

COURSE CHANGE FORM

Complete 1a – 1f & 2a – 2c. Fill out the remainder of the form as applicable for items being changed.

1. General Information.						
a. Submitted by the College of: <u>Education</u>		Today's Date: <u>9/8/2011</u>				
b. Department/Division: <u>Kinesiology and Health Promotion</u>						
c. Is there a change in "ownership" of the course?					YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
If YES, what college/department will offer the course instead? _____						
d. What type of change is being proposed? <input type="checkbox"/> Major <input checked="" type="checkbox"/> Minor ¹ (place cursor here for minor change definition)						
e. Contact Person Name: <u>Dr. Melody Noland</u>		Email: <u>mnola0@email.uky.edu</u>		Phone: <u>257-5826</u>		
f. Requested Effective Date: <input checked="" type="checkbox"/> Semester Following Approval OR <input type="checkbox"/> Specific Term ² : _____						
2. Designation and Description of Proposed Course.						
a. Current Prefix and Number: <u>KHP 190</u>		Proposed Prefix & Number: <u>same</u>				
b. Full Title: <u>First Aid and Emergency Care</u>		Proposed Title: <u>same</u>				
c. Current Transcript Title (if full title is more than 40 characters): _____						
c. Proposed Transcript Title (if full title is more than 40 characters): _____						
d. Current Cross-listing: <input checked="" type="checkbox"/> N/A OR <input type="checkbox"/> Currently ³ Cross-listed with (Prefix & Number): _____						
Proposed – <input type="checkbox"/> ADD ³ Cross-listing (Prefix & Number): _____						
Proposed – <input type="checkbox"/> REMOVE ^{3,4} Cross-listing (Prefix & Number): _____						
e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours⁵ for each meeting pattern type.						
Current: <u>1.25</u> Lecture <u>1.25</u> Laboratory ⁵ _____ Recitation _____ Discussion _____ Indep. Study						
_____ Clinical _____ Colloquium _____ Practicum _____ Research _____ Residency						
_____ Seminar _____ Studio _____ Other – Please explain: _____						
Proposed: _____ Lecture _____ Laboratory _____ Recitation _____ Discussion _____ Indep. Study						
_____ Clinical _____ Colloquium _____ Practicum _____ Research _____ Residency						
_____ Seminar _____ Studio _____ Other – Please explain: _____						
f. Current Grading System: <input checked="" type="checkbox"/> Letter (A, B, C, etc.) <input type="checkbox"/> Pass/Fail						
Proposed Grading System: <input type="checkbox"/> Letter (A, B, C, etc.) <input type="checkbox"/> Pass/Fail						
g. Current number of credit hours: <u>2</u> Proposed number of credit hours: _____						

Comment [OSC1]: Excerpt from SR 3.3.0.G.2 Definition. A request may be considered a minor change if it meets one of the following criteria:
a. change in number within the same hundred series*;
b. editorial change in the course title or description which does not imply change in content or emphasis;
c. a change in prerequisite(s) which does not imply change in content or emphasis, or which is made necessary by the elimination or significant alteration of the prerequisite(s);
d. a cross-listing of a course under conditions set forth in SR 3.3.0.E;
e. correction of typographical errors.

*...for the specific purposes of the minor exception rule, the 600-799 courses are the same "hundred series," as long as the other minor change requirements are complied with. [RC 1/15/09]

¹ See comment description regarding minor course change. *Minor changes are sent directly from dean's office to Senate Council Chair.* If Chair deems the change as "not minor," the form will be sent to appropriate academic Council for normal processing and contact person is informed.

² Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

³ Signature of the chair of the cross-listing department is required on the Signature Routing Log.

⁴ Removing a cross-listing does not drop the other course – it merely unlinks the two courses.

⁵ Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab meeting. Lab meeting generally represents at least two hrs per wk for a semester for 1 credit hour. (See SR 5.2.1.)

COURSE CHANGE FORM

h. Currently, is this course repeatable for additional credit?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
<i>Proposed to be repeatable for additional credit?</i>	YES <input type="checkbox"/>	NO <input type="checkbox"/>
<i>If YES: Maximum number of credit hours: _____</i>		
<i>If YES: Will this course allow multiple registrations during the same semester?</i>	YES <input type="checkbox"/>	NO <input type="checkbox"/>
i. Current Course Description for Bulletin:	<u>A study of first aid material in the various first aid teaching methods. Lectures and demonstrations on first aid measures with skill training. American Red Cross Certification made available. Lecture, one hour; laboratory, two hours.</u>	
<i>Proposed Course Description for Bulletin:</i>	<u>This course is a study of the human body with first aid subject matter, demonstrations, and skill training in the event of sudden illness or injury. The course is delivered in a hybrid manner with the lecture material being taught on-line and first aid skills being taught once a week in face-to-face laboratory sessions. American Red Cross Certifications for CPR, AED, and Responding to Emergencies First Aid are awarded to those who meet the criteria.</u>	
j. Current Prerequisites, if any: _____		
<i>Proposed Prerequisites, if any:</i> _____		
k. Current Distance Learning(DL) Status: <input type="checkbox"/> N/A <input checked="" type="checkbox"/> Already approved for DL* <input type="checkbox"/> Please Add ⁶ <input type="checkbox"/> Please Drop		
*If already approved for DL, the Distance Learning Form must also be submitted <u>unless</u> the department affirms (by checking this box <input checked="" type="checkbox"/>) that the proposed changes do not affect DL delivery.		
l. Current Supplementary Teaching Component, if any: <input type="checkbox"/> Community-Based Experience <input type="checkbox"/> Service Learning <input type="checkbox"/> Both		
<i>Proposed Supplementary Teaching Component:</i> <input type="checkbox"/> Community-Based Experience <input type="checkbox"/> Service Learning <input type="checkbox"/> Both		
3. Currently, is this course taught off campus?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
<i>Proposed to be taught off campus?</i>	YES <input type="checkbox"/>	NO <input type="checkbox"/>
4. Are significant changes in content/teaching objectives of the course being proposed?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
If YES, explain and offer brief rationale: _____		
5. Course Relationship to Program(s).		
a. Are there other depts and/or pgms that could be affected by the proposed change?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
If YES, identify the depts. and/or pgms: _____		
b. Will modifying this course result in a new requirement⁷ for ANY program?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
If YES ⁷ , list the program(s) here: _____		
6. Information to be Placed on Syllabus.		
a. <input type="checkbox"/> Check box if <u>changed to 400G or 500.</u>	If <u>changed to 400G-</u> or 500-level course you must send in a syllabus and <i>you must include the differentiation</i> between undergraduate and graduate students by: (i) requiring additional assignments by the graduate students; and/or (ii) establishing different grading criteria in the course for graduate students. (See SR 3.1.4.)	

⁶ You must *also* submit the Distance Learning Form in order for the course to be considered for DL delivery.

⁷ In order to change a program, a program change form must also be submitted.

COURSE CHANGE FORM

COURSE CHANGE FORM

Signature Routing Log

General Information:

Course Prefix and Number: KHP 190

Proposal Contact Person Name: Dr. Melody Noland Phone: 257-5826 Email: mnola0@email.uky.edu

INSTRUCTIONS:

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

Internal College Approvals and Course Cross-listing Approvals:

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
KHP	9/12/11	Dr. Melody Noland / 257-5826 / mnola0@email.uky.edu	
		/ /	
		/ /	
		/ /	
		/ /	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision ⁸
Undergraduate Council			
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

⁸ Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

KHP 190
First Aid & Emergency Care
Fall 2011

Vicki Sageser, M. Ed.
Course Coordinator/Instructor

Adam Martin
Teaching Assistant

121 Seaton Building
Phone: 257-8985
E-mail: vsage0@uky.edu

121 Seaton Building
Phone: 257-8985
E-mail: ama255@g.uky.edu

Office Hours: Tuesday & Thursday 7:30 AM – 1:00 PM
 Or by appointment

Course Description

First Aid and Emergency Care (2 hours credit)

A study of first aid subject matter and orientation in the various first aid teaching methods. Lectures for understanding of anatomy and physiology of the human body including first aid measures with demonstrations and skill training in a lab setting. American Red Cross certifications available. Weekly lecture delivered on-line . Weekly lab delivered in the classroom (1 hour and 15 minutes).

UK College of Education Professional Themes

This course will address the four themes of the conceptual framework for the UK professional education unit: **research, reflection, learning, and leading**. Students will be given the opportunity to review, analyze, discuss, and apply **research** from diverse perspectives in education including professional scholarship and practitioner inquiry, in order to reflect on their own practices as they study, observe, and practice in P-12 school and university classrooms. **Reflection** will also be integrated into students' learning opportunities through the production of written essays and analyses of observation and teaching experiences to help students take advantage of the analytical and problem-solving skills that comprise critical professional reflection on one's own teaching. This course emphasizes the commitment of the professional and educational unit to ensure that its graduates move into their professional lives equipped for life-long **learning** as educators who will be active in **leading** colleagues in their schools, districts, and professional organizations. The ultimate goal in addressing these four themes is to produce teacher leaders who work together to improve student learning among diverse populations and improve education in Kentucky and beyond.

Course Learning Targets, Outcomes, and Assessments

This course has been designed to provide students with opportunities to acquire skills, knowledge, conceptual understanding, classroom experience, and practice teaching in their preferred content area(s). These learning targets are aligned with Senate Bill 1 expectations including Kentucky Academic Core Standards, Assessment Literacy, College & Career Readiness, and Characteristics of Highly Effective

Course Delivery

This course is designed as a hybrid class. Lectures are on-line and Labs are face-to-face in the classroom setting.

Course Objectives:

1. The student shall have the knowledge and skills to meet the needs of most situations when emergency care is required.
Educational Opportunities: This material is presented through lectures, readings, and practice in the laboratory setting.
Assessment: Written tests and evaluation of skills will be utilized to evaluate student mastery of this objective.
2. The student will possess practical experience in first aid procedures.
Educational Opportunities: The laboratory component of this course will provide hands on practical experience.
Assessment: Students will be evaluated through a midterm and final skills test.
3. The student will be acquainted with factors that may cause accidents and develop an awareness of how to prevent them.
Educational Opportunities: This material is presented through lectures, readings, and class discussion.
Assessment: Students will be evaluated through essay and objective written tests.

Required Text: American Red Cross (2005) (revised edition 2007). First Aid Responding to Emergencies (4th ed.). Yardley, PA: Stay Well Publishers.

Components of Course Grade:

Lecture (On-Line Material) - 50%			
(all Lecture Exams are taken in Lab classroom during lab time except for Final Exam)			
1.	35%	Midterm Written Exam (Chapters 1-12)	Thur 10/13 & Tues 10/18
2.	20%	Scenarios	Tues 11/29 & Thur 12/1
3.	45%	Final Exam (Chapters 8-21 & 24) (Dates and times for Final Exam on back page of syllabus based on your section number)	
Lab – 50%			
Labs meet in Room 119			
1.	25%	Midterm Practical Thursday labs on 10/6/11 Tuesday labs on 10/11/11	
2.	25%	CPR Written Exam Thursday labs on 10/20/11 Tuesday labs on 10/25/11	
3.	25%	Written exam on Automated External Defibrillators Thursday labs on 10/27/11 Tuesday labs on 11/1/11	
4.	25%	Final practical Thursday labs on 11/17/11 Tuesday labs on 11/22/11	

Numerical Grading Scale:

A = 90 – 100

B = 80 – 89

C = 70 – 79

D = 60 – 69

E = 59 and Under

American Red Cross Certifications:

Community CPR:

To receive an American Red Cross Community CPR card, the student must be able to complete the following criteria:

<u>Skills:</u>	Adult	Child	Infant
Rescue breathing		X	X
CPR	X	X	X
Obstructed airway (conscious victim)	X		X
Obstructed airway (unconscious victim)	X	X	X

Community CPR Written test:

The 50 question CPR exam has four components: a core component (20 questions); an adult component (10 questions); a child component (10 questions); and an infant component (10 questions). A minimum grade of 80% must be obtained on **each** of the four components for community CPR certification. CPR certification is valid for two years.

Automated External Defibrillator (AED) Certification:

To receive the Red Cross certification in Automated External Defibrillators (AED), the student must receive a grade of 80% or higher on the 20 question exam. In addition, the student must be able to perform the skill components. These cards are valid for two years.

Responding to Emergencies Certification:

To receive Responding to Emergencies certification from the American Red Cross, a grade of 80% or higher must be earned on the final exam. In addition, the student must have successfully completed at least one component of the CPR phase of the course and attended the labs devoted to bandaging. Certification will be valid for two years.

CERTIFICATION FEE:

Note: The Red Cross requires a \$7.00 processing fee for the class. This includes your certification cards. **YOU WILL NOT RECEIVE CERTIFICATION WITHOUT PAYING THIS BY SEPTEMBER 6, 2011. YOU MUST PAY IN CASH!!!!!!!!!!!!!!**

LAB INFORMATION: (Meets in Room 119):

Lab attendance is required. Each unexcused lab absence will result in the deduction of five (5) percentage points from your final lab grade. Each tardy will result in the deduction of two (2) percentage points from your final lab grade.

Athletes must submit a travel schedule by Tuesday, September 13, 2011. You are also required to give instructor a verbal or written reminder a week prior to not being in class due to an athletic team reason. This is in order to schedule your make up. Failure to do so could result in a deduction of grade and/or loss of certification.

Classroom Behavior:

- **No chewing gum or wearing of lipstick when practicing on manikins in class.**
- **Wear casual modest clothing to labs in order to practice skills that will required kneeling and bending over on the floor.**
- **All cellular phones, iPods, and other electronic devises must be put away and turned off during lab class. No texting during lab. If you do not cooperate with this class rule the instructor has the right to ask you to leave resulting in a penalty of an unexcused absence.**

Attendance Guidelines:

- 1) Policies related to excused/unexcused absences, cheating/plagiarism, withdrawal, and incompletes can be found in your copy of Student Rights and Responsibilities, Section 6.3., the policy on academic integrity. Cheating will result in an E in the course, or suspension from the university, or expulsion from the university.
- 2) The final date to withdraw from fall classes is November 4, 2011.
- 3) Students are responsible for completing all work on assigned date.

EXCUSED ABSENCE:

- It is expected that you contact instructor within 24 hours of absence unless there are extenuating circumstances. (This can be via email or phone.)
- If you know in advance of an upcoming absence inform the instructor prior to missing Class. (All athletic absences must inform instructor ASAP, ahead of missing class.)

UNEXCUSED ABSENCE: (5 point deduction from final grade)

- Contact of the instructor when an absence is unexcused is expected in a 24-hour period in order to be able to make up the work missed!
- The 5 point deduction for the unexcused absence will be reduced to 2 points if the instructor is contacted **immediately** to schedule a make up of lab or test missed.
- After 2 unexcused absences the instructor can decide not to allow any more unexcused make-up work.

MISSED TEST:

- It is the student's responsibility to contact the instructor prior to missing an exam to schedule a make up time that is convenient to the instructor.
 - For an excused or unexcused absence, a missed test must be made up within one week or the grade will result in a zero (0). If the absence is unexcused, the score on the make up exam will be dropped one letter grade.
 - An exam or final exam missed due to an unexcused absence the week prior to a break in the calendar such as a holiday, spring break, etc., will result in an automatic 10-point deduction from the exam score. **DO NOT SCHEDULE FLIGHTS AT AN EARLIER DATE THAN THE ACADEMIC CALENDAR INDICATES THE HOLIDAY OR BREAK IN CALENDAR IS TO BEGIN!**
 - If the student does not show up for the scheduled make up exam the score of a zero on the exam will occur.
- 4) **It is the student's responsibility to provide documentation for all excused absences. This documentation MUST be provided within one week of the absence. Documentation that is provided after the 7-day period will not be honored. For acceptable documentation please view your student rights and responsibilities.**
- 5) It is to your advantage to read the chapters covered in the lecture before viewing the lecture on-line.
- 6) You will be held responsible for all material assigned and/or covered during both lecture on-line and lab. **Material covered in lecture is not repeated in lab.** It is available for the time allotted as indicated on this syllabus. Due to the amount of time it is available there will not be worksheets available after that week.

Excessive Absences

According to the Rules of the University Senate, those students who miss more than 20% of the class FOR ANY REASON may be dropped by the instructor from the class. This is true even if you are sick and have medical excuses. The rationale for this is that people who miss more than 20% are not really receiving the content of the course.

For KHP 190 this means if you miss 3 labs in a semester it is over 20% of the class missed!

From the rules of the University Senate, Part II, 5.2.4.2 Excused Absences:

If attendance is required or serves as a criterion for a grade in a course, and if a student has excused absences in excess of one-fifth of the class contact hours for that course, a student shall have the right to petition for a "W," and the faculty member may require the student to petition for a "W" or take an "I" in the course. (US: 2/9/87; RC: 11/20/87)

For KHP 190 this means if you miss over 3 labs you can petition for a "W" or instructor can require you to petition for a "W" or "I" in the course.

INSTRUCTIONAL ACCOMODATION:

The American with Disabilities Act (ADA) is a federal anti-discriminatory statute that provides comprehensive civil rights protections for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides reasonable accommodations for their disabilities. **If you have a documented individual learning requirement that requires academic accommodations, please contact your instructor as soon as possible. In order to receive accommodations in a Distance Learning course, you must provide your instructor with a Letter of Accommodation from the Disability Resource Center.** If you have not already done so, please register with the Disability Resource Center (Room 2 Alumni Gym, 257-2745, jkarnes@uky.edu) for coordination of campus accommodation services available to students with disabilities.

DISTANCE LEARNING INFORMATION:

If you are experiencing an issue with any of the on-line material, please email your instructor. Your instructor will respond within 24 hours, except for weekends, in which your instructor may take up to 48 hours to respond. If you have not heard back from your instructor during that time frame, please email once again with your issue/question or call the office phone.

If you are experiencing issues within Blackboard and your instructor has been unable to help you, the Blackboard Support Center may be able to assist you. You may leave a phone message at (859)257-1300 or an email at helpdesk@uky.edu any time to have a customer service representative contact you.

DISTANCE LEARNING LIBRARY SERVICE:

Primary services include: preliminary literature searches on your research topic(s), books and journal articles from the University of Kentucky Libraries and research consultation. To access these services or for additional information, please contact:

Carla Cantagallo
Distance Learning Library Service
2-2 William T. Young Library
Lexington, KY 40506-0456
(859)257-0500 ext. 2171
dllservice@email.uky.edu

CALENDAR

Date (week)	Lecture	Lab
8/25 – 8/31	Chapters 1,2, & 4	Course overview, citizen responder, checking the victim
9/1 - 9/7	Chapters 3, 5, & 6	Child rescue breathing
9/8 - 9/14	Chapter 7 (pgs.114-125)	Adult and Child CPR
9/15 - 9/21	Chapter 6 (pgs. 92-96) Chapter 7 (pgs. 126-135)	Adult and Child Obstructed Airway
9/22 - 9/28	Chapter 8 & 9	Infant rescue breathing and CPR
9/29 - 10/5	Chapter 10	Infant obstructed airway - Mock Practical
10/6 - 10/12	Chapters 11 & 12	Mid Term Practical (25% of lab grade)
10/13 - 10/18	Midterm Written exam, Chapters 1-12 (35% of lecture grade)	Lecture exam taken in lab class
10/20 - 10/26	Chapters 13 & 14	Written CPR Exam (25% of lab grade)
10/27 - 11/2	Chapters 15 & 16	AED Exam (25% of lab grade) (No studying required for this exam)
11/3 - 11/9	Chapters 17 & 18	Dressing and Bandaging
11/10 - 11/16	Chapter 19	Splinting
11/17 - 11/23	Chapters 20 & 21	Final Practical (25% of lab grade)
11/24	Thanksgiving Holiday	
11/24 - 12/7	Chapter 24 (two weeks)	
11/29 - 12/1 (labs)		Scenario Test (20% of lecture grade) - LAST LAB!
	Final Exam - Chapters 8 - 21 & 24 (Dates Vary 12/14 OR 12/16 depending on Lab Time) <ul style="list-style-type: none"> • Monday, 12/12, 8:00 AM, Sections 201 and 204 • Monday, 12/12, 10:30 AM, Sections 202 and 205 • Friday, 12/16, 10:30 AM, Sections 203 and 206 	