

## HED 909 – Personal Safety

### *Independent Studies Online Course Syllabus*

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**Number of Graduate Semester Units:** 3  
**Target Audience:** K grade - 14<sup>th</sup> grade teachers  
**Course Access:** [ce-connect.fresno.edu](http://ce-connect.fresno.edu)

### Course Description

- Medical emergencies and natural disasters can occur at any time and place. Knowing what to do can save a person's life or unnecessary visits to the doctor or emergency department. This course is intended to be a resource for any teacher or administrator concerned about the health and safety of their students, school, or community.
- Participants will learn step-by-step techniques to help their students develop the life skills necessary to a) prevent accidents at home, school, on the road, and outdoors, b) recognize and treat illnesses and injuries, c) understand foundational emergency procedures, and d) establish a disaster preparedness plan. Projects will be implemented to support the objectives outlined by the SHAPE America.
- Note: Students are required to purchase the textbook separately.

### Required Course Materials

- **Course Syllabus** – The course syllabus is posted on the course home page of Moodle.
- **Textbook:** American Medical Association. (2013). Handbook of First Aid and Emergency Care. New York, NY: Random House is the course textbook.
- **Note:** Students are responsible for purchasing their own textbook, analyzing the content, and apply what they learned to the course assignments. You can order the book directly from the publisher - <http://www.randomhousebooks.com/books/3032/> or from one of several discount aggregators (for example):
  - [www.half.com](http://www.half.com)

- [www.isbns.net](http://www.isbns.net)
  - [www.amazon.com](http://www.amazon.com)
  - [www.google.com/products](http://www.google.com/products)
- **Online Resources:** Relevant online resources that support the course content and encourage further investigation will be available throughout the course assignments. Active hyperlinks are utilized throughout the course and will link to the appropriate information when clicked.
  - **Moodle** - Moodle is a web-based course management system used to support flexible teaching and learning in both face-to-face and distance courses (e-learning).  
[www.moodle.org](http://www.moodle.org), [www.demo.moodle.org](http://www.demo.moodle.org), [www.docs.moodle.org](http://www.docs.moodle.org)
  - **Grade Request** – After you have completed all your coursework, you will need to request your grade via the instructions in the Course Wrap-up: Grading and Evaluations module of Moodle.

## Course Dates

Students may enroll at any time and work at their own pace to complete the course work. You have up to one year from the date of registration, and no less than three weeks (one week per credit), to complete the course.

## Course Requirements

### Students will be expected to:

- Read and apply the textbook, Handbook of First Aid and Emergency Care to all assignments.
- Complete the Analysis and Application Papers based on the textbook.
- Create a Personal Safety Lesson Plan or workshop using the textbook, references provided during the course, and national / state health education standards. This lesson plan / workshop is targeting the student in a health education course or could serve as a way to infuse personal safety principles into other disciplines. It should serve as part of a classroom unit or as an in-service opportunity for his/her colleagues.
- Conduct the Personal Safety Lesson Plan and write a brief reflection on the positive and negative experiences of the plan.
- Create a Personal Safety Action Plan to help your students prevent accidents at home, school, on the road, or outdoors based on the course material, course references, and information in the textbook.
- Conduct an evaluation of websites that focus on first aid, safety, and emergency care.
- Create a Disaster Preparedness Plan to help your students learn about natural disasters and how they can stay safe based on the textbook, course material and references, and outside research.
- Complete all assignments within the allocated timeframe – One year from enrollment date.

- Submit all typed coursework in the organized format described within the Schedule of Topics and Assignments section.
- Keep a copy of their coursework in the event something gets lost or destroyed in the mail.
- Complete the designated assignments for the B grade / Credit or A grade option.

## Student Learning Objectives (SLOs)

<b>Student Learning Outcomes in this Course</b> Student will be able to:	<b>SHAPE America National Standards Addressed *</b>	<b>Continuing Education Program Student Learning Outcomes Addressed**</b>
1. Document the relationship between personal safety and optimal health.	1, 2, 4, 5, 6, 7, 8	2, 4
2. Describe common accidents and ways to protect yourself at home, at school, on the road, and outside.	3, 4, 5, 7	3, 4, 5, 6
3. Explain the effects of rapid increases in human population, and list factors that may limit or slow world population growth.	1, 2, 5, 6, 7, 8	1, 3, 5
4. Outline the steps of handling an emergency and treatment for bleeding, burns, broken bones, and care for someone who has a head, neck, or back injury.	3, 4, 5, 7	1, 2, 4, 6
5. Outline strategies that individuals, communities, and nations can take to preserve and restore the environment.	1, 2, 3, 4, 5, 6, 7, 8	1, 2, 3, 5
6. Explain four types of natural disasters and how you can prepare for them.	1, 5, 7, 8	2, 4, 6
7. Integrate the life skills necessary to prevent accidents, handle emergencies, and respond to natural disasters.	3, 4, 5, 6, 7	2, 3, 4
8. Analyze and distinguish websites that provide health and safety information to determine which ones are good and reliable.	2, 3, 5	1, 2, 3, 5
9. Develop an action plan that incorporates life skills to help your students prevent accidents at home, school, or outdoors.	3, 4, 5, 6, 7	2, 4, 5
10. Outline life skills and strategies that students need when responding to an emergency in their community.	1, 2, 3, 4, 5, 6, 7, 8	2, 3, 4, 6

11. Integrate national or state standards into various aspects of their teaching as demonstrated through their coursework.	1, 2, 3, 4, 5, 6, 7, 8	1, 3, 4, 5
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\* Please refer to the section on **National Standards Addressed in This Course**

\*\* Please refer to the section on **Continuing Education Program Student Learning Outcomes**

## National Standards Addressed in This Course

**“Standards are an enduring commitment, not a passing fancy.”**

-California State Board of Education

### National Board for Professional Teaching Standards (NBPTS) ([www.nbpts.org](http://www.nbpts.org))

NBPTS was created in 1987 after the Carnegie Forum on Education and the Economy’s Task Force on Teaching as a Profession released A Nation Prepared: Teachers for the 21<sup>st</sup> Century. The five core propositions form the foundation and frame the rich amalgam of knowledge, skills, dispositions and beliefs that characterize National Board Certified Teachers (NBCTs). Course assignments have been designed so students can demonstrate excellence against these professional teaching standards whenever possible.

- Teachers are committed to students and their learning
- Teachers know the subject they teach and how to teach those subjects to students
- Teachers are responsible for managing and monitoring student learning
- Teachers think systematically about their practice and learn from experience
- Teachers are members of learning communities

### National Health Education Standards by SHAPE America ([www.shapeamerica.org/standards/health/index.cfm](http://www.shapeamerica.org/standards/health/index.cfm))

The following content standards defined by SHAPE America specify what students should know and be able to do as result of a quality health education program. States and local school districts across the country use the National Standards to develop or revise existing standards, frameworks and curricula. Participants are asked to apply these standards in their teaching practices and demonstrate them within their coursework.

- SHAPE 1 - Students will comprehend concepts related to health promotion and disease prevention to enhance health.
- SHAPE 2 - Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
- SHAPE 3 - Students will demonstrate the ability to access valid information and products and services to enhance health.
- SHAPE 4 - Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
- SHAPE 5 - Students will demonstrate the ability to use decision-making skills to enhance health.
- SHAPE 6 - Students will demonstrate the ability to use goal-setting skills to enhance health.

SHAPE 7 - Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

SHAPE 8 - Students will demonstrate the ability to advocate for personal, family, and community health.

## **Common Core State Standards ([www.corestandards.org](http://www.corestandards.org))**

The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. With American students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy.

### **College and Career Readiness Anchor Standards for Reading**

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade span. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

#### **Key Ideas and Details**

- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

#### **Craft and Structure**

- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- Assess how point of view or purpose shapes the content and style of a text.

#### **Integration of Knowledge and Ideas**

- Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

- Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- Read and comprehend complex literary and informational texts independently and proficiently.

## Continuing Education Program Student Learning Outcomes

- CE 1 - Demonstrate proficient written communication by articulating a clear focus, synthesizing arguments, and utilizing standard formats in order to inform and persuade others, and present information applicable to targeted use.
- CE 2 - Demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
- CE 3 - Reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and professional improvement.
- CE 4 - Apply critical thinking competencies by generating probing questions, recognizing underlying assumptions, interpreting and evaluating relevant information, and applying their understandings to the professional setting.
- CE 5 - Reflect on values that inspire high standards of professional and ethical behavior as they pursue excellence in applying new learning to their chosen field.
- CE 6 - Identify information needed in order to fully understand a topic or task, organize that information, identify the best sources of information for a given enquiry, locate and critically evaluate sources, and accurately and effectively share that information.

## Schedule of Topics, Assignments, and Activities

This section of the syllabus describes exactly what material the participant must cover and in what sequence. Assignments and activities are integrated with the topics to show the relationship between learning and practice within a standards-based learning environment.

- **Module 1 - Analysis and Application Papers**

The “Analysis and Application” papers address issues related to prevention, injury preparedness, and disaster preparedness presented in Handbook of First Aid and Emergency Care textbook. Each paper will be 3 to 4 pages and include two sections: analysis (discussing the major points presented in the chapter) and application (applying the major points to your teaching and/or personal life).

**Purpose** - The Analysis and Application papers are the primary mechanism by which you will provide evidence of the following: a) You have read and understood the major points of each specific reading assignment, b) You can articulate the relationship between the reading assignments and national content standards in health education, and c) You are able to apply what you have learned in a practical way.

- **Module 2 – Personal Safety Lesson Plan**

Using the course material, textbook, and references provided, create a classroom lesson plan or a workshop outline/script on personal safety. This lesson or workshop should not try to cover all aspects of personal safety, but focus on a single component (e.g. Preventing Accidents in the Home, Fire Safety, Gun Safety, Bicycle Safety, Water Safety, Preparing for a Hurricane/Flood/Tornado, General Preparedness for Natural Disasters, Pet Disaster Plan, Handling an Emergency, Giving First Aid, etc.). This assignment will be appropriate for the health education teacher interested in presenting this information as part of a unit on safety or for the teacher of another discipline who is interested in ways to infuse personal safety into their current curriculum. This assignment can also be designed as a workshop for parents during community education or colleagues during an in-service opportunity.

**Purpose** - This assignment will help the participant develop a general teaching strategy for a lesson that can be part of a unit/workshop on personal safety. A teaching strategy is a technique used by a teacher to help the student to understand a particular concept / technique, and/or develop and practice a specific life skill. The participant will create a teaching strategy that contains the following: 1) clever title for the lesson or workshop, 2) grade level or target audience, 3) the desired outcomes of the lesson or workshop, 4) the materials needed for the lesson or workshop, 5) procedures, teaching steps, or workshop outline, and 6) infusion of national or state health education standards into the lesson plan or workshop. All assignments will have an appendix that might include the teaching aids, overhead masters, handout master, multimedia tools, PowerPoint slides, etc. that are necessary for the teaching strategy. This assignment will allow the participant to use the information learned to design a meaningful lesson or workshop on personal safety.

- **Module 3 – Personal Safety Lesson Plan Reflection**

Deliver the Personal Safety Lesson Plan developed above. Write a brief reflection addressing positive and negative experiences with this plan. The life skills your students learn from this lesson need to be practiced so they can be carried out at anytime they are needed. Regular conscious practice of life skills will often lead to positive habits at an unconscious level. This will allow them to quickly and correctly react to emergencies and disasters.

**Purpose** - This exercise is useful for evaluating your personal safety lesson plan and gathering ideas that will make future plans more successful. By taking a little time to reflect, you should objectively see strategies that worked well and those that need to be modified or changed. In either case you will develop greater appreciation for your personal safety lesson plan.

- **Module 4 – Personal Safety Action Plan**

Personal safety is the state of being safe and the condition of being protected against harm. Four common types of household accidents include: falls, fires, electrical shock, and



poisoning. Accidents that are common around the home are also common at school, but some are more likely to happen at school. For example, accidents or injuries can occur more frequently in a lab classes or in a wood shop, if we are not careful. Walking down the street or cycling in the park may not seem like risky activities, but if you don't pay attention, you could get hurt. Outdoor adventures are exciting and fun, but they can be risky. Regardless of our favorite outdoor activity, we should always drink plenty of water, dress appropriately, and watch the weather.

**Purpose** – This assignment will allow you to work with a student, colleague, friend, family member, or yourself and develop a personal safety action plan. Your personal safety action plan should include three components: a) Safety at Home and School, b) Safety on the Road, and c) Safety Outdoors. Step-by-step techniques to develop the life skills necessary to prevent and address injuries and accidents in the home, at school, on the road, and outdoors will be included in your action plan. When accidents occur (and they always do), we need to be prepared and respond appropriately. After reading the required chapters and supporting material from the Moodle site, you will understand how to prevent and respond to safety threats.

- **Module 5 – Personal Safety Internet Project**

It seems like you can hardly go anywhere without seeing or hearing messages about being healthier and safer with links to Facebook, Twitter, YouTube, or a website for more information. We see targeted information during an Internet search, receive an unsolicited email message, or read a publication that is directing us to a website for additional information. The Internet and mobile devices have changed the way we communicate with individuals, research information, and purchase items. This evolution has been both a blessing and a curse.

**Purpose** - This assignment will help you understand how to distinguish a good reliable website site from a poor unreliable one when searching for health and safety information. The Internet is a great source of information, but the individual needs to have the knowledge and skills to objectively evaluate the quality of the website. Remember that the Internet is not regulated and anyone can post information and create a website – accurate or inaccurate, helpful or misleading, credible or incredible, pure motive or evil motive.

- **Module 6 – Disaster Preparedness Plan**

Wikipedia defines a [natural disaster](#) as ... the effect of a [natural hazard](#) (e.g., [flood](#), [tornado](#), [hurricane](#), [volcanic eruption](#), [earthquake](#), [tsunamis](#), or [landslide](#)) that leads to financial, environmental or human losses. The resulting loss depends on the vulnerability of the affected population to resist the hazard. Disasters can strike anywhere, anytime - quickly and without warning. Severe conditions can force people to evacuate or be confined to their homes, school, or workplaces. The best way to help keep students and families safe is to be prepared before a disaster strikes. Having a plan that is reviewed, updated, and practiced can help reduce student's uncertainty about unknown aspects of a disaster.



**Purpose** – This assignment will allow you to learn about natural disasters and develop a disaster preparedness plan for your home or classroom. The [American Red Cross](#) recommends that everyone have a disaster preparedness kit, make a plan, and be informed. There are many different types of natural disasters, but one thing is common – those who are prepared are more successful during the event and recovery. During this assignment, you will learn: a) how to prepare for a natural disaster in your community, b) how to respond during the disaster, and c) how you can help during the recovery and rebuilding phase. You will learn the steps of recovery and the actions we must take to help ourselves and others heal after a disaster. When disasters occur, we need to be prepared and respond appropriately. After reading the required chapters and supporting material from the Moodle site, you will understand how to develop an effective Disaster Preparedness Plan.

## Discussion Forums

Participation is an important expectation of this course and all online courses. Online discussions promote reflection and analysis while allowing students to appreciate and evaluate positions that others express. While students may not be engaging with the same students throughout this course they will be expected to offer comments, questions, and replies to the discussion question whenever possible. The faculty role in the discussion forum is that of an observer and facilitator.

## Technology Requirements

In order to successfully complete the course requirements, course participants will need Internet access, be able to send and receive email, know how to manage simple files in a word processing program, and have a basic understanding of the Internet.

Please remember that the instructor is not able to offer technical support. In the event that you need technical support, please contact your Internet Service Provider.

## Moodle

This course will be delivered totally online. Moodle is a learning management system that provides students access to online resources, documents, graded assignments, quizzes, discussion forums, etc. with an easy to learn and use interface. To learn more about Moodle go to: ([http://docs.moodle.org/en/Student\\_tutorials](http://docs.moodle.org/en/Student_tutorials))

## Moodle Site Login and passwords – (or other online course access information)

Students will need to have internet access to log onto <https://ce-connect.fresno.edu/>. The username and password numbers for Moodle access will be sent to you by the university using the email address you submitted at the time of registration. The instructor will then contact you with login instructions and **enrollment key**, within one week of registration. The enrollment key is a one-time course access password – or “key” you will need to enroll in the course for the

first time. This is NOT the same as the Moodle password needed to log onto Moodle each time you access the course.

### **Getting Help**

If you need help logging on to the Moodle site, contact the Center for Online Learning help desk at Fresno Pacific University by telephone 1-559-453-3460 or by requesting a support ticket at <http://col.fresno.edu>.

### **Email Communication**

I encourage email communication, but require that the subject line of all emails contain the course number, your last name, first name. For example: "HED 909 - Andy Herrick". For security purposes, emails sent without any subject in the subject line will not be opened.

### **Plagiarism and Academic Honesty**

All people participating in the educational process at Fresno Pacific University are expected to pursue honesty and integrity in all aspects of their academic work. Academic dishonesty, including plagiarism, will be handled according to the procedures set forth in the Fresno Pacific University Catalogue. URL <http://www.fresno.edu>

### **Evidence of Learning**

#### **Evidence that the student achieved the course objective includes:**

- Course instructor observed evidence of understanding the role personal safety plays on optimal health as demonstrated through student's analysis and reflective writing assignments.
- Student demonstrated their understanding of personal safety, first aid, and preparing for a natural disaster through creation of a personal safety lesson plan or workshop.
- Student demonstrated insightful thinking by analyzing the strengths and weaknesses of their personal safety lesson plan reflection.
- Instructor observed evidence of understanding life skills as demonstrated through student's presentation of a personal safety action plan and disaster readiness plan.
- Student demonstrated how they will use the national health education standards from SHAPE America in their future teaching assignments.
- Student demonstrated through their application and analysis papers and personal safety lesson plan that they are able to successfully integrate the national health education standards from SHAPE America.

### **Grading Policies and Rubrics for Assignments**

Course participants have the option of requesting a letter grade or a Credit / No Credit when submitting the online grade form. Students will submit their grade request when all coursework has been completed.

The participant's grade will be determined by the quality and number of assignments they choose to complete. Each assignment is worth a maximum of 100 points and is outlined on Moodle includes a rubric which clearly describes the expectations for each course assignment. The discernment between an A or a B grade is at the discretion of the instructor based on the quality of work submitted. Any assignment falling below the "B-grade" quality threshold will be returned to the participant with further instructions.

Outlined below are the assignment requirements for each type of grade option.

- Six assignments - All coursework must receive "B-grade" or better for participants who are working for the "B letter grade" or "Credit" option.
- Eight assignments - All coursework must receive "A-grade" or better for participants who are working for the "A letter grade" option.

**B Letter Grade or Credit - (All coursework must receive "Standard / B-grade" for this option)**

- \_\_\_ Complete (2) Analysis and Application Papers
- \_\_\_ Complete Personal Safety Lesson Plan
- \_\_\_ Complete Personal Safety Lesson Plan Reflection
- \_\_\_ Complete Personal Safety Action Plan
- \_\_\_ Complete only one (1) of the following:
  - \_\_\_ Complete Personal Safety Internet Project
  - \_\_\_ Complete Disaster Preparedness Plan

**A Letter Grade - (All coursework must receive "Exceptional / A-grade" for this option)**

- \_\_\_ Complete (3) Analysis and Application Papers
- \_\_\_ Complete Personal Safety Lesson Plan
- \_\_\_ Complete Personal Safety Lesson Plan Reflection
- \_\_\_ Complete Personal Safety Action Plan
- \_\_\_ Complete two (2) of the following:
  - \_\_\_ Complete Personal Safety Internet Project
  - \_\_\_ Complete Disaster Preparedness Plan

## **Instructor / Student Contact**

Throughout the course participants will be communicating with the instructor and their classmates on a regular basis through the use of asynchronous discussion forums. A virtual office is utilized for class questions and students are provided with instructor contact information in the event they want to make phone or email contact. In addition, students are encouraged to email or phone the instructor at any time. Students will also receive feedback on the required assignments as they are submitted.

## Final Grading and Transcripts

When all work for the course has been completed, students will need to logon to the Continuing Education website (<https://ce.fresno.edu/my-account>) and “Request Final Grade”. Once the instructor receives the requests and submits the grade online, students may log back in to view their Final Grade Report or order transcripts online. Please allow at least two weeks for the final grade to be posted. For more information, see the Continuing Education Policies and Procedures at <https://ce.fresno.edu/ce-policies-and-procedures>.