



PE-115: FIRST AID AND CPR

Effective Term

Fall 2026

BOT Approval Date

12/11/2025

Discipline

PE - Physical Ed

Course Number

115

Course Title

First Aid and CPR

Short Title

First Aid and CPR

Credit Status (CB 04)

D - Credit - Degree applicable

Units**Lecture Units**

3.00

Total Units

3.00

Hours**Lecture Contact Hours**

48-54

Out of Class Hours Lecture

96-108

Total Contact Hours

48 - 54

Total Out of Class Hours

96 - 108

Total Student Learning Hours

144 - 162

Distance Education

Yes

Distance Education**Distance Education Type**

Hybrid Only

What will be done in face-to-face meetings

The face-to-face meeting will focus on hands-on skills practice, demonstrations, scenario-based learning, and certification assessments such as CPR skills, AED use, First aid skills and scenarios, primary and secondary assessments, role playing and realistic scenarios, and certification skills testing. During the weekly face-to-face meetings, students should expect to engage, interact and participate with the instructor as well other classmates in announcements, feedback, and class discussions.

Are you using publisher content?

No

Regular Substantive Interaction

Instructor-to-student, student-to-student, and student-to-content contact shall be distributed in a manner that will ensure regular substantive interaction (RSI) is maintained not only weekly but also for the duration of the course. Instructor interactions should be equivalent in time, quality and consistency to the engagement students would receive in a face-to-face course—for example, through announcements, discussion participation, personalized feedback, video messages, or other instructional communications. Instructors are expected to be responsive to student inquiries within a 24-72 hour time frame excluding holidays. RSI will be maintained through a variety of methods:

- Orientation - Students must be oriented to the online and face-to-face portions at the start of the course.
- Announcements - Announcements using the course management system must be posted at least weekly to keep students current on course events, due dates, materials, etc.
- Discussion Forums - Content-related discussion forums within the designated CMS will include appropriate instructor participation and will be initiated and maintained, with timely feedback provided. Instructors are required to monitor the discussions and related activities to provide guidance and direction. Open-ended discussion boards may be used to further learning and interaction.
- MSJC Communication – Instructor will use MSJC-administered communication tools (such as email or the designated CMS communication tools) to regularly communicate with and provide ease of access to students.
- Timely Feedback - Timely feedback on student work will be provided by the instructor, which may include comments and/or rubrics, within the Grades area of the designated CMS.
- Scheduled Meetings – Hybrid and synchronous courses will meet at regularly scheduled times.

ADA Compliance - All course interactions and content must be designed with accessibility in mind and meet ADA requirements.

Catalog Description

This course is designed to teach students basic first-aid knowledge and techniques that apply to first on-scene emergency situations. The course also prepares and certifies students to administer CPR (Cardiopulmonary Resuscitation) to adults, children, and infants.

Codes**TOP Code (CB 03)**

0837.00 - Health Education

CIP Code

51.0001 - Health and Wellness, General.

Repeatability Code

No

Grading Option

Letter grade OR P/NP

Minimum Qualifications

Minimum Qualifications	And/Or
Kinesiology (Masters Required)	Or
Physical Education (Masters Required)	End

GE Information**Check GE Types Requested**

AA/AS E - Lifelong Learning and Self-Development

Learning Objectives**Learning Objectives**

Learning Objective
1. Appraise specific emergency situations and demonstrate correct first aid skills necessary for rendering first aid at the scene of an accident.
2. Demonstrate basic knowledge of first aid and CPR protocols.
3. Exhibit correct CPR protocols in rendering aid to victims who may be adults, children, or infants.

4. Develop a disaster preparedness plan that identifies potential dangers and possible emergency protocols to disasters at home or in other frequented locations.
5. Construct a first aid kit which includes necessary items used in emergency situations.
6. Demonstrate basic knowledge of Automated External Defibrillation protocols.
7. Analyze how cultural beliefs and practices influence perceptions of consent, refusal of help, abandonment, negligence, and confidentiality in first aid and CPR, and apply culturally responsive communication strategies to ensure legally sound and equitable care for individuals from diverse backgrounds.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome

1. Students will demonstrate correct CPR protocols used for infants, children and adults.
2. Students will design a disaster preparedness action plan applicable to students personal living situations.
3. Students will demonstrate the correct first aid protocols for bandaging and splinting injuries at the scene of an emergency.

Content

Course Lecture Content

1. Legal Considerations
 - a. Consent/Refusing Help/Abandonment/Negligence
 - b. Confidentiality
 - c. Good Samaritan
2. Bystander Intervention Action at an emergency
 - a. Bystander and Rescuer actions
 - b. Scene survey & 911 Disease Precautions
 - c. Death Victim Assessment
3. 5 systems of the human body
4. Initial assessment
 - a. Physical Exam
 - b. Life Threatening Emergencies
 - i. Basic Life Support (Cardiopulmonary Resuscitation Adult Child Infant)
 - ii. Automated External Defibrillation
 1. Public Access Defibrillation
 2. How the heart works Care for Cardiac Arrest
 3. About AEDs Using AED
 4. AED Maintenance
5. Bleeding and Shock
 - a. Wounds
 - b. amputations
 - c. impaled objects
 - d. Techniques to stop bleeding
 - e. Procedure to prevent shock
 - f. Dressings and bandages
6. Injuries
 - a. Burns
 - i. Types
 - ii. Degree
 - iii. Care
7. Head and Spinal Injuries
 - a. Head/Scalp Skull fracture
 - b. Brain injury
 - c. Spinal
 - i. How to check
 - ii. Care Use of spine board

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8. Chest, Abdominal, and Pelvic Injuries
 9. Bone, Joint, and Muscle Injuries
 - a. Fractures
 - b. Dislocations
 - c. Contusions
 - d. Cramps Sprains
 - e. Strains
 - f. Splinting Extremities
 10. Medical Emergencies
 - a. Sudden Illnesses
 - i. Heart Attack
 - ii. Stroke Seizures
 - iii. Angina
 - iv. Asthma
 - v. Diabetic
 - vi. Poisoning
 - vii. Bites and Stings
 1. Types of bites
 - Types of stings
 11. Emergency of Care Cold and Heat Related emergencies
 - a. Types of cold related emergencies and injuries
 - b. Types of heat related emergencies and injuries
 12. Emergency care of Special Situations
 - a. Childbirth and Gynecologic Emergencies
 - b. Behavioral Emergencies
 - c. Wilderness First Aid Rescuing and Moving Victims
 - d. Water rescues
 - e. Electrical emergency rescue
 13. Triage
 - a. Different ways to move victims
 14. Disaster Preparedness
 - a. Natural Disasters
 - b. Technological Hazards
 - c. National Security Emergencies
 - d. Emergencies at home
 15. Sensitive Situations
 - a. Implicit bias/unconscious bias-how they show up in emergency situations.
 - b. Social determinants of health and how they affect emergency care (e.g. access, trust, outcomes).
 - c. Language barriers
 - d. Respecting cultural beliefs and practices that impact consent and handling.
 - e. Gender identity and sexual orientation: Insuring respectful address.
 - f. How social inequities can effect outcomes.

Methods of Instruction

Method

Activity

Integration

Hands on activities will be used to learn the following protocols: bandaging, splinting, AEDs, and CPR for adult, child and infant.

DE Adaptations for MOI

Weekly activities such as journal article reviews and other professional written information will be presented so students can learn and demonstrate the basic knowledge of Automated External Defibrillation protocols and first aid requirements for emergency situations. All prompts will be accessible in the CMS.

Method

Film/video Viewing and Discussion

Integration

Accessible film/video viewing and discussion will be used to reinforce information regarding specific emergency information and correct protocols for administering first aid and CPR as first on scene and necessary information in the development of a disaster preparedness plan.

DE Adaptations for MOI

View accessible videos showing earthquakes, tornadoes, tsunamis, hurricanes and fire disasters. Participate in discussion board reflecting on preparedness and emergency response for these specific situations. Students will be able to appraise specific emergency situations and demonstrate correct first aid skills necessary for rendering first aid at the scene of an accident. Students will view accessible instructional videos embedded within the CMS that demonstrate correct CPR techniques, the use of an AED, and first aid responses in various emergency scenarios. After viewing, the students will participate in an online discussion board hosted in the CMS to reflect the steps demonstrated, analyze potential barriers to successful CPR, and discuss how they would apply these skills in real world, professional practice. All prompts will be accessible in the CMS.

Method

Lecture

Integration

Accessible Lectures, demonstrations and power point presentations will be used to incorporate the following objectives: identifying correct first aid skills and CPR protocols for infants, children and adults; designing a disaster preparedness plan; and the construction of a personal first aid kit.

DE Adaptations for MOI

Accessible E-lectures, demonstrations and power point presentations will be used to incorporate the following objectives: identifying correct first aid skills and CPR protocols for infants, children and adults; designing a disaster preparedness plan; and the construction of a personal first aid kit. All prompts will be accessible in the CMS.

Method

Observation and Demonstration

Integration

Skill observation will be used to depict the correct principles used for rendering first aid and CPR to victims who are affected by breathing, heart, allergic reactions, poisoning or at the scene of an accident.

DE Adaptations for MOI

Weekly online discussion board forums will be presented in order to demonstrate knowledge of how to respond to emergency scenarios, opinion debates, current event critiques, a review of pertinent information presented through the textbook and e-lectures. A discussion board forum is available for students to receive timely responses to questions that may arise throughout the semester. Students will be able to demonstrate basic knowledge of first aid and CPR protocols and utilize the correct CPR protocols in rendering aid to victims who may be adults, children or infants. All prompts will be accessible in the CMS.

Method

Online Activity/Discussion

Integration

Online Activity/Discussion boards will be used to rationally think through protocols used in the event of an emergency and student participation in evaluating and critiquing their peers actions at an emergency.

DE Adaptations for MOI

Weekly online discussion board forums will be presented in order to respond to emergency scenarios, opinion debates, current event critiques, a review of pertinent information presented through the textbook and webquests. A discussion board forum is available for students to receive timely responses to questions that may arise throughout the semester. Students will be able to develop a disaster

preparedness plan that identifies potential dangers and possible emergency protocols to disasters at home or in other frequented locations. All prompts will be accessible in the CMS.

Methods of Evaluation

Method

Exams/Tests

Integration

Exams/Tests will be used to determine the students' understanding of basic first aid and CPR protocols.

DE Adaptations for MOE

In the online environment, quizzes and exams will be posted in the CMS, completed, and turned in for grading in the CMS. The instructor will evaluate submissions checking for understanding lectures, e-lectures and textbook concepts and principles.

Method

Final Performance

Integration

Final performance will assess the hands on skills necessary in administering first aid and CPR which are a necessary part of receiving certification.

DE Adaptations for MOE

Final performance will assess the hands on skills necessary in administering first aid and CPR which are a necessary part of receiving certificate. Certifications cannot be granted through online evaluation only.

Method

Projects

Integration

A First Aid Kit project will be used to reflect the personal readiness of students as they construct a kit that will prepare them in the instance of an emergency.

DE Adaptations for MOE

A personal first aid kit will be submitted during the site meeting that will be evaluated on the completeness of its contents. In addition, a written document or digital presentation will be created and submitted to the CMS that will explain the need for the creation of a personal first aid kit, a list of it's contents including photos, the purpose and use of each item in the list, and a description of how the item will be used to render aid in the case of injury or illness. The instructor will evaluate submissions based on completeness, appropriateness, and alignment with the course objectives.

Method

Simulation

Integration

Simulation will be used for CPR and AED training for adult, child, and infants using CPR manikins.

DE Adaptations for MOE

Students will complete evaluations from simulation accessible videos that will be posted in the CMS. To adapt for the online environment, students can only practice can be completed on something like a household pillow and video recorded and submitted through the CMS for evaluation by the instructor. Certifications cannot be granted through online evaluation only.

Integration

Skills check sheets will be used to determine the student's correct use of first aid protocols and CPR performance on manikins (adult, child, and infant).

DE Adaptations for MOE

Practical Skill checklist application of first aid and CPR protocols using check lists will be posted in the CMS for students to practice at home. To adapt for the online environment, only CPR practice can be completed on something like a household pillow and video recorded and submitted through the CMS for evaluation by the instructor.

Integration

Written presentation will be used to depict a personal disaster preparedness plan.

DE Adaptations for MOE

An individual disaster preparedness plan will be submitted within the CMS reflecting concepts presented online and during the site meeting, on disaster preparedness. To adapt for distance education, students will document their completed disaster preparedness plan by uploading clear photos of their project requirements such as the location of household dangers, municipal utilities, and floorplan and include a written rationale for the basis of their plan for submission to the CMS. The instructor will evaluate submissions based on completeness, appropriateness, and alignment with the course objectives.

Assignments**Assignment Type**

Other

In-class and/or outside of class

Outside of class

Formative or Summative

Formative

Assignment

First Aid Kit Creation Project

In this assignment, you will design and assemble your own basic personal First Aid Kit based on the concepts and best practices discussed in class.

How assignment will be adapted in online format

In the online format, you will create and explain a custom first aid kit suited to their lifestyle or future profession. You will use photo documentation or a video tour and a written reflection explaining the need for the creation of a personal kit, a description of each item shown and a explanation of its use. Each assignment should be submitted to the CMS and will be evaluated with feedback within two week of submission.

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Formative

Assignment

Disaster Preparedness Project

This project challenges you to apply your First Aid and CPR knowledge to develop a comprehensive, community-specific disaster preparedness plan. You will demonstrate your ability to anticipate emergency needs, design culturally competent response strategies, and incorporate legal and ethical considerations.

You will work individually to research, design, and present a Disaster Preparedness Plan focused on a specific disaster scenario (e.g., earthquake, hurricane, flood, wildfire, chemical spill, active shooter, mass casualty event, etc.).

The project should be written or in presentation format and include a minimum of 5 credible sources.

How assignment will be adapted in online format

You will research and design a personal or family disaster preparedness plan tailored to a specific type of emergency in our region and beyond. You will create and submit a customized disaster preparedness plan in written report or digital presentation and submit it through the CMS. You will use photo documentation or a video tour and a written reflection explaining the need for the creation of a disaster preparedness plan, a description of hazards within your personal environment and a explanation of the threat level risks in our region. In addition, you will include how to mitigate risk and how to prepare for such emergencies. Each assignment should be submitted to the CMS and will be evaluated with feedback within two week of submission.

Assignment Type

Writing

In-class and/or outside of class

In-class

Formative or Summative

Summative

Assignment

Chapter Quizzes

Weekly multiple choice quizzes will be administered to check for understanding and will be evaluated for credit.

How assignment will be adapted in online format

In the online format, chapter quizzes will be available through the CMS and will be evaluated with feedback within two weeks.

Assignment Type

Other

In-class and/or outside of class

In-class

Formative or Summative

Summative

Assignment

CPR/AED Practical

This assignment assesses your ability to demonstrate competency in CPR (Cardiopulmonary Resuscitation) and AED (Automated External Defibrillator) use according to current professional guidelines. You will apply evidence-based techniques, communicate effectively with team members and bystanders, and uphold legal, ethical, and culturally sensitive standards during simulated emergency scenarios.

You must be able to demonstrate critical skills competency per instructor verification checklist.

Unsafe or unethical actions will result in automatic remediation.

How assignment will be adapted in online format

In the online environment, you can video record yourself performing CPR/AED practice care at home. The video can be submitted through the CMS for evaluation by the instructor within two weeks.

Assignment Type

Writing

In-class and/or outside of class

In-class

Formative or Summative

Formative

Assignment

Discussions

The purpose of this assignment is to promote deeper understanding of First Aid and CPR principles, decision-making, and ethical/legal challenges through structured discussion and reflection. Students will engage in collaborative dialogue that connects clinical skills with cultural awareness, professionalism, and community responsibility.

You will participate in weekly structured class discussions (in person and/or online). Each discussion will focus on real-world cases and ethical questions that require both technical understanding and cultural/ethical reasoning.

How assignment will be adapted in online format

Adapted for the online environment, class discussion prompts will be available through the CMS and original posts as well as interaction with your classmates and the instructor will take place through the CMS. Evaluation and feedback will be available within two weeks of submission.

Assignment Type

Other

In-class and/or outside of class

In-class

Formative or Summative

Formative

Assignment

Activities

The purpose of these CPR activity assignments is to provide you with scenario-based learning that builds confidence, technical proficiency, and critical thinking in real-world emergency situations. You will practice essential First Aid and CPR skills, apply legal and ethical concepts, and adapt care approaches to meet the diverse needs of individuals and communities.

During this portion of the course, you will complete a series of weekly structured activity assignments that combine skill practice, simulation, and reflection.

How assignment will be adapted in online format

Students can complete class activities and practice in written format and submit for evaluation via Canvas.

Assignment Type

Reading

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

Read "Ethical and Cultural Considerations in Resuscitation and Emergency Care" from the American Heart Association 2025 Guidelines — Part 3: Ethics

AHA CPR & ECC Guidelines: "Part 3: Ethics"

Take notes on how cultural beliefs or norms can influence:

- Perceptions of consent to treatment or CPR

- Situations where a person refuses help and how that relates to legal/ethical obligations
- The concept of abandonment in first aid/CPR contexts
- Negligence and how standard of care is defined (and how culture may affect expectations)
- Confidentiality and how cultural values might shape sharing of information or privacy

Reflective questions to answer:

1. Provide an example (real or hypothetical) where cultural values might lead a patient or bystander to refuse first aid/CPR – how would you respond in a way that respects culture and also meets legal/ethical obligations?
2. How might different cultural understandings of doctor/authority/figure dynamics influence the notion of “consent” in a first aid scenario?
3. Discuss how the legal concept of negligence (failure to provide a standard of care) intersects with culturally competent care – could cultural misunderstanding ever contribute to a legal risk for a caregiver?
4. What steps can you as a first responder/trainer take to ensure confidentiality and respect for cultural privacy norms while still fulfilling your duty?

How assignment will be adapted in online format

Students can access the reading and complete the required reflective questions in written format and submit for evaluation via Canvas.

Course Materials

Textbooks

Thygerson, Gulli, Mell, Elling (2017). First Aid, CPR, and AED (ECSI) 7th Edition Jones & Bartlett Learning . ISBN: 9781284105315

Open Educational Resources

Kinesiology department OER

Class Size Information

Class Size

40

Class Size Category

A - Lecture/discussion 40

Diversity and Inclusion

Course Design and Materials: Course will incorporate diverse perspectives, authors, and examples that reflect a variety of cultures, identities, and lived experiences. Instructional materials will be reviewed regularly to ensure representation, inclusivity, and alignment with equity-minded practices across disciplines.

Inclusive Learning Environment: Instructors will establish classroom norms and policies that promote respect, civil discourse, and belonging in both online and face-to-face classes. Clear expectations for communication and engagement will support a learning space where all students feel valued and heard.

Accessible Instruction: Course content will be delivered using accessible design. Materials will follow accessibility guidelines within the CMS, including captioned media, readable document formats, and multiple means of engagement to support diverse learning.

Equitable Teaching Practices: Instructors will use transparent and grading criteria, varied assessment methods, and timely feedback to promote fairness and student success. Opportunities for revision, reflection, and multiple demonstrations of learning may be incorporated when appropriate to the discipline.

Culturally Responsive Pedagogies: Instructional strategies will encourage critical thinking about diverse perspectives and systems of power relevant to the course content. Faculty will foster opportunities for students to connect course material to real-world contexts.

Ongoing Reflection and Improvement: Faculty will engage in continuous professional development related to IDEAA principles and reflect on course practices using metacognition to identify opportunities for increased equity, inclusion, and accessibility.

Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.

Students learn to treat everyone with dignity, regardless of background or language. Students are encouraged to treat all individuals with respect and without bias, especially in sensitive or traumatic situations. Adaptations and accessibility are discussed, not ignored. Students are taught to recognize and challenge implicit bias while providing equal care. Realistic, inclusive scenarios prepare students to serve a diverse public. The classroom itself reflects the values of respect, equity, and inclusion.

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

This course ensures that diverse learners, regardless of race, gender, culture, ability, language, or background are respected, supported, and empowered. Assignments are designed to be accessible, relevant, and culturally responsive. Instruction is inclusive, multimodal, and culturally aware. Instruction respects different cultural frameworks, abilities, and learning preferences. Assessments focus on skill mastery and growth, not just performance under pressure or memorization. All students can demonstrate competency in a way that matches their strengths. Curriculum includes diverse perspectives, scenarios, and case studies. Students are trained to provide care for real communities, not generic models. Classroom and online spaces are respectful, inclusive, and participatory. All students feel safe, seen, and supported, especially during hands-on or emotional moments. This course prepares students not only to save lives but to do so with cultural humility, respect, and inclusivity. It ensures that all learners can participate meaningfully, regardless of background, identity, or ability.

Interactions**Explain how the course will incorporate student-to-student interaction.**

Utilizing partner and small group activities, students working collaboratively will build confidence and reflects how emergency response often happens in teams. Class discussions and discussion boards will promote reflective thinking and allow students to learn from each other's perspectives and problem-solving strategies. In both in person and online classes discussions will include student-to-student dialogue.

Explain how the course will incorporate instructor-to-student interaction.

Watching expert demonstrations will help students visually and physically understand proper technique which is critical for skill-based mastery. Immediate, constructive feedback helps students correct mistakes before they become habits, ensuring safety and effectiveness in real scenarios. Instructor-led debriefs deepen critical thinking, reflection, and emotional preparation. Students feel supported and can ask questions or clarify concepts in real time or asynchronously, fostering trust and academic success. Early intervention and progress tracking ensure students stay on track and understand where they need improvement. Positive reinforcement and emotional support build student confidence and create a safe learning space. In the online environment, the instructor will interact with the students providing specific cues and feedback on all practical work.

Explain how the course will incorporate student-to-content interaction.

Multimedia will create active learning moments where students can absorb, apply, and test their understanding immediately. Skills practice will encourage self-directed learning and mastery through repetition and reflection. Scenario based activities will foster critical thinking, decision-making, and application of content to real-world settings. Quizzes and other activities foster critical thinking, decision-making, and application of content to real-world settings. Discussions will allow students to internalize course content and see how it connects to their personal experiences or career goals. In the online environment, students will be able to interact with the content of CPR and AED protocol through viewing video demonstrations and through practicing at home.

Explain how the course will incorporate student-to-self interaction (metacognitive).

Reflection helps students process their feelings, assess their readiness, and connect course content to personal experience. Skill self-assessment will encourage self-awareness, promote ownership of learning, and help students take responsibility for mastering life-saving skills. Creating their personalized first aid kit and disaster preparedness plan, students apply knowledge in ways that are directly relevant to their lives, making the content more meaningful and memorable.