



Fayetteville State University
 School of Education
 Department of Health, Physical Education and Human Services

HEED 372 – First Aid and Safety Education

1. LOCATOR INFORMATION

Semester Fall 2009

Credit Hours 3

Course Location & Meeting Time _____

Office Hours M _____ T _____ W _____ TR _____ F _____

Instructor	Office Location	Office Telephone	Email
Dr. Nosa Obanor	Health & Physical Education Complex (HPEC) 322	672-1524	nobanor@uncfsu.edu
Mr. Robert Henderson	HPEC 319	672-1324	rhenderson@uncfsu.edu

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.

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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:**
- Safety: A Personal Focus by David L. Bever, McGraw-Hill Book Company, 4th Edition, 1996.
 - American Red Cross - First Aid/CPR/AED for School and the Community. Staywell 2006.

4. SCHOOL OF EDUCATION'S CONCEPTUAL FRAMEWORK

The conceptual framework defines the unit's vision which underscores the school's purpose for preparing its candidates for teaching and leadership roles in a global society. The unit prepares candidates who support student learning, within the context of family and community participation, for a diverse, technological and global society. We achieve this vision through teaching, research, and service. Our conceptual framework serves as a lens through which we view our education professionals in the music program. The themes of our conceptual framework include knowledgeable and reflective education professionals; working with families and communities; respect for diversity and individual worth; technological competence and educational application; and caring disposition and ethical responsibility.

5. 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. Identify plans, policies, and guidelines applicable to the well-being of the learner.
16. Be aware of different administrative positions, i.e., supervisor, lead-teacher, department chairperson, athletic director.
17. Be familiar with the policies and regulations established by local boards of education, State Board of Education, and Federal agencies.
18. Become knowledgeable of legal terminology and laws, i.e., contributory negligence, tort, and i.e, Title IX, PL94-142, in loco parents.
19. Know basic principles of first aid, and policies and procedures for emergency care.
20. Recognize the appropriate facilities, equipment, and supplies relevant to the learner's level of ability and developmental growth.
21. Know principles of a total safety program including supervision, inspection of equipment, and maintenance of facilities.
22. Establish and apply preventive safety policies and regulations.
23. Be devoted to establishing safety policies, emergency procedures, and other common techniques of safety in the learning environment.
24. Be committed to taking the correct action while following school policies or guidelines as they relate to the welfare of the learner.

6. NCDPI, NCATE OR SPECIALTY AREA STANDARDS

Include the NCDPI Specialty Area Standards, the NCATE Standards, and the assessment(s). Only include the standard or standards you will address in this course.

Standards Used in this Course	NCDPI Health Education Standards	NCATE Standard(s)	Assessment(s)
X	Standard 1. Teachers know health content including health risks for youth and prevention and behavior change strategies.	I	
X	Indicator 1: Teachers have a medically and factually accurate base of knowledge in the following areas; nutrition, health related fitness, injury prevention and safety, decision making/problem solving, community and environmental health, conflict resolution, mental and emotional health, stress management, self esteem,	Content Knowledge	Examination

	substance abuse (specifically alcohol, tobacco, and other drugs), disease prevention, and consumer health.		
X	Indicator 2: Teachers develop knowledge about health risks for youth that lead to morbidity, mortality, and social problems and apply relevant content to prevention strategies.	Content Knowledge	Examination
	Indicator 3: Teachers comprehend theories of behavior change and make connections between theory and practice.		
X	Indicator 4: Teachers have knowledge of the NCSCOS in healthful living education, the focus on a skills approach, and understand the organization and importance of all curricular strands.	Pedagogical and Professional knowledge, skills and disposition Content Knowledge Student Learning	Examination Skill demonstration
	Indicator 5: Teachers demonstrate knowledge of organization and collaboration within schools and among school staff to promote and enhance coordinated school health programs.		
	Indicator 6: Teachers demonstrate knowledge of legislation and Board of Education policy that affects health education and comprehend the impact on health education in public schools (including abstinence until marriage, alcohol, tobacco and other drugs, cardiopulmonary resuscitation).		
	Standard 2. Teacher must be able to investigate and determine the health needs, problems, and interests of students.		
	Indicator 1: Teachers demonstrate the use of appropriate health behavior assessments.		
	Indicator 2: Teachers utilize appropriate local, state, and national data (e.g., Youth Risk Behavior Survey Data – YRBS) to inform instructional decisions and enhance the relevance of instruction.		
	Indicator 3: Teachers demonstrate the ability to address student needs in health education based on observation and communication.		
	Indicator 4: Teachers demonstrate assessing the community and accessing community resources to determine the needs of students.		
	Standard 3. Health teachers plan and implement effective instruction in the health component of healthful living education.		
	Indicator 1: Teachers plan and implement developmentally and age-appropriate instruction to meet competency goals and objectives in the <i>North Carolina Standard Course of Study</i> for healthful living education using a variety of teaching and learning		

	strategies.		
	Indicator 2: Teachers facilitate a positive learning environment that is student centered and actively engaging for students.		
	Indicator 3: Teachers will have high expectations for student acquisition of skills for prevention of the following health risks: self esteem building, including self-perception, self acceptance, and self efficacy; behavior self management, including awareness/self monitoring, ethics development, decision making/problem solving, and planning behavioral strategies; communicating, including expressing empathy, assertiveness, conflict resolution and negotiation, and responding to persuasion; using appropriate resources, especially for assessing need for help, locating sources of help, exercising rights, and overcoming obstacles.		
	Indicator 4: Teachers evaluate and select instructional materials that support the competency goals and objectives in the <i>NCSCOS</i> for healthful living education, including evidence-based curricula and instructional materials where alignment exists.		
	Indicator 5: Teachers will be able to link health knowledge and skills with content and skill development in other disciplines.		
	Indicator 6: Teachers will use and incorporate student use of technology when planning and implementing instructional strategies.		
	Indicator 7: Teachers use reading and writing as a means of teaching health education and promoting literacy.		
	Standard 4. Teachers are able to select, design, and implement assessments to evaluate student learning and health behaviors and subsequently utilize information to improve teaching.		
	Indicator 1: Teachers apply a variety of assessment activities and instruction to evaluate students' health knowledge and skill, including authentic assessment and appropriate use of technology.		
	Indicator 2: Teachers assess health behaviors as an outcome of learning information in a variety of ways.		
	Indicator 3: Teachers interpret and use assessment data to make informed curricular and instructional decisions.		
	Standard 5. Teachers demonstrate equity and fairness and promote respect and appreciation for diversity.		
	Indicator 1: Teachers recognize special		

	health needs and adapt instruction for various racial/ethnic, limited English proficient, and exceptional children.		
	Indicator 2: Teachers integrate a variety of modes of instruction and evaluation to address diverse learning styles.		
	Indicator 3: Teachers recognize and value diversity of student learners.		
	Indicator 4: Teachers promote fairness, social justice, and peer acceptance to ensure the development of social and emotional wellness.		
	Indicator 5: Teachers establish and maintain high expectations for all students.		
	Standard 6. Teachers demonstrate leadership and model positive health behaviors within the classroom, school, and community.		
	Indicator 1: Teachers recognize the importance of coordinated school health programs and have a plan for coordinating health education with other components of a coordinated school health program.		
	Indicator 2: Teachers understand and communicate the value of health education to students, colleagues, administrators, parents, and other community members.		
	Indicator 3: Teachers demonstrate the disposition and skills to facilitate cooperation among other health educators, teachers of other disciplines, and appropriate school staff.		
	Indicator 4: Teachers serve as a resource for students, families, and staff by interpreting and responding to requests for health information.		
	Indicator 5: Teachers demonstrate their commitment to health and wellness by demonstrating with their own behavior a healthy lifestyle.		
	Standard 7. Teachers participate in reflective practices that promote creativity, stimulate personal growth, and enhance professionalism.		
	Indicator 1: Teachers stay abreast of current recent research and new innovations within the field of health education.		
	Indicator 2: Teachers demonstrate their ability to be life long learner.		
	Indicator 3: Teachers reevaluate instructional decisions and analyze the relationships between practice and student learning.		
	Indicator 4: Teachers have multiple experiences with observation and field practice.		
	Indicator 5: Teachers demonstrate the ability to collaborate with colleagues to		

	reexamine their practice critically and seek help from colleagues to continue to develop as teachers and learners.		
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7. CORE STANDARDS

Include the NCDPI Core Standards and the assessment(s). Only include the standard or standards you will address in this course.

Standards Used in this Course	NCDPI Core Standards	Assessment(s)
X	1. Teachers know the content they teach.	Examination
	2. Teachers know how to teach students.	
	3. Teachers are successful in teaching a diverse population of students.	
	4. Teachers are leaders.	
	5. Teachers are reflective about their practice	
	6. Teachers respect and care about students.	

8. DIVERSITY

Include the NCDPI Diversity Standards and the assessment(s). Only include the standard or standards you will address in this course.

Diversity Standards Used in this Course	NCDPI Diversity Standards	Assessment(s)
X	1. Teachers understand the central concepts, tools of inquiry, and structures of the discipline(s) they teach and can create classroom environments and learning experiences that make these aspects of subject matter accessible, meaningful and culturally relevant for diverse learners.	Examination
	2. Teachers understand how students' cognitive, physical, socio-cultural, linguistic, emotional, and moral development influences learning and address these factors when making instructional decisions.	
	3. Teachers work collaboratively to develop linkages with parents/caretakers, school colleagues, community members and agencies that enhance the educational experiences and well being of diverse learners.	
	4. Teachers acknowledge and understand that diversity exists in society and utilize this diversity to strengthen the classroom environment to meet the needs of individual learners.	
	5. Teachers of diverse students demonstrate leadership by contributing to the growth and development of their colleagues, their school and the advancement of educational equity.	
	6. Teachers of diverse students are reflective practitioners who are committed to educational equity.	

9. TECHNOLOGY

This course will help strengthen and enhance the candidates' technological competence and skill in using technology. Candidates will use a variety of technologies to enhance their knowledge of technology in this course. Some technologies for this course may include: productivity tool (Power Point, presentation software), Internet, web page construction, e-mail, on-line course applications, grade book, video camera. Check all that apply for this course. Please include any technologies that you use that are not listed.

	Technological Applications for this Course
X	Productivity tool (Power Point)
X	Presentation software
X	Internet
	Web page construction
	e-mail
	On-line applications
	Grade book
	Video camera
	Scanner
	Excel
	Smart board
	Lap Top and LCD panel
	Music Stereo and CD

Include the NCDPI Technology Standards and the assessment(s). Only include the standard or standards you will address in this course.

Technology Standards Used in this Course	NCDPI Technology Standards	Assessment(s)
X	1. Teachers demonstrate a sound understanding of technology operations and concepts.	Presentation Web-based literature search
	2. Teachers plan and design effective learning environments and experiences supported by technology.	
	3. Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning.	
	4. Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies.	
	5. Teachers use technology to enhance their productivity and professional practice.	
	6. Teachers understand the social, ethical, legal and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice.	

10. DISPOSITIONS

Directions: Check all that apply. Dispositions will be addressed through readings, modeling, reflecting, field experiences, discussion and other approaches. This course will seek to enhance and strengthen the dispositions listed below.

Professional Competence		Professional Responsibilities	
	Appreciates and engages in self-reflection	X	Dresses appropriately for the setting
X	Shows a commitment to ongoing learning	X	Is punctual
X	Desires to learn and apply new technologies	X	Attends class regularly and participates in the class

X	Is receptive to new ideas and feedback	X	Completes assignments and tasks in a timely manner
X	Writes and speaks clearly and effectively		Willing to go beyond required assignments
	Uses culturally sensitive language when communicating with families		Shows initiative and motivation
X	Respects the privacy of students and their families		Assumes fair share of responsibilities
Professional Dispositions and Qualities		Professional Integrity	
	Believe all children can learn		Displays high and ethical professional standards
	Understands the culture of students and their families	X	Is honest and dependable
	Values and respects diversity and individual differences	X	Is courteous and respectful
X	Demonstrates flexibility and adaptability	X	Has a positive professional attitude
	Treats all students fairly and equitably	X	Accepts and uses constructive criticism
X	Is sensitive to the feelings of others	X	Maintains emotional control and appropriate behavior
X	Interacts appropriately and positively with others		

11. GENERAL REQUIREMENTS

Specific Course Requirements

1. Class attendance - See FSU Catalog under class attendance 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. 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)**

2. Required reading from selected journals related to a health problem.
3. All assignments due on or before due date. No make-ups.
4. Oral presentation of your research study.
5. Search and examine web-sites related to community health intervention programs and services.

12. 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

13. EVALUATION

Students' final grade will be based on the following:

- | | |
|------------------------|-----|
| 1. Examinations | 80% |
| 2. Project and reports | 10% |
| 3. Quizzes | 5% |
| 4. Attendance | 5% |

GRADING SCALE

- 92 - 100 = A
83 - 91 = B
73 - 82 = C
64 - 72 = D

Below 64 = F

14.

COURSE CONTENT

- | | | |
|------|---|------------|
| 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 | |

15. **DISABLED STUDENT SERVICES:** In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910-672-1203.

BIBLIOGRAPHY

- American Journal of Public Health.
- American Red Cross: First Aid, Responding to Emergencies. Mosby Year Book 2nd ed.1996.
- Family Safety and Health.
- Hafen, B.Q. & Karren, K.J.: First Aid and Emergency Care Workbook. Morton Publishing Company, 7th edition, 1999.
- National safety Council: First Aid and CPR. Jones and Bartlett Publishers, Inc. 4th ed. 2000
- National Safety Council Newsletter