

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

**HEAL 200 DL1 – School and Community Safety CRN: 77282**  
**1 Credit, Fall 2019,**  
**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 Aug 26<sup>th</sup>, 12:01 am.

**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 standard up-to-date browsers. To get a list of Blackboard's supported browsers see:

[https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#supported-browsers](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers)

To get a list of supported operation systems on different devices see:

[https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#tested-devices-and-operating-systems](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems)

- 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/](http://www.apple.com/quicktime/download/)

### *Expectations*

- Course Week: Because asynchronous courses do not have a "fixed" meeting day, our week will start on Monday 12:01 am and finish on Sunday at 11:59 pm. 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 time 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. **Late work is only accepted on an individual basis with professor approval.** All late work without prior notification and permission will be graded as zero.
- 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;
  - f. Suffocation;

- b. Pedestrian-related collisions;
- b. Poisonings;
- c. Falls;
- d. Fire-related;

- 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 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.

<b>Test and Assignments</b>	<b>Possible Points</b>
<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 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.</p>	<p><b>50 points</b></p>

### 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 and above)
A- (90-93)
B+ (88-89)

B (84-87)
B- (80-83)
C+ (78-79)

C (74-77)
C- (70-73)
D+ (68-69)

D (64-67)
F (63 and below)

**Professional Dispositions**

See <https://cehd.gmu.edu/students/polices-procedures/>

**Class Schedule**

WEEK		SAFETY AREA	READINGS
1	Aug 26 – Sept 1	Home, school, road, work and community	Is there such a thing as an accident?
2	Sep 2-8	Home, school, road, work and community	Injury as a leading death cause
3	Sep 9-15	Home	Poisonings, falls and fires
4	Sep 16-22	Home	Fire safety-proofing your home
5	Sep 23-29	School	Safety perception in schools
6	Sep 30-Oct 6	School	Safer schools
7	Oct 7-13	Road	Proper driving and traffic safety <b>ASSIGNMENT DUE OCT 13</b> <b>Webcam PSA script</b>
8	Oct 14-20	Road	You as a driving instructor
9	Oct 21-27	Work	OSHA and worker safety
10	Oct 28-Nov 3	Work	The first day on the job
11	Nov 4-10	Community	The least expected place (for an injury)
12	Nov 11-17	Community	Know your safety resources
13	Nov 18-24	Home, school, road, work and community	Initiatives Part 1
14	Nov 25- Dec 1	THANKSGIVING BREAK	THANKSGIVING BREAK

WEEK		SAFETY AREA	READINGS
15	Dec 2-8	Home, school, road, work and community	Initiatives Part 2 <b>TEST</b> This 50 multiple-choice item test is based on the content of the readings and due Dec 8 end of day <b>ASSIGNMENT DUE</b> 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 Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/> ).
- 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 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 silence all sound emitting devices during class unless otherwise authorized by the instructor.

#### *Campus Resources*

- Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

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