.

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.

Statement on University Academic & Support Systems

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

Student Financial Aid & Satisfactory Academic Progress

To be eligible for certain kinds of financial aid, students are required to maintain Satisfactory Academic Progress (SAP) toward their degree objectives. Visit the [Financial Aid Office webpage](#) for [undergraduate](#)- and [graduate-level](#) SAP eligibility requirements and the appeals process.

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 consists 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) 740-2500

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.