

**PE 1306-001**  
**First Aid**  
**Fall 2020**

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\*\* (when sending an email put course and section number in subject line)

**Office Hours:** MON and WED- 9AM or **By appointment**

**Suggested Text:** N/A

**Meeting:** TUES and THURS 9:30 -10:45

**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.

**Style of Teaching**

The objectives of this course will be met through an integrated teaching style that will include discussion, use of pop quizzes 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.

**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 able to 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.

## **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.

### ***First Aid 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/1<sup>st</sup> 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.

## **Attendance**

**Attendance for class is mandatory.**

## **Extra Credit**

**You can receive up to 5% extra credit on your final grade in class. Extra Credit is awarded for every 4 additional NFHS Certifications you turn in, with a maximum of 8.**

## **GRADING POLICIES/TESTING/ASSIGNMENTS/ATTENDANCE/EXPECTATIONS**

<b>Grade calculation</b>	<b>Grade (Points)</b>	<b>Grading Scale</b>	
<b>Class attendance/Participation/Pop Quizzes/Labs/Discussions</b>	<b>40%</b>	<b>90 and Above</b>	<b>A</b>
<b>4 NFHS Certifications</b>	<b>20%</b>	<b>79 to 89%</b>	<b>B</b>
<b>Exams – Mid-term / Final</b>	<b>40%</b>	<b>69 to 79%</b>	<b>C</b>
<b>Extra Credit- NFHS Certifications</b>	<b>up to 5%</b>	<b>59 to 69%</b>	<b>D</b>
<b>Total percentage of grade</b>	<b>100%</b>	<b>59% and Below</b>	<b>F</b>

**No Late Assignments Will Be Accepted. Also, No Credit Will Be Given For Any Late Assignments**

### **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 is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is the student’s responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact Mary Schwartze, M. Ed., L.P.C., in Counseling and Accessibility Services, Ferguson Hall, Room 112. The mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas 79832. Telephone: 432-837-8691. E-mail: mschwartze@sulross.edu .

### **Class Schedule**

Week one (8/25 & 8/27)	Class introduction; What is First Aid and Scene Safety; CPR
Week Two (9/1 & 9/3)	CPR
Week Three (9/8 & 9/10)	Body Systems- <b>COVID 19 Certificate Due</b>
Week Four (9/15 & 9/17)	Bleeding/ Shock
Week Five (9/22 & 9/24)	Fractures/Splinting
Week Six (9/29 & 10/1)	Wounds/burns/soft tissue- <b>Heat Illness Prevention Certificate Due</b>
Week Seven (10/6 & 10/8)	Drags/ Assists/ Carries/ Spineboard
Week Eight (10/13 & 10/15)	<b>Review/Mid Term Exam</b>
Week Nine (10/20 & 10/22)	Head/Neck Injury- <b>Concussion in Sports Certificate Due</b>
Week Ten (10/27 & 10/29)	Poisoning/Bites/Stings
Week Eleven (11/5)	<b>NO CLASS TUES (11/3)</b> Environment injury
Week Twelve (11/10 & 11/12)	Sudden Illness- <b>Sudden Cardiac Arrest Certificate Due</b>
Week Thirteen (11/17 & 11/19)	Review
Week Fourteen	<b>Thanksgiving Break</b>
Week Fifteen (12/1)	Review
<b>FINAL</b>	<b>December 8th</b>

### **Zoom Etiquette for Classes**

- 1. Join the meeting early** – Show your respect for the other meeting attendees, join a Zoom meeting up to five (5) minutes before it is scheduled to start.
- 2. Dress appropriately** – One of the magical things about working remotely is the freedom to wear anything to work. It’s the dream, right? Still, there is no reason to show your fellow students your PJs and bedhead. Take a few minutes to throw on a clean shirt and brush your hair. The best part of actually getting ready while attending class remotely is that you will put yourself in the right headspace to be productive.
- 3. Be aware of your surroundings** – Your fellow students will not be able to hear your ideas or take you seriously when there is a pile of dirty clothes in the corner behind you. You also want to avoid looking like you work from the inside of a cave because of bad lighting. Adjust your work setup so that you face a

window or are exposed to plenty of light. And make sure your background is professional and work appropriate. This means:

- No beds (unmade or made) in the background
- No messy rooms or open closets where everyone can see your clutter
- No NSFW artwork

While kids and pets are adorable (and a much needed distraction when you're feeling overwhelmed), your fellow students will not love having to talk over a screaming child or barking dog. So, be mindful of noise.

**4. Mute your microphone when you are not talking** – There is nothing more frustrating than hearing that alien echo noise from conflicting microphones. Save everyone from the ear-splitting madness by joining the meeting while on mute. Unless you live alone, your house is probably pretty noisy these days. Muting your microphone when you're not speaking gives other participants the ability to chime in and share their thoughts without distraction or frustration.

**5. Have your camera turned on** – Remember to look into the camera when talking instead of looking at yourself. If you are looking at yourself on the screen while you are talking, it will seem like your attention is elsewhere. Direct eye contact into the camera while speaking gives attendees the impression that you are looking at them rather than off to the side, which creates an environment where everyone feels engaged and present in the conversation. Again, as much as possible, position your web camera and monitor at eye level so you can look into the camera and simulate that eye-to-eye connection with other attendees. If you are sharing a screen to discuss a report, chart, worksheet, etc., try to place the image on your screen close to your webcam, this will help your eyes align with the camera.

**6. Speak up** – Don't be afraid to project your voice. Your classmates will appreciate being able to hear you without having to strain their ears or turn their volume all the way up.

**7. No food allowed** – Try to eat a snack before your virtual class. No one wants to see you stuff your face with chips while discussing course work. Not only is it distracting to others, you will not be able to focus on the task at hand because you will be worrying about dropping crumbs all over your keyboard.

**8. Stay seated and stay present** – It may be tempting to check your inbox or carry on a side conversation during a dull moment in a meeting, but don't do it. You might miss out on key information or an opportunity to give input. If you are using your webcam, use attentive body language: sit up straight, do not make big extraneous movements, and do not let your eyes wander too much.

