

Part I



North Central
MICHIGAN COLLEGE
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Master Course *Syllabus*

Course Description:

EMS 101 CPR AND FIRST AID

(F,W,S) 1(1-0-0)

Students practice adult, child and infant cardiopulmonary resuscitation as well as standard first aid. Students learn how to handle medical or **trauma** emergencies until professional help arrives or until the victim can seek help. Upon successful completion of this course, students are qualified to receive the appropriate certificate from either the American Red Cross (CPR for the Professional Rescuer and Standard First Aid) or the American Heart Association (Basic Life Support for Healthcare Providers and Heartsaver First Aid).

Course Objectives and Outcomes:

Assess and treat minor injuries

Recognize and treat cardiac and respiratory arrest patients using CPR and Rescue breathing techniques.

Satisfies Lumina Degree Qualification Profile #'s (DQP) (as approved on 04/11/12): **1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 13, 19**

Reasonable accommodations can be provided for students with documented disabilities. Please contact Learning Support Services to arrange for these — (231) 348-6687 or (231) 348-6817, kflewelling@ncmich.edu, Room 533 SCRC.



PART 2:

Course Delivery Method: Classroom

Suggested Methods of Instruction: Lectures, discussions, videos, hands on practice with manikin.

Suggested Methods of Evaluation: 1 written test and 1 practical exam

Adopted Text at Time of Course Adoption/Revision: American Heart Association Basic Life Support for Healthcare Providers; Heartsaver First Aid

Topics Covered During the Semester:

Sequence of topics and time allowance are at the discretion of the instructor.

Week 1 General information and adult choking and CPR, Infant/Child CPR

Week 2 Basic First Aid; Testing Written and Practical

Based on 2 eight hour sessions.

Part 1 & Part 2 approved by CRDAP on:

Part 2 approved by AD:

Date:

Part 2 approved by CRDAP Chair:

Date:

The Degree Qualifications Profile

Lumina Foundation, 2011

Specialized Knowledge

1. Describes the scope and principal features of the field of study, citing at least some of its core theories and practices, and offers a similar explication of at least one related field.
2. Illustrates contemporary terminology used in the field.
3. Generates substantially error-free products, reconstructions, data, juried exhibits or performances as appropriate to the field.

Broad Integrative Knowledge

4. Describes how existing knowledge or practice is advanced, tested and revised
5. Describes and examines a range of perspectives on key debates and their significance both within the field and in society.
6. Illustrates core concepts of the field while executing analytical, practical or creative tasks.
7. Selects and applies recognized methods of the field in interpreting characteristic discipline-based problems.
8. Assembles evidence relevant to characteristic problems in the field, describes the significance of the evidence, and uses the evidence in analysis of these problems.
9. Describes the ways in which at least two disciplines define, address and interpret the importance of a contemporary challenge or problem in science, the arts, society, human services, economic life or technology.

Intellectual Skills – Analytic Inquiry

10. Identifies, categorizes and distinguishes among elements of ideas, concepts, theories and/or practical approaches to standard problems.

Intellectual Skills – Use of Information Resources

11. Identifies, categorizes, evaluates and cites multiple information resources necessary to engage in projects, papers or performance in his or her program.

Intellectual Skills – Engaging Diverse Perspectives

12. Describes how knowledge from different cultural perspectives would affect his or her interpretations of prominent problems in politics, society, the arts and/or global relations.

Intellectual Skills – Communication Fluency

13. Presents accurate calculations and symbolic operations, and explains how such calculations and operations are used in either his or her specific field of study or in interpreting social and economic trends.
14. Presents substantially error-free prose in both argumentative and narrative forms to general and specialized audiences.

Applied Learning

15. Describes in writing at least one substantial case in which knowledge and skills acquired in academic settings are applied to a challenge in a non-academic setting; applies that learning to the question; and analyzes at least one significant concept or method related to his or her course of study in light of learning outside the classroom.
16. Locates, gathers and organizes evidence on an assigned research topic addressing a course-related question or a question of practice in a work or community setting; offers and examines competing hypotheses in answering the question.

Civic Learning

17. Describes his or her own civic and cultural background, including its origins and development, assumptions, and predispositions.
18. Describes diverse positions, historical and contemporary, on selected democratic values or practices, and presents his or her own position on a specific problem where one or more of these values or practices are involved.
19. Takes an active role in a community context (work, service, co-curricular activities, etc.), and examines the civic issues encountered and the insights gained from the community experience.

Adopted by CRDAP: April 11, 2012