

**George Mason University**  
**College of Education and Human Development**  
**HEAL**

**HEAL 200 DL1 – School and Community Safety**  
**1 Credit, Fall 2024**  
**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 an asynchronous (not “real time”) format via the CANVAS (LMS) housed in the MyMason portal. You will log in to the course site using your Mason email name (everything before “@masonlive.gmu.edu) and email password. The course site will be available on Aug 26<sup>th</sup>, 12:01am.

- To access your course in Canvas: <https://canvas.gmu.edu/login/canvas>.

**Under no circumstances may students participate in online class sessions while operating motor vehicles.**

**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.

**Professional Standards** None

**Required Text**

Assigned readings will be extrapolations from the professional literature on safety and located at Canvas <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. Initiatives Part 1
14. Initiatives Part 2

### Technical Requirements

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

- High-speed internet access with updated browsers.
  - Canvas supported browsers: <https://guides.instructure.com/a/720329>
- Consistent and reliable access to GMU email and the course LMS, as these are the official methods of communication for this course.
- Speakers and a microphone or a microphone-enabled headset for use with the synchronous web conferencing tools.
- Note that 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.

### 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. [SEP]
- Log-in Frequency: [SEP] Students must actively check the course Canvas site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 2 times per week. [SEP]
- 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. [SEP]
- 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. [SEP]
- 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. **Late Work-- Exams and Quizzes will NOT reopen after the due date. For other work submitted up to 48 hours after the due date, 50% will be deducted from the earned grade. After 48 hours, work will NOT be accepted. Extensions may be possible with prior approval (before the due date) from the instructor.**

- **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. [1 SEP]
- **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 ensure accessibility must be registered with George Mason University Disability Services.

### Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Canvas, Tk20, hard copy).

- **Assignments and/or Examinations**

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

Test and Assignments	Possible Points
<p><u>Short Essay Quizzes</u> There will be 12 short essay quizzes based on the content of the weekly readings. Each short essay quiz will be graded 0-5 points with a total of 60 possible points that will be factored directly into the overall grade. The short essay questions will measure students' abilities to apply and analyze subject material.</p>	<p><b>60 points</b></p>
<p><u>Test</u> The Canvas online test is composed of 50 multiple-choice questions. The test is based on the content of the readings as organized and presented in Canvas. 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.</p>	<p><b>50 points</b></p>

<p><b>Webcam Public Service Announcement (PSA) on Safety</b></p> <p>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 Canvas by end of the semester (worth 25 points).</p> <ul style="list-style-type: none"> <li>• The script should be composed in Word (~200-250 words) and attached to the Canvas 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: <ul style="list-style-type: none"> <li>○ Identification of the safety practice being promoted;</li> <li>○ Identification the type injury that can be prevented (or its risk can be reduced) by performing the safety practice;</li> <li>○ Description of how to perform the safety practice;</li> <li>○ Recognition of a professional association that promotes the safety practice;</li> <li>○ Referral to an additional source of information on performing the safety practice; and</li> <li>○ Inclusion of a summary (or reminder) statement about how the safety practice prevents or reduces the risk of the identified injury.</li> </ul> </li> <li>• The webcam PSA recording should be produced how the student feels comfortable. The student is free to use other video recording software just so long as the student is able to submit the video in Canvas. Other guidelines: <ul style="list-style-type: none"> <li>○ Webcam recording follows the graded script and should lasts 1-2 minutes;</li> <li>○ The safety content of the PSA is correct;</li> <li>○ The PSA is an original and creative production by the student;</li> <li>○ Besides being "producer" of the PSA, the student must play <u>one</u> of the following roles: narrator <u>or</u> actor <u>or</u> both narrator and actor. (So if a student does not want to appear in the PSA than he/she must be the narrator.)</li> </ul> </li> </ul> <p>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.</p>	<p><b>50 points</b></p>
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**TOTAL 160 points**

Grading Scale by percentage

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		

## Use of Generative AI

Use of Generative AI tools should be used following the fundamental principles of Mason's Academic Standards. This includes being honest about the use of these tools for submitted work and including citations when using the work of others, whether individual people or Generative AI tools.

## Professional Dispositions (CEHD Student Guide)

Throughout study in the College of Education and Human Development, students are expected to demonstrate behaviors that reflect the positive dispositions of a professional. See

<https://cehd.gmu.edu/current-students/cehd-student-guide>.

## Class Schedule

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

WEEK		SAFETY AREA	READINGS/ ASSIGNMENTS DUE
1	Aug 26- Sep 1	Home, school, road, work and community	Is there such a thing as an accident?  Short essay quiz 1
2	Sep 2-8	Home, school, road, work and community	Injury as a leading death cause  Short essay quiz 2
3	Sep 9-15	Home	Poisonings, falls and suffocation  Short essay quiz 3
4	Sep 16-22	Home	Fire safety-proofing your home  Short essay quiz 4
5	Sep 23-29	School	Safety perception in schools  Short essay quiz 5
6	Sep 30 – Oct 6	School	Safer schools  Short essay quiz 6
7	Oct 7-13	Road	Proper driving and traffic safety <b>ASSIGNMENT DUE:</b> Safety PSA script
8	Oct 14-20	Road	You as a driving instructor  Short essay quiz 7
9	Oct 21-27	Work	OSHA and worker safety  Short essay quiz 8
10	Oct 28 – Nov 3	Work	The first day on the job  Short essay quiz 9

WEEK		SAFETY AREA	READINGS/ ASSIGNMENTS DUE
11	Nov 4-10	Community	The least expected place (for an injury)  Short essay quiz 10
12	Nov 11-17	Community	Know your safety resources  Short essay quiz 11
13	Nov 18-24	Home, school, road, work and community	Initiatives Part 1  Short essay quiz 12
14	Nov 25 – Dec 1	THANKSGIVING BREAK	No assignments due
15	Dec 2-8	Home, school, road, work and community	Initiatives Part 2 <b>TEST</b> These 50 multiple-choice item test is based on the content of the readings <b>ASSIGNMENT DUE:</b> Safety PSA recording

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

### CEHD Commitments

The College of Education and Human Development is committed to fostering collaboration and community, promoting justice and equity, and advancing research-informed practice. Students are expected to adhere to, and contribute to, these commitments, the CEHD Mission, and Core Values of George Mason University. More information can be found here: <https://cehd.gmu.edu/about/culture/>

### GMU Policies and Resources for Students

#### *Policies*

- Students must adhere to Mason's Academic Standards (see <https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing (see <https://universitypolicy.gmu.edu/policies/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 <https://ds.gmu.edu/>).

- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

#### *Campus Resources*

- Support for submission of assignments to VIA should be directed to [viahelp@gmu.edu](mailto:viahelp@gmu.edu) or <https://cehd.gmu.edu/aero/assessments>.
- Questions or concerns regarding use of your LMS should be directed to:
  - Blackboard Learn: <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>
  - Canvas: <https://its.gmu.edu/service/canvas/>
- For information on student support resources on campus, see: <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>
  - TimelyCare: <https://caps.gmu.edu/timelycare-services/>
  - Writing Center: <https://writingcenter.gmu.edu/>

#### **Notice of mandatory reporting of sexual assault, sexual harassment, interpersonal violence, and stalking:**

As a faculty member, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, sexual harassment, interpersonal violence, and stalking to Mason’s Title IX Coordinator per [University Policy 1202](#). If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as [Student Support and Advocacy Center](#) (SSAC) at 703-380-1434 or [Counseling and Psychological Services](#) (CAPS) at 703-993-2380. You may also seek assistance or support measures from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing [titleix@gmu.edu](mailto:titleix@gmu.edu).