

Course Description

HSC2400 | Basic Emergency Care | 3.00 credits

This course is designed to provide opportunities for students to develop and practice skills related to emergency care and accident prevention through a scientific lens. Students will critically examine the principles of the scientific method as they learn about cardiopulmonary resuscitation and first aid techniques, evaluating the effectiveness of various emergency response strategies. Additionally, the course meets the certification requirements for the American Heart Association Healthcare Provider Cardiopulmonary Resuscitation/Automated External Defibrillation and the American Red Cross Standard First Aid.

Course Competencies:

Competency 1: The student will be able to understand the theory and basic principles involved in the immediate care for anyone injured or suddenly taken ill by:

1. Identifying the need to know how to perform first aid
2. Defining first aid
3. Identifying the possibility of lawsuits and legal actions in relation to giving first aid
4. Identifying the steps of bystander intervention
5. Identifying the things to look for in a scene survey
6. Describing precautions against bloodborne and airborne diseases
7. Demonstrating how to protect yourself against bloodborne and airborne diseases

Competency 2: The student will be able to recognize and demonstrate knowledge of hazardous situations and take effective steps to eliminate or reduce such hazards as well as to protect or aid anyone confronted by such situations by:

1. Describing a person's actions when responding to an emergency
2. Describing how to calm yourself when confronted with unpleasant sights, sounds, and smells
3. Demonstrating how to calm yourself when confronted with unpleasant sights, sounds, and smells
4. Describing what is meant by a scene survey
5. Recognizing when to call the EMS system for help
6. Describing how to call the EMS system for help
7. Demonstrating how to call the EMS system for help
8. Describing how to protect yourself against disease transmission
9. Demonstrating how to protect yourself against disease transmission
10. Describing how to assist a dying victim and the survivors

Competency 3: The student will be able to describe the various systems of the body and the human skeleton by:

1. Identifying the systems of the body and their functions
2. Naming the major bones of the body

Competency 4: The student will be able to describe victim assessment by:

1. Identifying the steps of an initial assessment
2. Demonstrating the steps of an initial assessment
3. Identifying the steps of a physical exam
4. Demonstrating the steps of a physical exam
5. Identifying the steps of obtaining a victim's history
6. Demonstrating the steps of obtaining a victim's history

Competency 5: The student will be able to demonstrate the appropriate use of various equipment, including an Automated External Defibrillator and/or materials for resuscitation and/or first aid skills as may be needed to render help to the injured/ill person by:

1. Describing one-rescuer and two-rescuer CPR for Adult, Child, and Infant
2. Demonstrating one-rescuer and two-rescuer CPR for Adult, Child, and Infant

3. Describing how to use mouth-to-barrier devices
4. Demonstrating how to use mouth-to-barrier devices
5. Describing how to use a Bag-Valve-Mask
6. Demonstrating how to use a Bag-Valve-Mask
7. Recognizing when someone is choking because of a foreign body airway obstruction for Adults, Children, and Infants
8. Describing how to clear the airway in responsive and unresponsive people with a foreign body blocking the airway for Adults, Children, and Infants
9. Demonstrating how to clear the airway in responsive and unresponsive people with a foreign body blocking the airway for Adults, Children, and Infants
10. Describing the importance of the use of automated external defibrillators (AED)
11. Demonstrating the use of automated external defibrillators (AED)

Competency 6: The student will be able to describe and perform selected skills necessary for emergency treatment in cases of accident or sudden illness by:

1. Describing the types of external bleeding
2. Describing how to control external bleeding
3. Demonstrating how to control external bleeding
4. Recognizing the signs and symptoms of internal bleeding
5. Describing how to control internal bleeding
6. Demonstrating how to control internal bleeding
7. Describing the three types of shock
8. Describing the care for shock
9. Describing anaphylaxis
10. Describing how to care for anaphylaxis
11. Describing how to take a person's blood pressure
12. Demonstrating how to take a person's blood pressure
13. Describing how to take a person's respirations
14. Demonstrating how to take a person's respirations
15. Describing how to take a person's radial, brachial, and carotid pulse
16. Demonstrating how to take a person's radial, brachial, and carotid pulse

Competency 7: The student will be able to describe the necessary wound care for various wounds by:

1. Describing the various types of wounds
2. Describing how to care for an open wound
3. Demonstrating how to care for an open wound
4. Describing the importance of a tetanus vaccination
5. Describing how to care for an amputation
6. Describing how to care for an impaled object
7. Describing how to care for a closed wound
8. Demonstrating how to care for a closed wound
9. Describing how to care for blood under the nail and how to remove a tight ring on a finger
10. Demonstrating how to care for blood under the nail and how to remove a tight ring on a finger
11. Giving guidelines for seeking medical attention for wounds

Competency 8: The student will be able to describe the types and uses of dressings and bandages by:

1. Describing purposes of a dressing
2. Identifying various types of dressings
3. Describing the uses of a bandage
4. Identifying various types of bandages
5. Describing these dressings and bandages
6. Demonstrating how to apply these dressings and bandages
7. Applying various dressings and bandages

Competency 9: The student will be able to describe the necessary burn care for various burns by:

1. Describing the characteristics of first-, second-, and third-degree burns
2. Calculating the extent of the burns using the “rule of nines” and/or the “rule of the palm”
3. Explaining how to assess the severity of burns
4. Describing appropriate burn care
5. Demonstrating appropriate burn care of first, second, and third-degree burns
6. Describing a chemical burn and its appropriate care
7. Demonstrating appropriate care of a chemical burn
8. Describing what to do for an electrocution

Competency 10: The student will be able to describe and perform selected skills necessary for emergency treatment in cases of head and spinal injuries by:

1. Describing how to care for scalp wounds, skull fractures, eye injuries, nose injuries, and dental injuries
2. Demonstrating how to care for scalp wounds, skull fractures, eye injuries, nose injuries, and dental injuries
3. Demonstrating how to check a responsive and an unresponsive victim with a suspected spinal injury
4. Demonstrating how to stabilize a victim with a suspected spinal injury

Competency 11: The student will be able to describe the necessary emergency treatment for chest, abdominal, and pelvic injuries by:

1. Recognizing rib fractures, impaled objects in the chest, and sucking chest wounds
2. Describing the first aid for treating chest injuries
3. Demonstrating the first aid for treating chest injuries
4. Recognizing blunt wounds, penetrating wounds, and protruding organs of the abdomen
5. Describing the first aid for treating abdominal injuries
6. Demonstrating the first aid for treating abdominal injuries
7. Recognizing a fractured pelvis
8. Treating a fractured pelvis
9. Demonstrating the first aid for a fractured pelvis

Competency 12: The student will be able to describe the necessary emergency treatment for bone, joint, and muscle injuries by:

1. Describing the common signs and symptoms of bone, joint, and muscle injuries
2. Describing the first aid for a fracture, dislocation, sprain, strain, contusion, and cramps
3. Demonstrating first aid for a fracture, dislocation, sprain, strain, contusion, and cramps

Competency 13: The student will be able to describe and perform selected skills necessary to splint injured extremities by:

1. Identifying the reasons for splinting fractures or dislocations
2. Describing the various types of splints
3. Demonstrating how to stabilize one or more body parts: shoulder, clavicle, humerus, radius/ulna, fingers and hand, elbow, knee, tibia/fibula, femur, and ankle/foot

Competency 14: The student will be able to describe the necessary emergency treatment for sudden illnesses by:

1. Describing the signs and symptoms of heart attack, stroke, asthma, hyperventilation, fainting, seizures, diabetic emergencies, vaginal bleeding, and pregnancy emergencies
2. Describing the first aid for heart attack, stroke, asthma, hyperventilation, fainting, seizures, diabetic emergencies, vaginal bleeding, and pregnancy emergencies
3. Demonstrating first aid for heart attack, stroke, asthma, hyperventilation, fainting, seizures, diabetic emergencies, vaginal bleeding, and pregnancy emergencies

Competency 15: The student will be able to describe the emergency care for various types of poisoning by:

1. Identifying the signs and symptoms of poisoning
2. Describing the appropriate first aid for ingested, inhaled, and absorbed poisoning

Competency 16: The student will be able to describe the first aid care for various types of bites by:

1. Describing what to do for an animal bite
2. Describing what to do for a human bite
3. Describing first aid for:
 - a. Snake bite
 - b. Insect bite
 - c. Spider bite
 - d. Scorpion bite
 - e. Mosquito bite
4. Demonstrating what to do for each of the bites listed
5. Describing how to best remove an embedded tick

Competency 17: The student will be able to describe the emergency care for various types of cold-related emergencies by:

1. Describing frostnip and frostbite
2. Describing how to determine the wind-chill factor
3. Describing the first aid for frostnip and frostbite
4. Demonstrating the first aid for frostnip and frostbite
5. Describing hypothermia
6. Describing the first aid for hypothermia
7. Demonstrating the first aid for hypothermia

Competency 18: The student will be able to describe the emergency care for various types of heat-related emergencies by:

1. Describing the several heat illnesses:
 - a. Heat cramps
 - b. Heat exhaustion
 - c. Heatstroke
2. Differentiating between classic and exertional heatstroke
3. Describing other, less serious heat illnesses and their care:
 - a. Heat syncope
 - b. Heat edema
 - c. Prickly heat
4. Demonstrating the first aid for heat syncope, heat edema, and prickly heat and describing what to do for:
 - a. Heat cramps
 - b. Heat exhaustion
 - c. Heatstroke
5. Demonstrating first aid for heat cramps, heat exhaustion, and heatstroke
6. Describing how to determine the apparent temperature
7. Demonstrating how to determine the apparent temperature

Competency 19: The student will be able to recognize and demonstrate knowledge of hazardous situations and take effective steps to eliminate or reduce such hazards as well as to protect or aid anyone and themselves while rescuing and moving a victim by:

1. Describing how to rescue a victim in the following situations:
 - a. Water
 - b. Ice
 - c. Electrical
 - d. Hazardous materials incident
 - e. Motor vehicle accident
 - f. Confined space
 - g. Multiple victims
 - h. Fires
2. Demonstrating first aid for one of the above-listed situations as appropriate

3. Demonstrating how to move victims in emergency and non-emergency situations using:
 - a. One-person moves
 - b. Two-or three-person moves

Certification:

1. Upon successful completion of this course, if the student wishes, they will receive certification cards by demonstrating proficiency in the skills outlined in the course.
2. Certifications include:
 - a. American Heart Association Healthcare Provider
 - b. Cardiopulmonary Resuscitation / Automated External
 - c. Defibrillation
 - d. American Red Cross Standard First Aid

Learning Outcomes:

- Communicate effectively using listening, speaking, reading, and writing skills
- Solve problems using critical and creative thinking and scientific reasoning
- Create strategies that can be used to fulfill personal, civic, and social responsibilities