

## Course Outcomes Guide

**Directions:** Please complete this form to document your progress toward improving student learning. For each item, indicate your progress and your anticipated next steps. Thank you!

**Course/Program Title:** Health (HEA) 205 - Sport First Aid

**Date:** 5/19/15

Sport First Aid and CPR is a course specifically designed for those entering the fields of coaching, officiating, or other related HPELS disciplines. Students will acquire knowledge and skills that are specific to the various injuries that are most common in individual and team sports. It is highly recommended that this course be taken prior to enrolling in PED 216; Care and Prevention of Athletic Injuries. Students will have the opportunity to receive certification upon successful completion of the course.

**Course/Program Team:** Bernard Johnson, Thomas Burge, Shannon Cameron, Vicky Bullett

**Expected Learning Outcomes: Student will be able to:**

- Demonstrate and follow the Action Steps for a specific athletic-related situation.
- Demonstrate life saving techniques in a given athletic-related situation.
- Demonstrate and determine the proper care for a given injury or sudden illness.
- Identify and name various basic anatomy and sports medicine terminology.
- Create a sport-specific portfolio of common injuries and evaluations using MLA format.
- Calculate various standard fitness formulas that relate to athletic training and injury prevention.

**Assessment** (How do or will students demonstrate achievement of each outcome?)

- Students will attain 80 percent proficiency in all skill assessments as based on instructor's rubric.
- Students will perform at 80 percent proficiency on a practical exam for a specific athletic-related situation which requires CPR/AED/Choking care, based on instructor's rubric.
- Students will perform at 80 percent proficiency on an upper body/lower body practical exam based on instructor's rubric.
- Students will score a 70% or above on a final written exam.
- Students will utilize MLA format and demonstrate correct citations based on the Humanities scoring rubric, and score 70% or above on their complete portfolio.
- Students will utilize standard mathematical computation skills to calculate target heart rate.

**Validation** (What methods have you used or will you use to validate your assessment?)

- The American Red Cross testing standards will be utilized to determine proficiency in CPR/AED/First Aid.
- Collect data as to the percentage of students who are successful in meeting those standards at an 80 percent proficiency.

- Examine the scoring rubric for skill proficiency and its accuracy at the conclusion of each semester.
- Collaborate with a member of the Humanities Division to determine if the MLA scoring rubric is being used appropriately.

**Results** (What do your assessment data show? If you have not yet assessed student achievement of your learning outcomes, when is assessment planned?)

	<b>Students Assessed</b>	<b>Students Passed</b>	<b>Percentage Passed</b>
<b>Outcome #1 – Skills Completion/Red Cross Exam</b>	<b>17</b>	<b>17</b>	<b>100%</b>
<b>Outcome #2 – CPR Practical Exam</b>	<b>17</b>	<b>17</b>	<b>100%</b>
<b>Outcome #3 – Upper/Lower Practical Exams</b>	<b>17</b>	<b>13</b>	<b>76.5%</b>
<b>Outcome #4 – Final Exam</b>	<b>16</b>	<b>15</b>	<b>93.8%</b>
<b>Outcome #5 – Portfolio</b>	<b>17</b>	<b>13</b>	<b>76.5%</b>

- **It seems as though students struggled most with the upper & lower extremity portion of the course, which was a significant portion of their portfolio as well. Although I lecture on the material and provide numerous worksheets, I think this is an area where students need more practice, or to see the evaluation of the injuries put into place more often. I am considering adding a shadowing portion to the course, in which they will be required to log hours with a certified athletic trainer, physical therapist, or orthopedic physician for a better understanding of injury evaluation and basic anatomy. I also think students in this course need a better understanding of what basic first aid care is, rather than long term injury care. Although this course is listed as a co-requisite to the PED-216 course, I think it would be better to take this course prior to the PED-216 course. I also feel that the Spring offering of the course affects registration of students taking Care & Prevention beforehand, so looking over course offerings and changing the schedule might help as well.**

**Follow-up** (How have you used or how will you use the data to improve student learning?)

- Instructors who will meet with their peers at the conclusion of each semester to evaluate the need for pedagogical changes to improve student learning.

**Budget Justification** (What resources are necessary to improve student learning?)

- Continued funding of professional development for all HPELS instructors

**Total Hours of Coursework:**

To earn one academic credit at HCC, students are required to complete a minimum of 37.5 clock hours (45 fifty-minute “academic” hours) of coursework per semester. Those hours of coursework may be completed through a combination of hours within the classroom and hours outside the classroom. Certain courses may require more than the 37.5 minimum hours of coursework per credit.

For most classes, students should expect to do at least 2 hours of coursework outside of class for each hour of in-class coursework.

**MINIMUM CLOCK HOURS REQUIRED FOR THIS COURSE**

<b>LECTURE</b>	<b>DIRECT Faculty Instruction In-class  37.5 h required</b>	<b>Student Work Out of Classroom 75 h required</b>
In-class instruction, including: 1) ARC Exams 2) Practical Exams 3) Skills Check-offs	37.5 h	
Assigned Readings		25 h of reading, taking notes, etc.
ARC Written Exams		10 h prep
Practical Application/Exams		15 h
Portfolio Assignments		20 h
Cumulative Final Exam		5 h
<b>Total Hours</b>	<b>37.5 h</b>	<b>75 h</b>