

GEORGE MASON UNIVERSITY
School of Recreation, Health, and Tourism

HEAL 200 DL1 School and Community Safety
Spring 2016

DAY/TIME:	Distance Learning	LOCATION:	Distance Learning
INSTRUCTOR:	Dr. Rich Miller	EMAIL ADDRESS:	emiller@gmu.edu
OFFICE LOCATION:	10396 Democracy Lane, Kellar Annex II	PHONE NUMBER:	703-993-2066
OFFICE HOURS:	Virtual – Bb Collaborate – by appointment	FAX NUMBER:	703-993-2025

PREREQUISITES/COREQUISITES: (None)

COURSE DESCRIPTION

Focuses on safety in home, school, road, work and community settings.

DELIVERY METHOD:

This course will be delivered online using an **asynchronous** (not “real time”) format via the Blackboard learning management system (LMS) housed in the MyMason portal. You will log in to the Blackboard course site using your Mason email name (everything before “@masonlive.gmu.edu) and email password. The course site will be available on Aug. 24, 12:00a. There will also be synchronous learning activities through Bb Collaborate (by appointment).

TECHNICAL REQUIREMENTS:

To participate in this course, students will need the following resources:

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox. Opera and Safari are not compatible with Blackboard;
- Consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of the course requirements.
- The following software plug-ins for PCs and Macs respectively, available for free downloading by clicking on the link next to each plug-in:
 - Adobe Acrobat Reader: <http://get.adobe.com/reader/>
 - Windows Media Player: <http://windows.microsoft.com/en-US/windows/downloads/windows-media-player>
 - Apple QuickTime Player: www.apple.com/quicktime/download/
- A headset microphone for use with the Blackboard Collaborate web conferencing tool

EXPECTATIONS:

- **Course Week:** Because online courses do not have a “fixed” meeting day, our week will **start** on Mon, and **finish** on Sun.
- **Log-in Frequency:** Students must actively check the course Blackboard site and their GMU email for communications from the instructor, at a minimum this should be 2 times per week.

- **Participation:** Students are expected to actively engage in all course activities throughout the semester/session, which include viewing of all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- **Technical Competence:** Students are expected to demonstrate competence in the use of all course technology. Students are expected to seek assistance if they are struggling with technical components of the course.
- **Technical Issues:** Students should expect that they could experience some technical difficulties at some point in the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- **Workload:** Expect to log in to this course **at least three times a week** to read announcements, participate in the discussions, and work on course materials. Remember, this course is **not** self-paced. There are **specific deadlines** and **due dates** listed in the **CLASS SCHEDULE** section of this syllabus to which you are expected to adhere. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- **Advising:** If you would like to schedule a one-on-one meeting to discuss course requirements, content or other course-related issues, and you are unable to come to the Mason campus, we can meet via telephone or web conference. Send me an email to schedule your one-on-one session and include your preferred meeting method and suggested dates/times.
- **Netiquette:** Our goal is to be **collaborative**, not combative. Experience shows that even an innocent remark in the online environment can be misconstrued. I suggest that you always re-read your responses carefully before you post them to encourage others from taking them as personal attacks. **Be positive in your approach to others and diplomatic with your words.** I will do the same. Remember, you are not competing with each other but sharing information and learning from one another as well as from the instructor.

COURSE OBJECTIVES:

At the completion of this course students should be able to:

1. Identify and recall basic information related to safety in home, school, road, work and community settings;
2. Demonstrate knowledge of preventing or lowering the risk of more common unintentional injuries:

a. Motor and pedal vehicle crashes;	f. Suffocation;
b. Pedestrian-related collisions;	g. Sport and recreational play-related
b. Poisonings;	h. On-the-job; and
c. Falls;	i. Other
d. Fire-related;	
3. Design a strategy of lowering the risk of unintentional and intentional injuries by utilizing safety communication principles.

COURSE OVERVIEW:

Through online lectures and readings, students will be expected to demonstrate fundamental knowledge of the factors contributing to injuries in home, school, road, work and community settings. They will also be expected to design a strategy for lowering the risk of these injuries.

REQUIRED READINGS:

Assigned readings will be extrapolations from the professional literature on safety and located at Blackboard <https://mymasonportal.gmu.edu>

Topics to be cover:

1. Is there such a thing as an accident?

2. Injury as a leading cause of death
3. Poisonings, falls and fires
4. How to safety-proof your home
5. Safety tour your school
6. School safety initiatives
7. Proper driving and traffic safety
8. You as a driving instructor
9. OSHA and you
10. First day on the job
11. The least expected place (for an injury)
12. Know your safety resources
13. Award-winning strategies

EVALUATION:

This course will be graded on a point system, with a total of 100 possible points.

Requirements	Possible Points
<p><u>Test</u> The Blackboard online test is composed of 50 multiple-choice questions. The test is based on the content of the readings as organized and presented in PowerPoint lectures. Each test will be graded 0-100 points and weighted .50 of overall course grade. To best prepare for the test, students should use their readings-based notes as well as PowerPoint lecture slides. Multiple-choice items will measure students' abilities to identify/recall, differentiate, apply and analyze subject material.</p>	50 points
<p><u>Injury Risk-Reduction Strategy</u> An injury risk-reduction strategy will be completed by each student according to guidelines posted at Blackboard. The strategy will be designed by the student to lower the risk of an injury commonly occurring in either the home, school, road, work or community setting. The guidelines for the strategy are organized in two parts: an explanation of the strategy, and the submission of a safety communication production:</p> <ul style="list-style-type: none"> • The explanation would involve addressing the need for reducing the selected injury risk (e.g., eliminating texting and driving that leads to crashes) as well as describing the student's safety communication production designed to reduce this risk; and • The production would involve submitting the actual safety communication in electronic format (e.g., a video, pamphlet, poster, website, lesson plan, PowerPoint slide presentation, etc.) to be posted at Blackboard for all students' viewing. <p>The Injury Risk-Reduction Strategy will be graded 0-100 points and weighted .50 of overall course grade. The strategy will be based on cognitive, affective and psychomotor learning experiences and will reinforce the important subject material in the course.</p>	50 points

TOTAL 100 points

Grading Scale

A = 94 - B+ = 88 - 89 C+ = 78 - 79 D = 60 - 69

A- = 90 - 93

B = 84 - 87

C = 74 - 77

F = 0 - 59

B- = 80 - 83

C- = 70 - 73

TENTATIVE COURSE SCHEDULE

WEEK		SAFETY AREA	READINGS/ASSIGNMENT DUE
1	Aug 31-Sep 6	Home, school, road, work and community	Is there such a thing as an accident?
2	Sep 7-13	Home, school, road, work and community	Injury as a leading death cause
3	Sep 14-20	Home	Poisonings, falls and fires
4	Sep 21-27	Home	How to safety-proof your home
5	Sep 28-Oct 4	School	Safety tour your school
6	Oct 5-11	School	School safety initiatives
7	Oct 14-18	Road	Proper driving and traffic safety
8	Oct 19-25	Road	You as a driving instructor
9	Oct 26-Nov 1	Work	OSHA and you

WEEK		SAFETY AREA	READINGS/ASSIGNMENT DUE
10	Nov 2-8	Work	The first day on the job
11	Nov 9-15	Community	The least expected place (for an injury)
12	Nov 16-22	Community	Know your safety resources
13	Nov 23-29	Home, school, road, work and community	Award-winning strategies
14	Nov 30-Dec 6	Home, school, road, work and community	Award-winning strategies
		Risk-Reduction Strategy	The explanation and the production are due Dec 6th end of day
		Test	This 50 multiple-choice item test is based on the content of the readings. It is due Dec 6 th end of day.

Note: Faculty reserves the right to alter the schedule as necessary.

TASKSTREAM REQUIREMENTS

N/A

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honor-code/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

Campus Resources

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].
- For additional information on the College of Education and Human Development, School of Recreation, Health, and Tourism, please visit our website [See <http://rht.gmu.edu>].

PROFESSIONAL BEHAVIOR: Students are expected to exhibit professional behaviors and dispositions at all times.

CORE VALUES COMMITMENT: The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles.