

Course Syllabus

Promoting Personal Health and Safety Through the Prevention of Injury and Violence

2 Credit Online Graduate Course

Instructors:

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Meeting Dates and Times:

This is an online course with asynchronous learning design, that will be offered once or twice a year. The course will be scheduled over an eight-week period. The course is offered as one of a series of courses by the Vermont Higher Education Collaborative toward health education endorsement.

Sunday, March 1st Orientation: 6:30-7:30 pm March 2-7

March 8-14

March 15-21

March 22-28

March 29-April 4

April 5-11

April 12-18

April 19-25

Project Implementation Plan: Due **April 26, 2020** Final Project/paper: Due **May 9, 2020**

Course Description

This course is designed to address concepts, knowledge and skills related to promoting personal health and safety through injury and violence prevention.

It is widely recognized that problems related to injury and violence are prevalent across all ages and in all cultures, impact physical, mental, social, environmental and spiritual health and wage significant costs to society. This course will be looking at these issues through the lens of American society and will consider personal change processes and environmental change strategies that are promising for promoting lifestyles that reduce the likelihood of injury and are free of violence. School, community and legislative policies that promote healthy and safe environments will be identified. Participants will apply the course teachings in on-line discussions, reflection papers and student units of study.

Instructional methods include virtual meetings at the beginning and end of the course, online readings, discussions, and assignments, and telephone and email communications with the instructor/s as needed. Students are required to complete weekly assignments and Learning Tasks, and a final paper at the end of the course. A non-credit/audit option is available by negotiating with the instructor.

Goal

The goal of this course is to prepare professionals to demonstrate knowledge and competently provide services required in Vermont's school health education and prevention education programs. Participants will acquire violence and injury prevention concepts, knowledge and skills and experience how to translate the knowledge, concept and skills to school-age settings.

Required Course Readings:

Required readings are detailed below. All readings for the course can be accessed through the internet as noted on the CHL course site.

Grade Expectations for Vermont's Framework of Standards and Learning Opportunities (Health).

Vermont Department of Education,

<https://education.vermont.gov/sites/aoe/files/documents/edu-grade-expectations-framework-of-standards.pdf>

School Health Guidelines to Prevent Unintentional Injuries and Violence. Centers for Disease Control and Prevention MMWR Recommendations and Report, 2001. (latest report)

Office of Disease Prevention: U.S. Department of Health and Human Services:

<https://www.healthypeople.gov/2020/topics-objectives/topic/injury-and-violence-prevention>

Fact Book: *Injury: A Risk at Any Stage of Life.* Centers for Disease Control and Prevention, 2006

SAMHSA's National Registry of Evidence-Based Programs and Practices.

- *Get Real About Violence*
- *The Great Body Shop*
- *Teen Age Health Teaching Modules*

The Effectiveness of Universal School Based Programs for the Prevention of Violent and Aggressive Behavior. Centers for Disease Control and Prevention. MMWR Recommendations and Reports. 2007 (latest report)

What We Know About Bullying. US Department of Health and Human Services. Health Resources and Services Administration.

VT Department of Education Model Bullying Prevention Plan

Education World: *Bullying Strategies that Work.*

Centers for Disease Control and Prevention Fact Sheets on Sexual Violence

- *Understanding Sexual Violence*
- *Prevalence of Sexual Violence*
- *Consequences of Sexual Violence*

Fact Sheet on Suicide: Adolescents & Young Adults. National Adolescent Health Information Center. June 2018

https://www.aacap.org/AACAP/Families_and_Youth/Facts_for_Families/Layout/FFF_Guide-01.aspx

Centers for Disease Control and Prevention Fact Sheets on Suicide:

- *Suicide: Risk and Protective Factors:*
- <https://www.cdc.gov/violenceprevention/suicide/riskprotectivefactors.html>
- *Suicide; Consequences*
- *Suicide: Warning Signs*

Self Injury Fact Sheet. Act for Youth Upstate Center of Excellence.

(A collaboration of Cornell University, University of Rochester, and New York State Center for School Safety).

August 2004

<https://www.cdc.gov/injury/>

https://www.aacap.org/AACAP/Families_and_Youth/Facts_for_Families/FFF-Guide/Self-Injury-In-Adolescents-073.aspx

VT Suicide Prevention Center: <http://vtspc.org/>

Youth Suicide Prevention Curriculum, Grades 6-8 and 8-10. Wisconsin Department of Public Instruction.

<https://dpi.wi.gov/sites/default/files/imce/sspw/pdf/spcurriculum6-8.pdf>

<https://dpi.wi.gov/sites/default/files/imce/sspw/pdf/spcurriculum8-10.pdf>

Youth Violence: *Electronic Aggression*. Centers for Disease Control and Prevention

https://www.aacap.org/AACAP/Families_and_Youth/Facts_for_Families/FFF-Guide/Self-Injury-In-Adolescents-073.aspx

Hertz MF, David-Ferdon C. *Electronic Media and Youth Violence: A CDC Issue Brief for Educators and Caregivers*. Atlanta (GA): Centers for Disease Control; 2008.

https://www.sccgov.org/sites/cac/Documents/training/electronic_agression_brief_for_parents.pdf

Ikeepsafe.org *For Educators – Teaching Tools to Keep Safe Online*.

https://ikeepsafe.org/resource_type/educator-resources/

Ncpc.org/topics National Crime Prevention Council, *Internet Safety*:

<http://archive.ncpc.org/topics/internet-safety.html>

Media Violence: American Pediatrics Publication, 2009.

<https://pediatrics.aappublications.org/content/124/5/1495>

New Mexico Media Literacy Project: <http://medialiteracyproject.org/>

<http://www.21stcenturyschools.com/uploads/2/1/5/4/21542794/making-media-new-mexico-media-literacy-project.pdf>

- *Why media literacy*
- *Media literacy concepts*
- *Text and Sub Text*
- *The Language of Persuasion*
- *Deconstructing media messages*
- http://www.21stcenturyschools.com/uploads/2/1/5/4/21542794/deconstructing_media_messages.pdf

Supplementary Readings:

Youth Violence: A Report of the Surgeon General. Department of Health and Human Services. 2001 &

World Health Organization: https://www.who.int/violence_injury_prevention/violence/youth/en/

Youth Violence: Best Practices of Youth Violence Prevention: A Sourcebook for Community Action. Division of Violence Prevention National Center for Injury Prevention and Control Centers for Disease Control and Prevention <https://youth.gov/federal-links/best-practices-youth-violence-prevention-sourcebook-community-action>

<https://www.cdc.gov/violenceprevention/youthviolence/>

Preventing School Violence. <http://www.nea.org/home/67304.htm>

Umatter: Vermont Youth Suicide Prevention Handbook, Center for Health and Learning, 2014.
(contact Center for Health and Learning for a copy to be mailed to you).

Course Objectives:

Unit 1: Preventing Unintentional Injury

Goal: To promote safety and prevent unintentional injury among youth.

Learner Outcomes

- Examine and discuss the prevalence and cost of unintentional injuries among children and youth.
- Identify factors that influence unintentional injuries.
- Examine current guidelines and practices in schools related to safety promotion and unintentional injury prevention.
- Summarize developmentally appropriate safety prevention concepts and skills for K-12 students in the context of the National Health Education Standards and your state's standards and/or grade expectations, targeting healthy behavior outcomes.
- Examine and discuss the importance of addressing unintentional injury in the school environment and the school curriculum. .
- Examine SAMHSA reviews of several violence/injury prevention evidence based curriculum resources.

Unit 2: Preventing Violence

Goal: To promote personal safety and prevent violence

Learner Outcomes

- Recognize various types of aggression and violence found in the youth population and factors that influence violence.
- Examine the prevalence and cost of violence among youth..
- Examine model programs and a report on the effectiveness of school based programs for the prevention of violent and aggressive behavior.
- Define bullying and harassment behaviors and attitudes,
- Examine the prevalence of bullying, the relationship between bullying and gender the consequences of bullying, and a model bullying prevention plan.
- Review your state's statute related to bullying and harassment, and the roles and responsibilities of school staff.
- Review current guidelines and practices for schools and teachers related to bullying and violence prevention.
- Identify effective, evaluated commercial violence prevention curricula that provide developmentally appropriate learning strategies and assessment techniques that incorporate concepts and skills that have been shown to prevent violence among youth.

Unit 3: Promoting Personal Safety and Preventing Sexual Abuse

Goal: To promote personal safety and prevent sexual abuse

Learner Outcomes

- Examine and discuss the problem, prevalence, consequences, cost, signs and symptoms of sexual abuse among youth.
- Examine the relationship between sexual abuse and compromised mental and emotional health.
- Explore the section of Vermont's statute on Sexual Abuse (or your state's statute) that focuses on what schools' responsibilities are regarding Sexual Abuse Prevention.
- Summarize developmentally appropriate safety promotion and sexual abuse prevention concepts and skills for K-12 students in your state's standards and/or grade expectations, targeting healthy behavior outcomes including promoting healthy and respectful relationships, developing and maintaining effective communication with trusted adults, recognizing sexually offending behaviors, and gaining awareness of available school and community resources.

Unit 4: Preventing Suicide

Goal: To recognize and respond to Suicidal behavior and be prepared to take action.

Learner Outcomes

- Examine the prevalence and consequences of suicide among youth.
- Examine risk and protective factors of youth suicide.
- Recognize warning signs of suicide.
- Describe how to respond to suicidal behavior.
- Identify suicide prevention curriculum content.

Unit 5: Promoting Internet Safety

Goal: To promote personal safety and prevent violence

Learner Outcomes:

- Examine facts and problems associated with electronic aggression and review recommendations for educational policy makers.
- Summarize safety prevention guidelines for internet safety.
- Review curriculum and other educational resources on internet safety.
- Determine how to evaluate validity of websites

Unit 6: Media Literacy: Violence in the Media

Goal: To recognize the role of media literacy in promoting personal safety and preventing violence.

Learner Outcomes:

- Examine the research on violence in the media
- Examine major concepts for media literacy and analysis
- Describe strategies for helping students to comprehend the concept of media violence and analyze the influence of media violence on health behaviors

General Course Information

Course Policy/Expectations

This course is designed to help participants integrate the teachings into their personal or professional experience. While all participants must fulfill the same basic requirements, each participant will have freedom and flexibility in adapting the course project to fit individual and professional needs.

Course expectations are:

1. Full and active participation in all online course meetings and activities.
2. Participation in all course discussions and completion of all written assignments.
3. Completion of a course evaluation.

Attendance Expectations:

Full attendance and active participation in all course meetings or online activities and completion of an evaluation. See below for the official policy for excused absences for religious holidays.

Contributions in Class:

Full participation in all activities is expected.

There are many ways that you can participate in the course but the primary method involves participating in posting your comments as outlined in the assignment in our Focus Forum Area. This type of forum is asynchronous in that it doesn't happen live (as with a chat room) but rather, messages are posted and responded to over time. Here are several ways you can participate:

1. Respond to questions within each module with a substantive responses (provide original ideas, incorporate ideas from readings, and build upon previous postings).
2. Respond to a question or comment that was made by another student in relation to module discussion.
3. Post a web link or resource that you feel may be particularly helpful to other students in the course.
4. Ask for clarification or post questions about an assignment

Academic Honesty & Professionalism:

All students are required to be familiar with and adhere to the "Academic Honesty Policy".

Accommodations:

Accommodations will be provided to eligible students with disabilities. Please obtain an accommodation letter from the ACCESS office and see one of the instructors early in the course to discuss what accommodations will be necessary.

Religious Observance:

The official policy for excused absences for religious holidays: Students have the right to practice the religion of their choice. Work missed for the purpose of religious observance may be made up.

Electronic Submissions/Internet Use:

Internet and email use is encouraged for class communications as well as submission of assignments and papers.

Student Evaluation/Assessment

Grades are assigned on a point system 1-100. See Schedule of Assignments and Readings pages 8-10 of this syllabus.

1. Completion of 10 forum postings, including responding to peer postings (4 points each X 10 =40)
2. Completion of 7 writing assignments (7 points each X 7 = 49)

Grading for graduate credit:

Grades will be based on a point system using the following criteria:

- Full attendance and active participation in all course meetings and assignments, and completion of an evaluation. (11 points)
- Completion of Forum Postings and Written Assignments. (89 points)

Forum Postings and Written Assignments must be submitted according to due-dates specified. The requirements and assessment rubrics for these submissions are found below.

Final Grade:

The points will be totaled and a grade will be assigned based on:

Letter	Quality	Grade Point	Course points
A	Excellent	4.00	85-100
B	Good	3.00	70-85
C	Fair	2.00	55-70
D	Poor	1.00	40-55
F	Poor	.00	0-40

Percentage Contribution of Each Assignment: See Grading above

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Schedule of assignments and readings

Project Implementation Plan: due April 26, 2020

Final paper due May 9, 2020

General Instructions: All response postings should be posted by Sunday 9:00 a.m.

Written Assignments should be in the instructor's mail box by Sunday 11:00 a.m. of the week they are assigned.

Date	Unit	Readings	Learning Tasks
Week 1:	1	Fact Book: <i>Injury: A Risk at Any Stage of Life</i> . Centers for Disease Control and Prevention	1.1 Forum Posting
Week 1	1	<i>Grade Expectations for Vermont's Framework of Standards and Learning Opportunities (Health)</i> . Vermont Department of Education	1.2 Forum Posting
Week 1	1	<i>SAMHSA's National Registry of Evidence-Based Programs and Practices.</i> <ul style="list-style-type: none"> • <i>Get Real About Violence</i> • <i>The Great Body Shop</i> • <i>Teen Age Health Teaching Modules</i> 	1.3 Forum Posting
Week 2	1	<i>School Health Guidelines to Prevent Unintentional Injuries and Violence</i> . Centers for Disease Control. and Prevention MMWR Recommendations and Report, 2001	1.4 Advocacy Brief
Week 3	2	Center for the Study and Prevention of Violence. Overview, Model Programs and Promising Programs	
Week 3	2	<i>The Effectiveness of Universal School Based Programs for the Prevention of Violent and Aggressive Behavior</i> . Centers for Disease Control and Prevention. MMWR Recommendations and Reports. 2007	2.3 Critique of Reading
Week 4	2	<i>What We Know About Bullying</i> . US Department of Health and Human Services. Health Resources and Services Administration. VT Bullying and Harassment Statutes VT Department of Education Model Bullying Prevention Plan Education World: Bullying Strategies that Work.	1. Forum Posting: Review of Education World Article (short) 2. Reflection Paper

Week 5	3	Centers for Disease Control and Prevention Fact Sheets on Sexual Violence 1. <i>Understanding Sexual Violence</i> 2. <i>Prevalence of Sexual Violence</i> 3. <i>Consequences of Sexual Violence</i>	3.1 Forum Posting 3.2 Lesson Plan/Awareness Session 3.3 Forum Posting
Week 6	4	<i>Fact Sheet on Suicide: Adolescents & Young Adults</i> . National Adolescent Health Information Center. (2006) San Francisco, CA: Author, University of California, San Francisco. Centers for Disease Control and Prevention Fact Sheets on Suicide: <i>Suicide: Risk and Protective Factors</i> <i>Suicide; Consequences</i> <i>Suicide: Warning Signs</i> <i>Self Injury Fact Sheet</i> . Act for Youth Upstate Center of Excellence. (A collaboration of Cornell University, University of Rochester, and New York State Center for School Safety). August 2004 <i>Youth Suicide Prevention Curriculum</i> , Grades 6-8 and 8-10. Wisconsin Department of Public Instruction	4.1 Forum Posting 4.2 Forum Posting 4.3 Reflection Paper
Week 7	5	<i>Youth Violence: Electronic Aggression</i> . Centers for Disease Control and Prevention Hertz MF, David-Ferdon C. <i>Electronic Media and Youth Violence: A CDC Issue Brief for Educators and Caregivers</i> . Atlanta (GA): Centers for Disease Control; 2008. Ikeepsafe.org <i>For Educators – Teaching Tools to Keep Safe Online</i> . Ncpc.org/topics National Crime Prevention Council, <i>Internet Safety</i>	5.1 Create a Review Wiki 5.2 Forum Posting 5.3 Posters/Lesson/Journal Article Review
Week 8		<i>The Effects of Media Violence on Society</i> , Craig A. Anderson and Brad J. Bushman. <i>Science</i> Vol 295, March 29, 2002. New Mexico Media Literacy Project: <ul style="list-style-type: none"> • <i>Why media literacy</i> • <i>Media literacy concepts</i> • <i>Text and Sub Text</i> • <i>The Language of Persuasion</i> • <i>Deconstructing media messages</i> 	1. Reflection Paper 2. Final Assignment: Media Violence Unit of Study or Reflection Paper.

Scoring Rubrics for Graduate credit

Focus Forum Postings - Worth a maximum of 4 points each			
Outstanding 4 Points	Good 3 Points	Satisfactory 2 Points	Needs Improvement 1 Point
<ul style="list-style-type: none"> • All parts of Forum task are submitted on time • All steps outlined in the Task are addressed clearly and with depth 	<p>Forum task is submitted on time</p> <p>Most of the steps outlined in the Task are addressed adequately.</p>	<p>Task is submitted late with instructor approval</p> <p>Some steps outlined in the Task are addressed</p>	<p>Task is submitted late without instructor approval.</p> <p>Few steps outlined in the Task are addressed.</p>

Written Assignments – Worth a maximum of 7 points each			
Outstanding 6-7 points	Good 5 points	Satisfactory 4 Points	Unsatisfactory 3 or Less Points
<ol style="list-style-type: none"> 1. Paper is submitted on time 2. Paper contains all required components 3. Paper extensively utilizes and synthesizes course teachings and shows in-depth understanding as applied to a project that has significant impact 	<p>Paper is submitted on time</p> <p>Paper contains most of the required components</p> <p>Paper utilizes and synthesizes course teachings and shows understanding as applied to a project that has impact</p>	<p>Paper is submitted late with instructor approval</p> <p>Paper contains some of the required components</p> <p>Paper utilizes and synthesizes some course teachings and shows some understanding as applied to a project that has impact</p>	<p>Paper is submitted late without instructor approval</p> <p>Paper contains few of the required components</p> <p>Paper inadequately utilizes and synthesizes course teachings and shows minimal understanding as applied to a project</p>