

George Mason University
College of Education and Human Development
HEAL

HEAL 200 DL1 – School and Community Safety CRN: 14320
3 Credits, Spring 2017, Distance Learning

Faculty

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Prerequisites/Corequisites: (None)

University Catalog Course Description

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

Course Overview

Through online readings, students will be expected to demonstrate fundamental knowledge of the human factors contributing to fatal and nonfatal injuries in home, school, road, work and community settings. They will also be expected to design a strategy for promoting a safety practice that prevents or lowers the risk of the unintentional injury.

Course Delivery Method

This course will be delivered online using 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 Jan. 23, 12:01a.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox is required (note: Opera and Safari are not compatible with Blackboard).
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool.
- 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 course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
 - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
 - Windows Media Player: <https://windows.microsoft.com/en-us/windows/downloads/windows-media-player/>
 - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Course Week: Because asynchronous courses do not have a "fixed" meeting day, our week will start on Mon. and finish on Sun. Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.
- Log-in Frequency: Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least one times per week.
- Participation: Students are expected to actively engage in all course activities throughout the semester, which includes viewing 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 who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues: Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload: Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support: Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette: The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- Accommodations: Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

Learner Outcomes or Objectives

This course is designed to enable students to do the following:

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

Required Text

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 suffocation
4. Fire safety-proofing your home
5. Safety perception in schools
6. Safer schools
7. Proper driving and traffic safety
8. You as a driving instructor
9. OSHA and worker safety
10. First day on the job
11. The least expected place (for an injury)
12. Know your safety resources
13. Award-winning strategies

Course Performance Evaluation

Students are expected to complete the test and submit assignments on time through Blackboard. This course will be graded on a point system, with a total of 100 possible points.

| Test and Assignments | Possible Points |
|---|------------------------|
| <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 Blackboard. Each test will be graded 0-100 points and weighted .50 of overall course grade. To best prepare for the test, students should use the readings. Multiple-choice items will measure students' abilities to identify/recall, differentiate, apply and analyze subject material. | 50 points |

Webcam Public Service Announcement (PSA) on Safety

50 points

As a strategy for promoting a safety practice that prevents or lowers the risk of unintentional injuries, each student will produce a webcam video recorded public service announcement (PSA). The webcam video recording of a 1-2 minute public service announcement will be completed and posted by each student according to specific guidelines. The PSA will be an original work of the student. No material used in the PSA can be taken directly from another source unless it is referenced. The PSA will have a directional message. Meaning it promotes a safety practice that prevents or reduces the risk of an injury commonly occurring in either the home, school, road, work or community setting. Guidelines for the webcam PSA are organized within two assignments: the submission of the PSA script by midpoint of the semester (worth 25 points), and the submission of the PSA's webcam recording via Blackboard Kaltura by end of the semester (worth 25 points).

- The script should be composed in Word (~200-250 words) and attached to the Blackboard assignment for submission. The script's title has to be directional in its intended message. Meaning, it needs to include the safety practice that prevents or reduces the risk of a type of injury (e.g., "Push-Pull-Slide Steering Prevents Traffic Injuries"). Other guidelines:
 - Identification of the safety practice being promoted;
 - Identification the type injury that can be prevented (or its risk can be reduced) by performing the safety practice;
 - Description of how to perform the safety practice;
 - Recognition of a professional association that promotes the safety practice;
 - Referral to an additional source of information on performing the safety practice; and
 - Inclusion of a summary (or reminder) statement about how the safety practice prevents or reduces the risk of the identified injury.
- The webcam PSA recording should be produced through Blackboard's Kaltura, however, the student is free to use other video recording software just so long as the student uses Kaltura to upload the webcam recording within the Blackboard assignment. This will allow for other students to be able to view one another's PSAs. Other guidelines:
 - Webcam recording follows the graded script and should last 1-2 minutes;
 - The safety content of the PSA is correct;
 - The PSA is an original and creative production by the student;
 - Besides being "producer" of the PSA, the student must play one of the following roles: narrator or actor or both narrator and actor. (So if a student does not want to appear in the PSA then he/she must be the narrator.)
 - When saving the PSA webcam recording in Kaltura, you have to enter a title (in the name field) and you have to copy and paste your script into the Description field.

The submitted script will be graded 0-25 points and the submitted webcam PSA will be graded 0-25 points. A scoring rubric will be used to grade each assignment. Each score will be factored directly into overall course grade. These two assignments will be based on cognitive, affective and psychomotor learning experiences and will reinforce the important subject material in the course.

TOTAL 100 points

Grading Scale

| | | | |
|--------------|--------------|--------------|-------------|
| A = 94 – 100 | 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 | |

Professional Dispositions

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

Class Schedule

| WEEK | | SAFETY AREA | READINGS |
|------|--------------|--|--|
| 1 | Jan 23-29 | Home, school, road, work and community | Is there such a thing as an accident? |
| 2 | Jan 30-Feb 5 | Home, school, road, work and community | Injury as a leading death cause |
| 3 | Feb 6-12 | Home | Poisonings, falls and fires |
| 4 | Feb 13-19 | Home | Fire safety-proofing your home |
| 5 | Feb 20-26 | School | Safety perception in schools |
| 6 | Feb 27-Mar 5 | School | Safer schools |
| 7 | Mar 6-12 | Road | Proper driving and traffic safety |
| | Mar 12 | | ASSIGNMENT DUE Webcam PSA script |
| | Mar 13-19 | Spring Break | |
| 8 | Mar 20-26 | Road | You as a driving instructor |
| 9 | Mar 27-Apr 2 | Work | OSHA and worker safety |
| 10 | Apr 3-9 | Work | The first day on the job |
| 11 | Apr 10-16 | Community | The least expected place (for an injury) |
| 12 | Apr 17-23 | Community | Know your safety resources |
| 13 | Apr 24-30 | Home, school, road, work and community | Initiatives (Part 1) |
| 14 | May 1-7 | Home, school, road, work and community | Initiatives (Part 2) |
| | Apr 24-May 7 | | TEST This 50 multiple-choice item test is based on the content of the readings and due May 7 |
| | May 7 | | ASSIGNMENT DUE Webcam PSA recording |

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

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: <http://cehd.gmu.edu/values/>.

GMU Policies and Resources for Students

Policies

Students must adhere to the guidelines of the University Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).

Students must follow the university policy for Responsible Use of Computing.

- Students are responsible for the content of university communications sent to their Mason 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 with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20> Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- The 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/>).
- The 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 Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see <http://ssac.gmu.edu/>). Students in need of these services may contact the office by phone at 703-993-3686. Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://ssac.gmu.edu/make-a-referral/>.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.

| | |
|-------------|---|
| Name | Webcam PSA - Script |
| Description | Points can be deducted for grammar and spelling errors. -5 pt. deduction for each day assignment is submitted past deadline |

Rubric Detail

| Criteria | Levels of Achievement | | | |
|--|-----------------------|--------------|-----------|------------------|
| | Needs improvement | Satisfactory | Competent | Highly competent |
| Directionally titled the script | 0 Points | 1 Points | 1 Points | 2 Points |
| Identified the safety practice being promoted in the script | 0 Points | 1 Points | 2 Points | 3 Points |
| Identified the type injury that can be prevented (or its risk can be reduced) by performing the safety practice | 0 Points | 1 Points | 2 Points | 3 Points |
| Described how to perform the safety practice | 3 Points | 4 Points | 5 Points | 6 Points |
| Recognized a professional association that promotes the safety practice | 0 Points | 1 Points | 2 Points | 3 Points |
| Referred to an additional source of information on performing the safety practice | 0 Points | 1 Points | 2 Points | 3 Points |
| Included a summary (or reminder) statement about how the safety practice prevents or reduces the risk of the identified injury | 0 Points | 3 Points | 4 Points | 5 Points |

| | |
|-------------|---|
| Name | Webcam PSA - Recording |
| Description | Points can be deducted for grammar and spelling errors. -5 pt. deduction for each day assignment is submitted past deadline |

Rubric Detail

| Criteria | Levels of Achievement | | | |
|---|-----------------------|--------------|-----------|------------------|
| | Needs improvement | Satisfactory | Competent | Highly competent |
| Webcam recording follows the graded script lasting 1-2 minutes | 0 Points | 3 Points | 4 Points | 5 Points |
| The safety content of the script used in the PSA recording is correct | 0 Points | 3 Points | 4 Points | 5 Points |
| The PSA recording is an original and creative production by the student | 0 Points | 3 Points | 4 Points | 5 Points |
| Besides being "producer" of the PSA recording, the student is either the narrator or the actor or both | 0 Points | 3 Points | 4 Points | 5 Points |
| While saving the PSA recording in Kaltura, entered a title in the title field and the script into the Description field | 0 Points | 3 Points | 4 Points | 5 Points |