

University of Wisconsin-Madison  
Department of Kinesiology

**Kines 116 First Aid and Basic Life Support**

**Instructor:** Dan Timm, 1043 Gym-Nat, 262-7714, e-mail: dtimm@education.wisc.edu  
Office Hours: MW 3:00-4:00, TR 2:30-3:30, F 10:00-11:00

**Class Schedule:** Section 002, MW 11:00-12:15 meets in 1108 Gymnasium-Natatorium  
Section 003, MW 12:30-1:45 meets in 1108 Gymnasium-Natatorium

**Learn@UW Address:** Section 002...<https://uwmad.courses.wisconsin.edu/d2l/home/3351671>  
Section 003...<https://uwmad.courses.wisconsin.edu/d2l/home/3351669>

**Purpose of Course:** The purpose of this course is to provide healthcare providers and lay responders with the knowledge, analytical skills, and physical skills necessary in an emergency to help sustain life, reduce pain, and minimize the consequences of injury or medical emergency.

**Course Objectives:** At the conclusion of this course, participants should be able to —

- Know how to take action to provide emergency care.
- Identify the signs and symptoms of breathing emergencies, including choking, and demonstrate how to give ventilations and care for choking.
- Recognize the signs and symptoms of a possible heart attack, and describe how to care for someone who is experiencing signals of a heart attack.
- Identify the signs of cardiac arrest, and demonstrate how to provide care through cardiopulmonary resuscitation (CPR) and the use of an automated external defibrillator (AED).
- Know the signs and symptoms of shock, and describe how to minimize its effects.
- Recognize the signs and symptoms of internal and external bleeding, and demonstrate how to control bleeding.
- Identify the signs and symptoms of various soft tissue and musculoskeletal injuries, and demonstrate how to care for them.
- Recognize the signs and symptoms of medical emergencies, including sudden illnesses, poisoning, bites and stings, and heat and cold emergencies, and describe how to care for them.
- Describe when to move a victim in an emergency situation and demonstrate various rescue moves.

**Required Texts:** Two textbooks are required for the course. The textbooks are available at University Book Store or can be purchased according to the instructions below.

*Basic Life Support for Health Care Providers*, American Red Cross, 2016

[http://www.instructorscorner.org/media/resources/eccu/eccu\\_pdfs\\_201601/BLS\\_Handbook.pdf](http://www.instructorscorner.org/media/resources/eccu/eccu_pdfs_201601/BLS_Handbook.pdf)  
Free Access

**or**

<http://www.redcrossstore.org/item/755000> Textbook \$10.00

**AND**

*Responding to Emergencies: Comprehensive First Aid/CPR/AED*, American Red Cross, 2012

<http://www.redcrossstore.org/category/id/339> Textbook \$50.00 or E-Textbook \$24.95

**Required Supplies:** Resuscitation Masks and Training Kit

<b>Evaluation for Academic Grade:</b>	Written Tests (2)	100 pts	<b>Percentage Breakdown</b>		
	Scenarios (15)	150 pts	A	93% - 100%	353-380 pts
	Skill Tests		AB	89% - 92%	338-352 pts
	Adult CPR, Ventilations, Airway Obstruction	40 pts	B	83% - 88%	315-337 pts
	Infant CPR, Ventilations, Airway Obstruction	40 pts	BC	79% - 82%	300-314 pts
	Controlling Bleeding	10 pts	C	70% - 78%	266-299 pts
	Splinting (4)	<u>40 pts</u>	D	60% - 69%	228-265 pts
		380 pts	F	0% - 59%	0-227 pts

**American Red Cross Certification:** Certification standards require 80% competency on both written tests and all skills and 90% attendance.

**Health & Safety Precautions:** Students with medical conditions such as respiratory problems, heart condition, pregnancy, or back problems must talk with the instructor before participating in the physical aspects of the course. Before any skill session, all students should wash their hands with soap and water.

**Accommodations Statement:** Your success in this course is important. If there are circumstances that may affect your performance in class, please let the instructor know so a plan can be developed for you to have opportunities to be successful. Students requiring special accommodation related to a learning need should contact the McBurney Disability Resource Center, 702 West Johnson Street, 263-2741, for information and assessment.

**Academic Integrity:** The University of Wisconsin is an internationally respected institution of higher education. To help maintain the reputation of the university, and ultimately the credibility of your degree, you are expected to demonstrate academic integrity during this course. Please review the university's statement on academic integrity at <http://students.wisc.edu/doso/academicintegrity.html> and information regarding academic integrity for students at <http://students.wisc.edu/doso/students.html>

Examples of academic misconduct include, but not limited to:

- \* Seeking to claim credit for the work or efforts of another without authorization or citation
- \* Using unauthorized material or fabricating data in any academic exercise
- \* Forging or falsifying academic documents or records
- \* Intentionally impeding or damaging the academic work of others
- \* Engaging in conduct aimed at making false representation of a student's academic performance
- \* Assisting other students in any of these acts

**Unless otherwise indicated by the instructor, all assignments are to be completed independently without consultation with others.**

**Class Schedule:**

September 7	Introduction to Course Health Precautions, RTE p. xix	November 2	* Automated External Defibrillation (Adult), BLS p. 17-20, 37-38 Automated External Defibrillation (Infant), BLS p. 31-32, 41-42
September 12	If Not You...Who? RTE Chapter 1 Legal Considerations, BLS p. 47-48 Standard Precautions, BLS p. 48-49 Taking Action Calling EMS, RTE p. 20-22	November 7	<i>Written Test (Assessment and Basic Life Support)</i>
September 14	* Scene Size-Up, BLS p. 4-6 Primary Assessment, BLS, p. 6-8 Recovery Positions, BLS p. 17	November 9	Responding to an Emergency, RTE Chapter 2 Review notes from September 19 Shock, RTE Chapter 9 Bleeding, RTE Chapter 8 Soft Tissue Injuries (Wounds), RTE p. 177-189
September 19	* Checking a Conscious Person, RTE p. 77-81 Triage	November 14	* Controlling Bleeding Skill Test Soft Tissue Injuries (Burns), RTE p. 189-197
September 21	* Cardiac Emergencies (Heart Attack, Cardiac Arrest, Adult CPR), BLS p. 9-10, 12-13, 16, 37 <i>Assessment Scenarios Due</i>	November 16	Musculoskeletal Injuries, RTE Chapter 11 Injuries to the Extremities, RTE Chapter 12
September 26	* Cardiac Emergencies (Child CPR) BLS, p. 25-28, 39	November 21	* Splinting Skills Practice
September 28	* Primary Assessment and Cardiac Emergencies (Infant CPR), BLS p. 11, 29-30, 41	November 23	* Injuries to the Head, Neck, and Spine, RTE Chapter 13 * Injuries to the Chest, Abdomen, and Pelvis, RTE Chapter 14
October 3	* Breathing Emergencies (Respiratory Distress, Respiratory Arrest), RTE p. 306- 310, 313-314 Giving Ventilations (Adult and Child), BLS p. 13-15, 16	November 28	Sudden Illnesses, RTE Chapter 15 <i>Injuries Scenarios Due</i>
October 5	* Breathing Emergencies (Unconscious Adult and Child Airway Obstruction)	November 30	Poisoning, RTE Chapter 16 Substance Misuse and Abuse, RTE Chapter 18 Bites and Stings, RTE Chapter 17
October 10	* Breathing Emergencies (Conscious Adult and Child Airway Obstruction), BLS p. 33- 34	December 5	Heat and Cold Emergencies, RTE Chapter 19
October 12	* Breathing Emergencies (Infant), BLS p. 35	December 7	* Reaching and Moving Victims, RTE p. 35-39, Chapter 20 People with Special Needs, RTE Chapter 21 <i>Medical Emergencies Scenarios Due</i>
October 17	* Basic Life Support Skills Practice	December 12	* Splinting Skills Practice
October 19, 24, 26	* Adult CPR, Giving Ventilations, and Airway Obstruction Skill Tests Infant CPR, Giving Ventilations, and Airway Obstruction Skill Tests	December 14	<i>Written Test (First Aid)</i>
October 31	* Adult Two-Rescuer CPR, BLS p. 20-22 Using a Bag-Valve-Resuscitator, BLS p. 15 Infant Two-Rescuer CPR, BLS p. 30-31		* <b>Final Exam</b> (Splinting Skills Test) Section 2 (11:00-12:15 class): Wednesday, December 21, 2:45 p.m. Section 3 (12:30-1:45 class): Saturday, December 17, 5:05 p.m.

\* Indicates skill session (practice and/or testing)

## University of Wisconsin-Madison School of Education Teacher Licensing Standard

Following is the University of Wisconsin-Madison School of Education conceptual area and standard addressed through First Aid and Basic Life Support and how that standard will be assessed...

### Conceptual Area 3

### Engagement and Instruction

Standard 3.3

*Provide learners with opportunities to use timely, consistent, and informative feedback to revise their work and/or improve their performance.*

#### Assessments:

Assessment Scenarios  
Injuries Scenarios  
Medical Emergencies Scenarios