



**Spring 2018**

**I. HPS 101 Cardiopulmonary Resuscitation**

**II. COURSE HOURS**

- 1 Credit hour
- 1 Theory credit hours
- 0 Lab credit hours
- 0 Clinical credit hour
- 1 Contact Hours

**III. CLASS MEETING DATES/TIMES/LOCATION**

Date: TBA (To Be Announced)  
Time: TBA  
Location: TBA

**IV. CLINICAL DATES/TIMES/LOCATION – N/A**

**V. INSTRUCTOR, CONTACT INFORMATION, CONTACT POLICY,  
OFFICE HOURS/LOCATION**

*Instructor:* Felicia Hall-Grace, MSN, RN  
*Contact Number:* (251) 578- 1313 ext. 126

*Email:* [fgrace@rstc.edu](mailto:fgrace@rstc.edu)

**VI. COURSE DESCRIPTION:**

This course includes theory and application in basic life support. Emphasis is placed on the areas of single rescuer cardiopulmonary resuscitation (CPR) of the adult, two rescuer CPR, managing obstructed airways, and infant and child CPR. Upon completion of the course, the student should be able to recognize situations that require CPR and effectively implement CPR.

**PREREQUISITE(S)/CO-REQUISITE(S):** None



## VII. TEXTBOOK(S) AND OTHER LEARNING RESOURCES

[BLS For Healthcare Providers: The American Heart Association](#)

## VIII. PROFESSIONAL COMPETENCIES

- **Demonstrate effective communication skills**
- **Demonstrate effective infection control**
- **Respond to environmental safety and basic emergency situations**

**Upon successfully completing this course, the student should be prepared to:**

1. Describe the steps of CPR:
  - When to start CPR
  - When to give breaths, including with barrier devices
  - When to check for a pulse
  - How to give compressions at the proper depth and rate and with complete chest recoil
  - When to use a AED
2. Describe the signs and actions for severe airway obstruction in the responsive and unresponsive victim
3. Describe the links in the Chain of Survival, including the importance of :
  - Activating the appropriate emergency response system
  - Performing CPR
  - Providing early defibrillation
  - Ensuring the arrival of early advanced care by activating the appropriate emergency response system



4. Describe the signs of 4 common life-threatening emergencies in adults
  - Cardiac arrest
  - Choking
  - Stroke
  - Heart attack
5. Tell what first aid is. Tell who has duty to give first aid. Tell where to find a list of items in the first aid kit.
6. Receive a certificate for basic CPR if written exam is passed with at least an 84 and skills are checked off satisfactorily.

**At the end of the course the student will be able to demonstrate the following skills:**

1. Activating the emergency response system
2. Giving breaths for adult, child and infant using
  - Mouth-to-mouth ventilation
  - Mouth-to-mask ventilation
  - Bag-mask ventilation
3. Giving compressions for adult, child and infant victims
  - Pushing hard and fast
  - Allowing full chest recoil
  - Minimizing interruptions in compressions
4. Performing 1- and 2-rescuer CPR for adult, child and infant victims
5. Using an AED for victims  $\geq 1$  year of age
6. Relieving choking in the responsive and unresponsive victim of any age



## **IX. OUTLINE OF MODULES**

### **Part 1: General Concepts**

- The purpose of this manual
- Sidebars and Algorithms
- Considerations for International Readers

### **Part 2: CPR for Adults**

- Overview
- Learning objectives
- Understanding the ABCD'S OF CPR

#### **Chest Compressions**

- Overview
- Learning Objectives
- The importance of Compressions
- Chest Compression Technique
- Chest Recoil
- Compression Rate
- Moving the Victim Only When Necessary

#### **Opening the Airway**

- Overview
- Learning Objectives
- Rescuer Position
- Performing the Head Tilt-Chin Lift
- Mouth-To-Mouth Breathing
- Mouth-To-Mask
- Using Mouth-To-Mask



## Compression-Ventilation Ratio

### 1-Rescuer Adult CPR Sequence

- Overview
- Learning Objectives
- Putting It All Together
- Positioning the Victim
- Step 1: Assessment
- Step 2: Activate Emergency Response System and Get an AED
- Step 3: Open Airway and Check Breathing
- Step 4: Give 2 Breaths
- Step 5: Pulse Check
- Locating the Carotid Artery Pulse
- Step 6: Begin Cycles of 30 Chest Compressions and 2 Breaths Review Questions
- 1-Rescuer Adult CPR Practice Sheet

## **Part 3: CPR for Children (1 year of Age to Puberty)**

### Child CPR

- Overview
- Learning Objectives
- Modifications to CPR for Children
- Amount of Air
- Give 2 Effective Breaths
- Depth of Compressions
- 1-Handed Chest Compressions
- CPR for Low Heart Rate
- When to Activate the Emergency Response System
- When to Attach an AED
- Putting it all together for Children
- 2-Rescuer Compression-Ventilation Ratio for Children
- Review Questions
- 1-Rescuer Child CPR Practice Sheet



## **Part 4: Adult and Child Bag-Mask Technique and Rescue Breathing**

### Bag-Mask Technique and Rescue Breathing

- Overview
- Learning Objectives
- Bag-Mask Device
- One Rescuer Using the Bag Mask
- Two Rescuers Using the Bag Mask
- Rescue Breathing

## **Part 5: 2-Rescuer CPR for Adults and Children**

### 2-Rescuer CPR Sequence

- Overview
- Learning Objective
- When a Second Rescuer Arrives
- Technique
- Rescuer Fatigue

### Advanced Airway Considerations

- Compression and Ventilation Rates and Ratios during 2-Rescuer CPR with and without Advanced Airway in place.
- Review Questions

## **Part 6: Automated External Defibrillator**

### Automated External Defibrillator

- Overview
- Learning Objectives
- Principles of Early Defibrillation
- Structure and Function of AEDs
- Inappropriate Shocks or Failure to Shock
- AED Operation
- The Universal AED: Common Steps to Operate All AEDs
- Using as AED on a Child
- Choosing the AED Pads or AED Child System
- Outcomes and Actions after Shock Delivery
- Integrating CPR and AED use
- Lone Rescuer with an AED
- EMS Rescuers and AEDs



- Special situations
- Infants less than 1 year old
- Hairy chest
- Water
- Implanted defibrillators and pacemakers
- Transdermal medication patches

#### Fully Automated AEDS

- Review Questions

#### 2-Rescuer CPR Sequence with an AED

- 2-Rescuer Adult CPR and AED Practice Sheet
- 2-Rescuer Child CPR and AED Practice Sheet

### **Part 7: CPR for Infants**

#### CPR Basics for Infants

- Overview
- Learning Objectives
- Infant BLS: The ABCs of CPR

#### Chest Compressions

- Chest Compressions Technique
- Chest Recoil

#### Opening the Airway and Giving Breaths

- Performing the Head Tilt-Chin Lift Maneuver
- Why Breaths are important for infants and children
- Mouth-to-mouth and Nose-to-mouth breathing
- Ventilation with barrier devices

#### Compression-Ventilation Ratio

##### 1-Rescuer Infant CPR Sequence

- 1-Rescuer Infant CPR Sequence
- Step 1: Assessment
- Step 2: Open the Airway
- Step 3: Check Breathing
- Step 4: Give 2 Breaths
- Step 5: Pulse Check



#### Locating the Brachial Pulse

- Step 6: Begin Cycles of 30 Chest Compressions and 2 Breaths
- When to Begin Compressions
- Compression Depth
- Step 7: Activate the Emergency Response System
- 1-Rescuer Infant CPR Practice Sheet

#### Infant Bag-Mask Technique and Rescue Breathing

- Overview
- Learning Objectives
- Bag Mask
- Rescue Breathing for Infants and Children

#### 2-Rescuer Infant CPR Sequence

- Overview
- Learning Objectives
- When a Second Rescuer Arrives
- Technique
- Compression and Ventilation Rates and Ratios during 2- Rescuer CPR with and without Advanced Airway in place
- 2-Rescuer Infant CPR Sequence
- 2- Thumb encircling hands technique
- Review questions
- 2-Rescuer Infant CPR practice sheet

### **Part 8: Relief of Choking**

#### Relief of Choking in Victims 1 year of Age and Older

- Overview
- Learning Objectives
- Recognizing Choking in the Responsive Adult and Child
- Relieving Choking in Adults and Children over 1 year of age
  
- Abdominal thrusts with victim standing or sitting
- Healthcare Provider Actions to Relieve Choking in the Unresponsive Victim
- Sequence of Actions after relief of Choking
- Review questions





## Relief of Choking in Infants

- Overview
- Learning Objectives
- Recognizing choking in the responsive infant
- Relieving choking in the responsive infant
- Relieving choking in the unresponsive infant
- Review question

## **Part 9: Special Considerations**

### Victim and Rescuer Safety

- Scene safety
- Rescuer safety
- Standard Precautions

### Head, Neck, or Spine Injuries

- Jaw Thrust
- Log Roll

### Agonal Gasps

### Recovery Position

## **Part 10: The Big Picture**

### The Chain of Survival

- Learning Objectives
- Introduction to the Adult Chain of Survival
- The First Link: Early Access
- The Second Link: Early CPR
- The Third Link: Early Defibrillation
- The Fourth Link: Early Advanced Care
- Pediatric Chain of Survival



## **X. EVALUATION AND ASSESSMENT**

- Attend Classes
- Bring pen/pencil
- Obtain required textbook
- Review information on health precautions and guidelines as instructed by instructor
- Remove jewelry as well as lipstick before beginning practice sessions (not responsible for lost or missing personal items)
- Wash hands before handling manikin
- Refrain from smoking, using smokeless tobacco products, eating, chewing gum or drinking during practice sessions
- Take required tests: a grade of 72 is required for Course Passage and an 84 for CPR Certification (Adult CPR, Infant/Child CPR)
- Notify instructor of Physical Limitations
- Demonstrate required skill as outlined on skill sheets
- Avoid practicing skills on another individual that require mouth-to-mouth contact  
Abdominal/Chest thrusts should not be practiced on another individual

**Please read text book. It will help during the administration of the course**

**\*\*\*There is a \$3.00 fee for CPR cards that is to be paid before getting your grade or card.**

## **XI. Written Final Exams Tests:**

**If a student fails the first CPR written test, you will be given a second attempt (According to the American Heart Association's Guidelines). These two grades will be averaged together as one final grade for the CPR portion of the course. Remember to receive certification you must score at least an 84 on one of the exams. For the course you must score a 72 to pass.**

- No rounding of test scores (daily, weekly, or final exam) will be done (example: 78.6 is 78.6). Only the final course grade average will be rounded: 0.5 or higher will be raised to the next whole number (Example: 79.5 or higher will be rounded to 80).



If a student needs to discuss a question or concern with the instructor, the student should make an appointment on the same day following the test review.

- Students will be allowed to view test one time only, after it has been taken, either in class or by appointment with the instructor. Neither writing nor recording devices nor cell phones will be allowed during the reviewing of your test. If a student is absent on the day of a test review, it will be the students' responsibility to schedule an appointment with the instructor to review the exam. Students will not be allowed to review weekly tests/unit test just prior to taking the final exam.
- A deduction of 5 points will be deducted if the student fails to take any test/lab skills check/off exam on the scheduled date and time.

## **XII. Make Up Work Requirements**

If a student is tardy on the day of an exam and the tardy is excused, the student must take the make-up exam on the same day. However, 5 points will be deducted from the student's exam grade. If the student fails to take the exam on the same day, a **zero** will be received for the exam. If a student is absent on the day of an exam, and the absence is excused, (student must have called on the day of the absence, have a written medical excuse that they (the enrolled student or an immediate family member) has received medical attention on the day of the absence; OR a copy of an obituary in the case of an immediate family member's death (mother, father, children, spouse, mother-in-law, father-in-law, grandparent or grandparent-in-law, sister, grandchildren or guardian), he or she will have a 2 week period to take the make-up exam. 5 points will be deducted from the student's exam grade. If the student does not take the make-up exam within the allotted two week time frame, he or she will receive a zero for the exam. Make-up tests may not be the same as that given on the assigned test date. Students who have missed time should see the instructor as soon as possible to complete missed tests and to begin doing their makeup assignment. Points will be deducted for assignments that are turned in late. It is the student's responsibility to be on time for class. If a student is late on a test day and the test has been passed out, the student will not be allowed to enter into the room and begin testing as this distracts fellow students.

### **The AHA (American Heart Association) Guidelines for BLS (CPR):**

The 2010 Basic Life Support for Healthcare Provider Course includes skills, tests and written test. The written test measures the mastery of cognitive skills. The test is a



closed-book test, so students cannot use the student manual or any other resource for help. All students will receive remediation on topics in which they are not confident or have not mastered. Students must demonstrate competency on skills tests without any assistance hints, or prompting. Students **will only retest once**. If a student does not pass a skills test or written test, remediation will be done. Student will retest at the end of the course.

***Reid State Technical College will adhere to AHA guidelines for certification of BLS written and skills exams***

**A grade of 72 must be made on all written test to pass HPS 101 (BLS) course. If student retakes written test, both test grades will be averaged together. A grade of 84 or above must be made to receive CPR certification.**

**Each test will be given after the completion of material. If student do not receive an 84 on written test CPR certification will not be awarded.**

#### Grade Scale

100-90.....	A
80-89 .....	B
72-79.....	C
60-71.....	D
59 and Below.....	F

### **XIII. ATTENDANCE**

Students are expected to attend all classes for which they are registered. Students are not required to make up non-clinical class time; however, the student is responsible for all assignments and work for missed class time. If the student has missed a test, has an excused absence, or has notified the instructor prior to or during the absence, he/she will be allowed to make up the test. Students who are unable to attend class regularly, regardless of the reason or circumstance, should withdraw from that class before poor attendance interferes with the student's ability to achieve the objectives



required in that course. Withdrawal from class can prohibit progression in nursing and allied health programs.

#### **XIV. STATEMENT ON DISCRIMINATION/HARASSMENT**

The College and the Alabama Board of Education are committed to providing both employment and educational environments free of harassment or discrimination related to an individual's race, color, gender, religion, national origin, age, or disability. Such harassment is a violation of State Board of Education policy. Any practice or behavior that constitutes harassment is a violation of State Board of Education policy. Any practice or behavior that constitutes harassment or discrimination will not be tolerated.

#### **XV. AMERICANS WITH DISABILITIES**

The Rehabilitation Act of 1973 (Section 504) and the American with Disabilities Act of 1990 state that qualified students with disabilities who meet the essential functions and academic requirements are entitled to reasonable accommodations. It is the student's responsibility to provide appropriate disability documentation to the College. **Please contact the ADA representative.**

**STUDENT ACKNOWLEDGEMENT FORM**

**This is to verify that I have received the syllabus for HPS 101 and I understand the contents therein. I also understand that the grade in each component must be 72 or above in order to pass this course and an 84 to receive CPR certification.**

**Student's Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**X**

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Felicia Hall-Grace, MSN, RN  
Practical Nursing Instructor