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Moravian College
Bethlehem, PA

Spring 2009 – PHED 236 Health and Safety

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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 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
 - 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

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

Course Requirements:

1. 100% attendance of **all 7 classes**.
2. The grade for the is pass/fail based on the fulfillment of attendance, completion of weekly assignments, project completion meeting the published criteria (*a score of 75 or above is necessary on the project for passing*) and completion of the course evaluation on BlackBoard. It is within the instructor’s purview to apply qualitative judgment in determining grades for an assignment or for the course.
3. At the end of each class submit a 3 x 5 or 4 x 6 card with **1 web site on one or more class topic(s) and a few sentences explaining the “value” of this site to an educator**. At the end of the class each student is responsible to 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 expected to ask the presenter their questions if it has not been answered.
4. Specific materials may be posted on the Blackboard assignment section to be completed for a passing grade.
5. Successful completion of a project with a grade of 75 or more points.
 - Student selects one of the options listed below for a project.
 - Topics will be available at the first class.
 - Guidelines for each project are found on Blackboard.
 - **Students must make a decision for a project and notify professor by the second class date. Also the topic and identification of targeted developmental level must be communicated to the professor by the second class date.** Please utilize email or appointments to discuss your project with the professor when ever necessary.
 - Criteria for project and a check list for grading are available on BlackBoard
6. **REMINDER: all projects should reflect a chosen developmental level such as k-3, 4-5-6 grades, middle school, and secondary school. Healthy People 2010 goals or other national standards should be identified.**

Possible Projects are: (choose one of the following)

- A professional poster for *other teachers/educators*. **This poster is NOT for students.**
 - An oral presentation for *other teachers/educators* to be given on specific course content. Information available on BlackBoard.
 - A power point presentation for *other teachers/educators* to be given on specific topics and dates. See BlackBoard for more information.
 - Traditional research paper with appropriate media or published references and writing styles on a PHED 236 topic. The paper must be submitted electronically by the **7th class**.
 - Review of 7-8 educational/health/safety Web sites with annotated reference of each site on a course topic. This will be submitted in a “traditional” paper style. The paper must be submitted electronically by the **7th class**.
 - A Web page on a class topic that would be utilized by teachers/educators for a selected developmental level. The web site must be completed by the **7th class**.
 - **Other types of projects are negotiable. See the professor to discuss another type of project BEFORE THE SECOND CLASS DATE.**
7. Plagiarism is the intentional use of another’s words or ideas as your own. This can range from using another individual’s direct words or changing the words slightly (paraphrasing) without the appropriate citation to purchasing a paper from the Internet or a professional writing service. Refer to the Moravian College Academic Honesty Policy in the Student Handbook.
8. Any student with a physical, psychological, medical, or learning disability should contact the **Assistant Director of Learning Services for Disability Support in the Learning Center to arrange for appropriate support services to be able to meet the requirements of this course.**