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**Moravian College**  
**Bethlehem, PA**

**Spring 2011 – PHED 236 Health and Safety**

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**Office hours: See Blackboard or by appointment**

**Office Hamilton 102**

**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.

### **Learning Objectives:**

1. Recognize the developmental level differences for each topic.
2. Distinguish between health and unhealthy behaviors of student in K-12.
3. Distinguish between safe environments/behaviors and unhealthy environments/behaviors of students in K-12.
4. Develop one course topic as a paper, class presentation, web page or professional poster.

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

1. Preventive and Maintenance of Health for students K-12
  - Health for students K – 12
    - Identification of common health risk factors for K -12
    - Handling of minor emergency situations
      - Allergies
      - Injuries
    - Personal protection
      - Communicable disease prevention
      - Routine assessments
    - Development differences
    - National Standards/Healthy People 2010/2020
    - School age nutrition
    - Collaboration with the school nurse

- 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
    - 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 (bullying/hazing)
    - Regulations – school system, state laws, reporting procedures, mandated reports/reporter
2. Stress/Vulnerability/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
    - Emotional disorders
  - Risky behaviors -substance abuse, gambling, eating disorders, suicide, teen pregnancy, sexually transmitted infections, 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:

The course grade 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.

- 100% attendance of **all 7 classes**. Total of final grade equals 10%.
- Posted on BlackBoard will be a series of questions related to the topics being covered in class. Students will select one question; respond with an email to the instructor with at least 250 words/1-2 paragraphs as an answer. Give appropriate citations for the material. (Must be sent via email **BEFORE** class starts.) Criteria for grading include clarity of answer, synthesis of reference material with the question and application to a selected developmental level. Total percent of final grade equals 12%.

- Each week @ end of class, the student will submit an *index card* with a brief review of one reference or assignment posted on BlackBoard for the topic(s) of the week. **OR** list 3 questions which you desire to be answered during the class period. This is will have the student's name, appropriate citation for reference and review statements. Total percent of the final grade equals 12%.
- Successful completion of a project with a grade of 75 or more points. The project equals 66% of the final grade.
  - Student selects one of the options listed below for a project type.
  - Guidelines for each project are posted 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

**REMINDER: all projects should reflect a chosen developmental level such as k-3, 4-5-6 grades, middle school, and secondary school. Identification of Healthy People 2010/2011 goals or other national educational standards are included in the paper.**

**Possible Projects are: (choose one of the following)**

- A professional poster for other teachers/educators. **This poster is NOT for students, rather for peers.** See BlackBoard for development and criteria for a professional poster.
- An oral presentation for other teachers/educators on specific course content. Information available on BlackBoard under oral presentation.
- A power point presentation for other teachers/educators on specific topics and dates. See BlackBoard for more information.
- Traditional research paper with appropriate media or published scholarly references and writing styles on a PHED 236 topic. The paper must be submitted electronically by the **6th class**. See BlackBoard for more information.
- Review of 7-8 educational/health/safety Web sites with annotated reference of each site on a course topic. To be submitted in a "traditional" paper style. The paper must be submitted electronically by the **6<sup>th</sup> class**. **See BlackBoard for more information.**
- Develop 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 **6th class**.
- **Other types of projects are negotiable. See the professor to discuss another type of project *BEFORE THE SECOND CLASS DATE* if a student desires a different project.**

**Reminder:** 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 only 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.** (This includes pictures, tables, diagrams, etc. used from Web sources.)

**Adaptations for learning:** 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.**

**Course General Information:**

1. **Behavior** in class is directed toward learning, thus text messaging, use of computers other than for note taking or class presentations is inappropriate and may result in points removed from the final grade. **Chatting, i.e. talking** to peers during presentation of class material is inappropriate and may result in points removed from the final grade. **Also**, arriving late to class is a distraction to those attending the class and should not occur.
2. **Covered** beverages are allowed in the Johnston 138 classroom, however no food is allowed.

November 2010  
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