Dr. Chris Herrera, PhD, MBA  
Department Chair / Assistant Profession - Kinesiology  

Office: Graves Pierce Complex, Room 101A  
Phone: 432/837-8375  
Email: christopher.herrera@sulross.edu  
Office Hours: Mon/Wed 10am-12pm & Tue/Thur 2-4pm or By appointment  

Suggested Text: Heartsaver® First Aid CPR AED Student Workbook (EC15-1018)  

Class Meeting: M,W, F @ 9 AM to 9:50 AM – GPC 108  

Program Learning Outcomes  
The purpose of this course is to provide an in-depth study of the principles of safety and first aid. The student will be able to identify an emergency and be able to explain a safe scenario. The student will be apply skills learned in the class and be prepared for real life scenarios. The student will be able to evaluate safety situations and become CPR certified through this course.  

Course Description  
An introductory course in the field of Kinesiology. Included will be the history of physical education and sport; health-related fitness concepts; nutrition for sport and athletics; career opportunities in Kinesiology; and objectives and principles of Kinesiology. **There is a $5 (US dollar) fee for CPR Card.**  

Style of Teaching  
The objectives of this course will be met through an integrated teaching style that will include discussion, use of pop quizzes, in-class activities and PowerPoint presentations. Students will be encouraged to remain actively involved in class discussions and will be responsible for reading all assigned material for this class.  

Physical Education Learning Objectives  
Standard X  
The physical education teacher understands the legal issues and responsibilities of physical education teachers in relation to supervision, planning and instruction, matching participants, safety, first aid, and risk management.  

Competency 013  
The teacher understands legal issues and responsibilities of physical education teachers in relation to supervision, planning and instruction, matching participants, safety, first aid, and risk management.  

Marketable Skills -The following marketable skills are met in this course:  
- Collaboration – Emphasis on professional etiquette through group activities/CPR work
Attendance
Attendance for class is mandatory. Each class will carry a point value for your presence and participation (e.g. in-class activities, discussions, etc). Tardiness will result in the following point deductions: 0-5mins = 25% deduction; 5-10min = 50% deduction; >10mins = absence.

Accidents & Injuries
In the case of bodily or personal property damage, the Kinesiology Department will not be held responsible. The student must report any field experience related injury or illness to the Instructor immediately. Any expense incurred due to injury or illness will be the student’s responsibility.

Academic Integrity Statement
Academic integrity represents the choice to uphold ethical responsibility for one’s learning within the academic community, regardless of audience or situation.

Academic Civility Statement
Students are expected to interact with professors and peers in a respectful manner that enhances the learning environment. Professors may require a student who deviates from this expectation to leave the face-to-face (or virtual) classroom learning environment for that particular class session (and potentially subsequent class sessions) for a specific amount of time. In addition, the professor might consider the university disciplinary process (for Academic Affairs/Student Life) for egregious or continued disruptive behavior.

Academic Affairs Service Statement
Sul Ross faculty, staff, and students are expected to model responsible citizenship through service activities that promote personal and academic growth while enhancing the university, local, regional, national, and global communities. These activities will foster a culture of academic/public engagement that contributes to the achievement of the university’s mission and core values.

Academic Excellence Statement
Sul Ross holds high expectations for students to assume responsibility for their own individual learning. Students are also expected to achieve academic excellence by:

• Honoring the core values of Sul Ross.
• Upholding high standards of habit and behavior.
• Maintaining excellence through class attendance and punctuality.
• Preparing for active participation in all learning experiences.
• Putting forth their best individual effort.
• Continually improving as independent learners.
• Engaging in extracurricular opportunities that encourage personal and academic growth.
• Reflecting critically upon feedback and applying these lessons to meet future challenges.

**ADA Statement**

Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the Student's responsibility to initiate a request. Please contact me, Ms. Rebecca Greathouse Wren, M.Ed., LPC-S, Director/Counselor, Accessibility Services Coordinator, Ferguson Hall (Suite 112) at 432.837.8203; mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas 79832. Students should then contact the instructor as soon as possible to initiate the recommended accommodations.
## GRADING POLICIES/PROPOSED COURSE CALENDAR

<table>
<thead>
<tr>
<th>Grade calculation</th>
<th>Grade (Points)</th>
<th>Grading Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class attendance/Participation/Pop Quizzes/Labs/Discussions</td>
<td>40%</td>
<td>90 and Above</td>
</tr>
<tr>
<td>CPR Certification</td>
<td>20%</td>
<td>79 to 89%</td>
</tr>
<tr>
<td>Exams – Mid-term / Final</td>
<td>40%</td>
<td>69 to 79%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>59 to 69%</td>
</tr>
<tr>
<td>Total percentage of grade</td>
<td>100%</td>
<td>59% and Below</td>
</tr>
</tbody>
</table>

No Late Assignments Will Be Accepted. No Credit For Any Late Assignments

<table>
<thead>
<tr>
<th>Week</th>
<th>Monday</th>
<th>Wednesday</th>
<th>Friday</th>
<th>Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>13-Jan</td>
<td>15-Jan</td>
<td>17-Jan</td>
<td>Class introduction; What is First Aid and CPR</td>
</tr>
<tr>
<td>Week 2</td>
<td>20-Jan</td>
<td>22-Jan</td>
<td>24-Jan</td>
<td>Scene Safety; CPR</td>
</tr>
<tr>
<td>Week 3</td>
<td>27-Jan</td>
<td>29-Jan</td>
<td>31-Jan</td>
<td>CPR</td>
</tr>
<tr>
<td>Week 4</td>
<td>3-Feb</td>
<td>5-Feb</td>
<td>7-Feb</td>
<td>CPR</td>
</tr>
<tr>
<td>Week 5</td>
<td>10-Feb</td>
<td>12-Feb</td>
<td>14-Feb</td>
<td>CPR Testing</td>
</tr>
<tr>
<td>Week 6</td>
<td>17-Feb</td>
<td>19-Feb</td>
<td>21-Feb</td>
<td>Body Systems</td>
</tr>
<tr>
<td>Week 7</td>
<td>24-Feb</td>
<td>26-Feb</td>
<td>28-Feb</td>
<td>Bleeding/ Shock</td>
</tr>
<tr>
<td>Week 8</td>
<td>2-Mar</td>
<td>4-Mar</td>
<td>6-Mar</td>
<td>Wounds/burns/soft tissue</td>
</tr>
<tr>
<td>Week 9</td>
<td>SPRING BREAK</td>
<td>SPRING BREAK</td>
<td>SPRING BREAK</td>
<td>SPRING BREAK</td>
</tr>
<tr>
<td>Week 10</td>
<td>16-Mar</td>
<td>18-Mar</td>
<td>20-Mar</td>
<td>Review/Mid Term Exam</td>
</tr>
<tr>
<td>Week 12</td>
<td>30-Mar</td>
<td>1-Apr</td>
<td>3-Apr</td>
<td>Fractures/Splinting</td>
</tr>
<tr>
<td>Week 13</td>
<td>6-Apr</td>
<td>8-Apr</td>
<td>10-Apr</td>
<td>Head/Neck Injury</td>
</tr>
<tr>
<td>Week 14</td>
<td>13-Apr</td>
<td>15-Apr</td>
<td>17-Apr</td>
<td>Drags/Assists/Caries/Spine Board</td>
</tr>
<tr>
<td>Week 15</td>
<td>20-Apr</td>
<td>22-Apr</td>
<td>24-Apr</td>
<td>Poisoning/Bites/Stings</td>
</tr>
<tr>
<td>Week 16</td>
<td>27-Apr</td>
<td>29-Apr</td>
<td>1-May</td>
<td>No Class</td>
</tr>
<tr>
<td>Finals</td>
<td></td>
<td></td>
<td></td>
<td>Sudden Illness</td>
</tr>
</tbody>
</table>
**Athletic Training Competencies**

**PREVENTION**

11. Principles of an effective heat illness prevention program including those pertaining to acclimatization and conditioning, fluid and electrolyte replacement, selection of clothing, monitoring of weight loss, and scheduling organization of practice sessions.

12. Normal thermos-regulator mechanisms of the human body including methods of heat dissipation and the associated effects of exposure to high environmental heat and humidity and the use of various clothing materials.

15. Assessment of systolic and diastolic blood pressure through the use of a sphygmomanometer. CLINICAL

**ASSESSMENT**

27. Respect for the injured athlete as an individual deserving of quality professional health care.

28. Acceptance of the injured athlete’s physical complaints without personal bias or prejudice.

**ACUTE CARE**

2. Typical community based emergency health care delivery plans including communication and transportation systems.

3. Legal, moral, and ethical parameters which define the scope of first aid and emergency care and identify the proper role of the licensed athletic trainer/1st responder.

4. Typical administrative policies and procedures governing first aid and emergency care including those pertaining to parental consent, notification of parents, accident reports, and record keeping.

5. Availability and purpose of contemporary first aid and emergency care equipment and supplies and commonly recommended contents of emergency care field kits.

6. Accepted first aid and emergency care procedures for acute athletic injuries / illnesses.

7. Application of first aid procedures for closed soft tissue injuries including the use of pressure bandages, ice, and elevation.

8. Control of external bleeding including application of direct pressure, arterial pressure, and application of dressings and bandages.

9. Application of aseptic techniques in the management of open wounds (sterilization procedure, wound cleansing / debridement, dressing and bandaging).

10. Application of immobilization devices including cervical collars, spine boards, fixation and traction splints, shoulder immobilizers, and slings.

11. Performance of cardiopulmonary resuscitation (CPR) techniques including assessment of level of consciousness and vital signs and identification and removal of airway obstructions due to anatomical or mechanical causes.

12. Use of short distance transportation methods including walking assists, manual carries, and transfers from ground / floor to spine board.
13. Acceptance of the professional, ethical, and legal parameters which define the proper role of the licensed athletic trainer in the first aid and emergency care of athletic injuries / illnesses.

14. Appreciation of the importance of developing a thorough, comprehensive athletic injury emergency care plan and the need for continual review and practice of emergency care procedures.

15. Realization of the injured athlete’s physical, emotional, and psychological dependence on the licensed athletic trainer as an initial health care provider.