Instructor: Nosa Obanor  
Phone Number: 910/672-1524  
Email Address: nobanor@uncfsu.edu  
Semester: Fall 2014  
Course Location: Room 335 HPER Complex  
Meeting Day & Time: 11 – 12:15 TTH  
Office Hours: MW: 10:00 – 12noon; TTH: 9:0 – 9:30am -  
Course Credit Hours: 3

2. **COURSE DESCRIPTION**: This course is designed to teach the underlying principles and applied techniques of first aid and safety. The course will emphasize the basic responsibilities of the individual, emergency procedures, and functions of safety-related agencies. The different types of safety will be investigated.
3. **TEXTBOOKS:**

4. **LEARNING OUTCOMES**
   **Degree program**
   1. Teacher candidates will know their content based on the North Carolina Standard Course of Study, State Standards and CAEP.
   2. Teacher candidates will demonstrate leadership skills through the establishment of a safe, orderly and positive environment.

   **University core:** Inquiry Skills: Students will formulate effective questions based on a need; organize, sort, evaluate, and retrieve academic information to address the need; cite sources appropriately for their context.

   **Specific Course Objectives**
   1. Identify scientific terms related to safety
   2. Recognize the implications of the physical climate of the school for the safety of the students.
   3. Know functions of and resources available from local, state and national agencies and organizations which are involved in safety.
   4. Know the principles of a total safety program including supervision, inspection of equipment and maintenance of facilities.
   5. Identify behaviors that promote or compromise health and safety.
   6. Understand the influences of various activities on student safety.
   7. Become familiar with rules and regulations that have implications for school safety program.
   8. Apply historical principles and contributions to present day safety program.
   9. Identify the importance of first aid and accident prevention.
   10. Identify and properly respond to emergencies.
   11. Analyze and evaluate emergency situations.
   12. Demonstrate and apply proper first aid techniques during emergencies.
   13. Identify and explain the basic responsibilities of the individual, agencies and community in matters of safety and accident prevention.
   14. Identify sources of safety hazards and conditions in various settings and accident Prevention through equipment inspection and supervision.
   15. Become knowledgeable of legal terminology and laws, i.e., contributory negligence, tort, Title IX, PL94-142, in loco parents.
   16. Know basic principles of first aid, and policies and procedures for emergency care.
   17. Establish and apply preventive safety policies and regulations.

Technology skills will be developed through the use of Blackboard as an additional source of course information and communication.
North Carolina Department of Public Instruction (NCDPI) Professional Teaching Standards

The North Carolina Professional Teaching Standards, developed by NCDPI, are aligned to the expectations and requirements of the course. The standards are identified below and will be posted on Blackboard in their entirety.

- Teachers know the content they teach

5. Fayetteville State University School of Education Conceptual Framework Description

The vision of the School of Education at Fayetteville State University is predicated upon the belief that we prepare knowledgeable, reflective, and caring professionals for teaching and leadership roles in a global society. Our candidates leave their programs of study knowledgeable about their subject matter, experienced in the teaching process, and prepared to use their knowledge, skills, and abilities to help students succeed academically, as well as to improve family support of education in a technological and global society. The knowledge base represents and is organized around the philosophical and theoretical underpinnings of the seven key tenets of the conceptual framework (caring dispositions and ethical responsibility; communication; knowledgeable and reflective professionals; research and leadership; respect for diversity and individual worth; technological competence and educational applications; and working with families and communities).

The conceptual framework, explicated by a philosophy that is grounded in knowledge, has been a guiding force for program development, review, and assessment for over a decade. The conceptual framework embodies the standards by which programs unit-wide are developed, evaluated, and revised. It represents our system of beliefs, our values, and practices that determine how we instruct and interact with candidates, P-12 educators, students, and families. The conceptual framework builds on the unit’s vision and mission statements.

Through our philosophy, the conceptual framework provides direction for our curriculum and programs. It clearly identifies the knowledge base that undergirds our curriculum and programs, what the unit will teach (based on state and national standards); explains how the unit will teach (based on our knowledge base and sound research practices); why it teaches as it does and why these strategies will yield the required results for your knowledgeable, reflective, and caring professionals. It reiterates its commitments to diversity, research, leadership, and technology and delineates the dispositions, attitudes, and values we believe that our candidates should demonstrate.

The unit’s philosophy helps shape our conceptual framework themes and the knowledge base on which the candidates’ proficiencies, assessments, and evaluations measures are based. The conceptual framework is linked to our beliefs, values, and philosophy about teaching and learning. All facets of the conceptual framework are interrelated, interdependent, and interactive. Our themes are caring dispositions and ethical responsibility; communication; knowledgeable and reflective professionals; research and leadership; respect for diversity and individual worth; technological competence and educational applications; and working with families and communities. The candidate proficiencies, which are an outgrowth of the conceptual framework themes, are accomplished through teaching, research, and service.
The conceptual framework themes help to strengthen the unit’s and institution’s mission and vision of a caring candidate who has in-depth knowledge of teaching, students, and their families and who will be prepared for a diverse, technological, and global society today and in the future. The conceptual framework underscores the importance of assuring that our candidates understand the contemporary family and use that knowledge to help students learn, achieve, and succeed in life. The program helps our education professionals to develop sensitivity to all types of diversity and to practice responsive pedagogy. Candidates understand that technology is a tool to learn with and know how to utilize technology to enhance instruction, learning, research, and data management. The program produces teachers who become leaders in their schools, communities, and professional organizations. The unit graduates teachers and school executives who collect and analyze data and use research effectively to improve teaching and learning for all students. Caring teachers are committed to working with all learners, culturally diverse families, and in promoting the success of all students. In short, our conceptual framework was collaboratively developed, has been shared with all stakeholders, and is coherent, knowledge based, and consistently evaluated and updated.

<table>
<thead>
<tr>
<th>Conceptual Framework Themes</th>
<th>School of Education Expectations</th>
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<tbody>
<tr>
<td>Caring Dispositions and Ethical Responsibility (1)</td>
<td>Candidates completing these programs are caring and ethically responsible teachers and school executives who are committed to working with all learners, diverse families, and promoting the success of all students.</td>
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<tr>
<td>Communication (2)</td>
<td>Candidates understand the importance of world languages and communicate effectively and proficiently with all students, parents, peers, and administrators.</td>
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<tr>
<td>Knowledgeable and Reflective (3)</td>
<td>Candidates should be knowledgeable about their subject matter and the teaching process, and they should use this knowledge to help students succeed academically, and to improve family support of education in a technological and global society.</td>
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<tr>
<td>Research and Leadership (4)</td>
<td>Candidates completing these programs combine theory and practice in preparation to assume the roles of teacher leaders and school, district, and higher education executives. Candidates work to improve the profession and contribute to the establishment of positive working conditions. Candidates are taught to use research to expand their knowledge base and make evidence-based decisions.</td>
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<tr>
<td>Respect for Diversity and Individual Worth (5)</td>
<td>Candidates completing our programs develop sensitivity to all types of diversity and practice responsive pedagogy.</td>
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<tr>
<td>Technological Competence and Applications for Student Learning (6)</td>
<td>Candidates understand that technology is a tool that supports learning. Candidates incorporate technologies appropriately to enhance instruction, learning, research, and data management.</td>
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<tr>
<td>Working with Families and Communities (7)</td>
<td>Candidates understand and are able to identify the characteristics of diverse families and communities. Candidates will use that knowledge to help students learn, achieve, and succeed in life.</td>
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6. COURSE OUTLINE

I. General Overview of Safety WEEK 1
   A. Safety Defined
   B. Safety Terminology
   C. Factors Affecting Safety

II. Safety Analysis: A Statistical Approach WEEK 2
   A. Presentation of Data
   B. Classification of Accidents

III. Types of Safety WEEK 3-10
   A. Home Safety
   B. Fire Safety
   C. Motor Vehicle and Pedestrian Safety
   D. Recreational safety
   E. Occupational Safety
   F. School Safety
   G. Personal protection and Firearm Safety
   H. Natural and Man-made Disaster

IV. Responding to Emergencies WEEK 11
   A. Basic Guidelines for the First Responder
   B. Legal Liability
   C. The Helping Profession

V. First Aid Techniques and Procedures WEEK 12-15
   Section I
   A. Emergency Action Principles
   B. Rescue Breathing
   C. Choking (Airway Obstruction)
   D. Heart Attack (Cardiac Arrest and CPR)
   Section II
   A. Secondary Survey
   B. Bleeding and Shocks
   C. Burns
   D. Eye and Nose Injuries
   E. Bites and Stings
   F. Fractures, Dislocations, Sprains and Strains
   G. Poisoning
   H. Diabetic Emergencies
   I. Stroke
   J. Seizures
   K. Temperature Extremes
   L. Rescues

7. METHODS OF PRESENTATION
   1. Lecture and discussion
   2. Audio-visual aid
   3. Reading and written assignments
   4. Individual and group projects with oral presentation
5. Field trips

8. **EVALUATION**
   Students' final grade will be based on the following:
   1. Examinations 65%
   2. Project and reports 20%
   3. Quizzes 5%
   4. Attendance 5%
   5. Article critique 5%

   **GRADING SCALE**
   92 - 100 = A  
   83 - 91 = B  
   73 - 82 = C  
   64 - 72 = D  
   Below 64 = F

   **Interim Grade**
   A – F Same as above.
   X No show (never attended class – will become an FN at the end of the Semester unless changed.)
   FN Failure for non-attendance
   EA Excessive absences (missing more than 10% of total contact hours.)

9. **INSTITUTIONAL GUIDELINES**

   **Academic Integrity Policy**
   *Dishonesty in Academic Affairs*
   Acts of dishonesty in any work constitutes academic misconduct. Such acts include cheating, plagiarism, misrepresentation, fabrication of information, and abetting any of the above. Plagiarism in particular presents pitfalls to be avoided: failure to document any words, ideas, or other contributions that do not originate with the author constitutes plagiarism. Widespread use of the World Wide Web (Internet) requires particular attention to proper documentation practices. Individual course syllabi offer additional clarification about requirements for proper documentation. Actions outlined in the Fayetteville State University Student Handbook under Disciplinary System and Procedures will be followed for incidents of academic misconduct. The handbook may be obtained from the Office of Student Affairs located in the Collins Administration Building.  *Fayetteville State University Undergraduate Catalog pg. 85*

   **FSU Policy on Disruptive Behavior in the Classroom**
   The *Code of the University of North Carolina* (of which FSU is a constituent institution) and the *FSU Code of Student Conduct* affirm that all students have the right to receive instruction without interference from other students who disrupt classes.

   FSU Core Curriculum Learning Outcome under Ethics and Civic Engagement (6.03): All students will “prepare themselves for responsible citizenship by fulfilling roles and responsibilities associated with membership in various organizations.” Each classroom is a mini-community. Students learn and demonstrate responsible citizenship by abiding by the rules of classroom behavior and respecting the rights all members of the class.
The FSU Policy on Disruptive Behavior (see FSU website for complete policy) identifies the following behaviors as disruptive:

- Failure to respect the rights of other students to express their viewpoints by behaviors such as repeatedly interrupting others while they speak, using profanity and/or disrespectful names or labels for others, ridiculing others for their viewpoints, and other similar behaviors;
- Excessive talking to other students while the faculty member or other students are presenting information or expressing their viewpoints.
- Use of cell phones and other electronic devices
- Overt inattentiveness (sleeping, reading newspapers)
- Eating in class (except as permitted by the faculty member)
- Threats or statements that jeopardize the safety of the student and others
- Failure to follow reasonable requests of faculty members
- Entering class late or leaving class early on regular basis
- Others as specified by the instructor.

The instructor may take the following actions in response to disruptive behavior. Students should recognize that refusing to comply with reasonable requests from the faculty member is another incidence of disruptive behavior.

- Direct student to cease disruptive behavior.
- Direct student to change seating locations.
- Require student to have individual conference with faculty member. At his meeting the faculty member will explain the consequences of continued disruptive behavior.
- Dismiss class for the remainder of the period. (Must be reported to department chair.)
- Lower the student's final exam by a maximum of one letter grade.
- File a complaint with the Dean of Students for more severe disciplinary action.
- Students who believe the faculty member has unfairly applied the policy to them may make an appeal with the faculty member's department chair.

Class Attendance (Absentee Policy)

In addition to the University's policy on absenteeism, any unexcused absence above the allowable minimum will result in one (1) point being deducted from the student's final grade average. Example: Final grade average 92 = A; 3 unexcused absences = minus 3 points; 3 points deducted (92 - 3 = 89) = B grade. Two (2) tardies = one (1) unexcused absence. Excused absences include DOCUMENTED emergencies, medical or otherwise; University service, i.e., athletics, band, choir, etc., or instructor's approval. This policy includes all levels of classes (100 thru 400 level.)

Religious Observance Policy

Students shall be allowed a minimum of two (2) excused absences each academic year for religious observances required by the faith of the student. Such absences must be requested in accordance with the procedures in this Policy. The minimum of two (2) excused absences from classes for religious observances shall not be counted against any mandatory attendance requirements; however beyond the minimum stated in this Policy, instructors shall maintain authority to establish and enforce the attendance policy for the courses they are teaching.
Students shall be given the opportunity to make up tests and other work missed due to an excused absence for a religious observance. Students shall not be relieved of their responsibility for any part of the course work required during their period of absence. Instructors may appropriately respond if a student fails to satisfactorily complete any alternative assignment or examination.

**Requesting an Absence due to Religious Observance**

A. At least ten (10) calendar days prior to the date of the observance, a student shall complete the *Request for Class Absence Due to Required Religious Observance* form and submit it to the Center for Personal Development.

B. If the student has provided the *Request for Class Absence Due to Required Religious Observance* form to the Center for Personal Development in the time prescribed, the student shall be granted the excused absence as prescribed by this Policy. The Center for Personal Development shall be responsible for notifying the student’s instructors of the student’s approved absence.

C. The Center for Personal Development shall also be responsible for denying a student’s request should the student have exceeded the student’s two (2) excused absences, as allowed by this Policy. In such instances, the student should make a request for an excused absence due to a religious observance directly to the student’s instructors. The instructor will evaluate the student’s request according to the guidelines in the course syllabus regarding excused absences. If the student’s request is approved, the student shall be responsible for completing all make-up assignments.

**Incomplete (“I”) Grade**

The grade of "I" is assigned when a student has maintained a passing average but for reasons beyond his or her control, is unable to complete some specific course requirement(s) such as a report, field experience, experiment, or examination. An "I" grade must be removed before the expiration of the first nine weeks of the student's next regular semester (fall or spring) of enrollment, or within twelve months of the last day of the semester or term in which the "I" was assigned, whichever comes first. If the "I" grade is not removed within the stipulated time limit, the grade will be converted to a grade of "F." Students are responsible for initiating the actions necessary to remove "I" grades.

"I" grades earned in eight-week terms (Weekend and Evening College, Fort Bragg Center, Seymour Johnson AFB or other distance learning sites) must be removed before the end of the next term in which the student is enrolled, or within twelve months of the last day of the term in which the "I" was assigned, whichever comes first. Students are responsible for initiating the actions necessary to remove "I" grades.

An extension to the time limit for removing an Incomplete grade will be granted only once, and only under extremely unusual circumstances. A request for such an extension must be made in writing, with appropriate documentation, to the instructor of the course, and must be approved by the instructor, his or her department chair, and dean, and submitted to the Office of the Registrar prior to the deadline for removing the Incomplete grade. The department must submit the “I” Grade Extension Request Form to the Office of the Registrar for processing.

Students not present at an officially-scheduled final exam must contact the instructor of the course before the end of the final exam week to request a deferred final examination. Students
who need to defer an examination must furnish valid support for the request. If the deferred examination is granted, a grade of "I" will be assigned. If the instructor is unavailable, the student should seek assistance from the instructor's department chair or dean in contacting the faculty member before the end of the final exam week.

Withdrawal Policy

See Academic Calendar

Disabled Student Services

In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ADA) of 1990, if you have a disability or think you have a disability, please contact the Center for Personal Development in the Spaulding Building, Room 155, 910-672-1203.

FSU Policy on Electronic Mail

Fayetteville State University provides to each student, free of charge, an electronic mail account (username@uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail.

Rules and regulations governing the use of FSU email may be found at http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf

Inclement Weather

We will follow the Fayetteville State University inclement weather schedule. Consult the university webpage, local radio and television statements for announcements. While the university may be closed, online courses may continue as scheduled.

Register your phone for emergency text alerts (optional). FSU has a state-of-the-art emergency alert system. One part of that system allows students to register a cell phone to receive text alerts about emergency situations on campus (e.g., closure due to inclement weather). To register a phone,

Go to the FSU Bronco Alert Emergency Message Sign-Up page.
Enter your Banner ID.
Enter your cell phone number, then enter it again to verify.
Click Submit.

11. BIBLIOGRAPHY

- American Journal of Epidemiology
- American Journal of Preventive Medicine
- Family Safety and Health.
- International Journal of Injury Control and Safety Promotion
- National Highway Traffic Safety Administration - National Center for Statistics and Analysis
- National Safety Council Newsletter
- Journal of Pediatrics
- US Department of Transportation