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Moravian College
Bethlehem, PA

Fall 2007– PHED 236
Health and Safety

Alma Anne Miles, PhD, Professor (ret.)

milesa@moravian.edu

Office hours: See Blackboard or by appointment

Phone messages: 610 625 7862

for messages

Office Hamilton 100

Catalogue Description of Course: For prospective teachers. Aspects of health and safety in the classroom. Selected topics include: school safety, preventive health, child abuse, HIV/AIDS, substance abuse, suicide prevention, eating disorders and related topics. This course is for students preparing for educational careers.

Design of Course: In order to introduce the prospective educator to selected concepts of health and safety this course will utilize student projects, reports, posters, web pages, and guest speakers for the content in the weekly classes. The required variations for each developmental level represent by the K-12 student will be identified in concept/topic and for each student project. Recognition of the wide range of cultural and socio-economic issues represented in today's classroom is an integral part of each concept/topic.

Class topics include the following (order of concepts maybe may change due to speakers or student needs):

1. Concept of Vulnerability with students K-12
 - Safety for students and educators K-12
 - Identification of a safe environment, safe behavior
 - Factors that disrupt safety of students and staff in schools
 - Handling of emergency situations – minor to crisis
 - Personal protection
 - Developmental differences for students
 - Teacher safety
 - National Standards/Healthy People 2010
 - Health for students K – 12
 - Identification of common health risk factors for K -12
 - Handling of emergency situations – minor
 - Personal protection
 - Development differences
 - National Standards/Healthy People 2010

2. Concept – Vulnerability
 - Abuse occurring with pupils in K-12
 - Recognition of abuse – developmental differences
 - Who are the abusers – adults and peers
 - Types of abuse – neglect, physical, emotional, sexual abuse, student to student abuse
 - Regulations – school system, state laws, reporting procedures, mandated reports/reporter

3. Concept – Coping/Stress
 - Healthy coping behaviors
 - Risky behaviors -substance abuse, gambling, eating disorders, suicide, teen pregnancy, sexually transmitted diseases, and HIV/AIDS
 - Identification of at-risk groups – developmental differences
 - Recognition of the stress for the individual student and/or groups of students
 - Family dynamics
 - Society attitudes/cultural responses
 - Coping strategies
 - Educator’s role
 - Educational system’s role
 - Health care system’s role

Course Requirements:

1. 100% attendance of **all 7 classes**.
2. Completion of the course and instructor evaluation (on-line) must be completed for a passing grade.
3. At the end of each class submit a 3 x 5 or 4 x 6 card with **1 web site on the class topic and a few sentences explaining the “value” of this site to an educator**. At the end of the class each student will present the information from the web site if it is not discussed during the class.

OR

- Submit a 3 x 5 or 4 x 6 card with 2 questions regarding the topic that the student desires to learn during the class.** At the end of each class the student should be sure their questions have been answered. If they have not been answered the presenter will ask for student questions..
4. Reading or Web site critiques as posted on the Blackboard assignment section.
 5. Successful completion of a project. Students may select one of the options listed below for a project. Guidelines for each project are found on Blackboard. **Students must make a decision for a project and notify instructor by the second class date. Also the student must communicate the chosen type of project, identification of topic and identification of targeted developmental level by the second class date.** Please utilize email or appointments to discuss your project with the professor.
 6. **REMINDER: all projects should reflect a chosen developmental level such as k-3, 4-5-6 grades, middle school, secondary school, and a Healthy People 2010 goal.**

Possible Projects are: (choose one of the following)

- A professional poster for **other teacher/educators. This poster is NOT for students.**
 - An oral presentation for the class to be given in identified classes. See the dates indicated on the **class schedule for dates**.
 - A power point presentation to be given in class, see oral presentation for topics and dates.
 - Traditional research paper with appropriate media or published references and writing styles on a PE 236 topic. The paper must be submitted electronically by the **6th class**.
 - Review of 7-8 Web sites with annotated biographic of each site on a class topic in a “traditional” paper style. The paper must be submitted electronically by the **6th class**.
 - A Web page on a class topic that would be utilized by teachers/educator for selected developmental level. The web site must be completed by the **6th class**.
 - **Other projects are negotiable. See the professor to discuss another type of project BEFORE THE SECOND CLASS DATE.**
7. Grades for this course are pass/fail based on the fulfillment of attendance, weekly assignments, project criteria and completion of the course evaluation on BlackBoard.