

Course Number and Title: HSEM F404 – Public Safety Instructional Methods

Credits: 3

Prerequisites: HSEM 301 or permission of instructor

Location: TBD

Instructor Information:

Justin Yurong, Assistant Professor

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Office location: University Park Building, 137

Instructor Availability:

Office hours are Monday, 9 am-12 pm and other times by appointment. It is best to reach me by email and to schedule a time to meet. If you need to speak to me, please email first and then text my cell phone. I will respond to phone messages within 24 hours.

Course Description:

This course provides the student with the foundation of public safety instructional techniques. Adult education techniques, roles, issues, domains of learning, instructional models and accreditation issues will be emphasized. Course organization and planning for the public safety community including diverse learning populations will be also discussed.

Course Objectives:

At the completion of this course, the successful student will be able to:

1. Discuss the roles and responsibilities of the public safety educator.
2. Recognize the tools and strategies for instructing.
3. Define several instructional models and describe when each model would be utilized.
4. Understand how national and/or state accreditation influences public safety instruction courses.

Student Learning Objectives:

1. Develop and delivers lesson applicable to the public safety realm that incorporates cognitive, psychomotor, and affective elements.
2. Be able to define and discuss domains of learning and the different learning styles.
3. Identify the principles of adult learning and understand how the different tools and learning environments can be utilized to teach effectively.
4. Develop and deliver an evaluation based on objective 5.

Textbook Requirements:

Required Course Textbooks:

1. Foundations of Education – An EMS Approach, 2nd Ed. Copyright 2012, Cengage Learning. ISBN: 978-1111134884.
2. Other readings as assigned (BlackBoard)

Instructional Methods:

The course format includes a hybrid of online (synchronous and asynchronous) based video lectures, discussion board forums, reading assignments, and lessons. The primary portal for delivery will be

UAF Blackboard, which will be supplemented by Adobe Connect for video and face to face meeting purposes.

Recommended preparation 9 hours weekly, including assigned reading and online participation.

Technology Requirements:

Since this course is being delivered asynchronously via Blackboard, students must have access to a computer with **reliable, high-speed** internet access is required. Additionally, students who are outside of the Fairbanks, AK area will need to submit their final project in a video format so access to a camera is required.

Assessment of Learning and Grading System:

Evaluation: Grades will be based on the total number of points earned for various learning activities. Student evaluation will be based on:

- **Final Student Project (50%):** See project guidelines on blackboard (150 points total)
 - 5% - Lesson Proposal (15 points)
 - 15% - Completed Lesson Plan (45 points)
 - 5% - Lesson Evaluations (15 points)
 - 25% Delivery of the Lesson (75 points)
- **Course Development Discussion Board Forums (33%)**
 - 10 discussion boards worth 10 point each (100 points)
 - At least 250 words for your post free of spelling and grammatical errors that directly applies or adds to the discussion modules.
 - Required to post 2 unique comments on a classmate's posts that add content to the original post or pose a follow up question
 - Avoid "I agree posts"
 - All initial discussion boards are **DUE at 11:59 pm on Thursdays**. All follow up posts are **DUE at 11:59 pm on Saturdays**.
- **Case Studies (17%)**
 - 2 case studies (4 -6 pages in length) (50 points total)

Grading:

Final Student project= 50% (150 points)

Assignments /Case Studies = 50% (150 points)

Total = 300 points

90 – 100% = A

80 – 89% = B

70 – 79% = C

60 – 69% = D

Late Assignment Policy:

Students are expected to turn in ALL assignments ON TIME. Students who do not submit assignments by the due date will have the grade for that assignment penalized 50%. **All assignments MUST** be completed prior to 5/2/2016. Students failing to submit all assignments will automatically receive a failing grade in the course.

Additional Course Policies:

The UAF Student Code of Conduct will be the backbone of the course policies. Students are expected to conduct themselves honestly and responsibly, and to respect the rights of others. Conduct that unreasonably interferes with the learning environment or violates the rights of others is prohibited. The university may initiate disciplinary action and impose disciplinary sanctions against any student found responsible for committing, attempting to commit or intentionally assisting in the commission of any of the following prohibited forms of conduct. Furthermore, the instructor reserves the right to administratively withdraw any student that violates any section of this syllabus:

1. cheating, plagiarism or other forms of academic dishonesty
2. forgery, falsification, alteration or misuse of documents, funds or property
3. damage or destruction of property
4. theft of property or services
5. harassment
6. endangerment, assault or infliction of physical harm
7. disruptive or obstructive actions
8. misuse of firearms, explosives, weapons, dangerous devices or dangerous chemicals
9. failure to comply with university directives
10. misuse of alcohol or other intoxicants or drugs
11. violation of published university policies, regulations, rules or procedures

ACADEMIC HONESTY

Students are expected to conduct themselves as EMS professionals during the entire course. As such academic dishonesty in any form **will not be tolerated**. Examples of academic dishonesty include, but are not limited to: submitting any work which the student did not personally complete, sharing or receiving answers on any individual assignment, falsifying any clinical document, falsifying any document submitted as part of the student's coursework, copying or paraphrasing any written or recorded work and passing it off as your own. **If you know of academic dishonesty that is taking place and don't report it, you will be held as guilty as the person performing the act!**

Often, students are not **intentionally** trying to be dishonest. Before submitting any assignment ask yourself this question: "Is the work that I am submitting completely my own? If the answer is "No", then you will need to provide the source of the information (APA format is required for this course). Please contact the instructor if you have any questions.

Support Services

Students are encouraged to utilize the UAF Writing Center in 801 Gruening (Phone # 474-5314) as needed to assist in the development and refinement of their written products. Students are also encouraged to use the UAF Speaking Center for coaching and practice. The center is located in 507 Gruening. Call 474-5470 for Speaking Center hours and to schedule an appointment. Please contact me as required should you need to contact other subject matter support services relevant to the development of your leadership or class projects/topics.

ADA Policy

Students with learning or other disabilities who may need classroom accommodations are encouraged to make an appointment with the Office of Disability Services (Phone # 474-5655). Please inform me of your needs and if I need to meet with the Office of Disability Services to provide the appropriate accommodations and support to assist you in meeting the goals of the course.

Important note: We believe that every student has the ability to succeed in this course. It is our responsibility to provide a quality learning experience and it is up to each student to learn and apply the course materials. Students earn their grades through course assignments. We cannot grade on effort—we must grade on work submitted as evidence of learning. Our job is to provide you with the tools, support, and assistance along with the occasional push you need to excel; it is your commitment to the coursework that will determine your level of excellence.

Course Schedule:**Week 1 (14 January – 17 January)**

Review of syllabus and Course Assignments

Readings

- N/A

Assignments

- Discussion Board – Student Introductions

Week 2 (18 January – 24 January) – The Educator

Readings

- Chapter 1 – Attributes of Effective Educators
- Chapter 2 – EMS Educator Roles
- Case Study 1 – The new EMS educator

Assignments

- Discussion Board – Introductions (If not already complete)
- Assignment #1 – EMS Educator Roles and Responsibilities
- Case Study 1 Discussion

Week 3 (25 January – 31 January) – The Student, Part 1

Readings

- Chapter 3 – Principles of Adult Learning

Assignments

- Assignment #2 – Principles of Adult Education
- PAEI Questionnaire - <http://www.labr.net/apps/paei/inventory.php?Start=Start>
- PAEI Zinn PDF

Week 4 (1 February – 7 February) – The Student, Part 2

Readings

- Chapter 4 – Learning Styles
- Chapter 5 – Diversity
- Kolb Learning Style PDF

Assignments

- Assignment #3 – Learning Style Assessments
- Kolb Learning Style Assessment
- Final Project “Proposal” Due (Uploaded to Blackboard)

Week 5 (8 February – 14 February) – Education Essentials Part 1

Readings

- Chapter 6 – The learning environment
- Chapter 7 – Domains of Learning
- Chapter 8 – Goals and Objectives

Assignments

- Assignment #4 – Domains of Learning
- Student Project – Goals and Objectives section

Week 6 (15 February – 21 February)

Readings

- Chapter 9 – Lesson Plans
- Chapter 10 – Legal Issues

Assignments

- Assignment #5 – Legal Issues
- Lesson Plan Draft 1 Posted to Blackboard

Week 7 (22 February – 28 February)

Readings

- Chapter 11: Introduction to Teaching Strategies
- Chapter 12: Teaching All Domains

Assignments

- Assignment #6 – Teaching Domains
- Review The National EMS Education Standards document on Blackboard

Week 8 (29 February – 6 March)

Readings

- Chapter 13: Tools for Individual Learning
- Chapter 14: Tools for Small Group Learning
- Chapter 15: Tools for Large Group Learning
- Chapter 16: Using Technology to Enhance Learning

Assignments

- Assignment #7 – Group Learning Tools and YOUR Lesson
- Lesson Plan Draft 2 Due - Blackboard

Week 9 (7 March – 13 March)

Readings

- Chapter 17 – Tools for Distance Learning
- Chapter 18 – Tools for Simulation
- Chapter 19 – Tools for Field and Clinical Learning

Assignments

- Assignment #8 – What makes a good FTO / Field Mentor?

Spring Break (14 March – 20 March)**Week 10 (21 March – 27 March)**

Readings

- Chapter 20 – Principles of Evaluation of Student Performance
- Chapter 21 – Using Written Evaluation Tools
- Chapter 22 – Other Evaluation Tools

Assignments

- Assignment #9 – Evaluation Tools

Week 11 (28 March – 3 April)

Readings

- Chapter 23 – Remediation
- Chapter 24 – Administrative Issues

Assignments

- Assignment #10 – Remediation
- Lesson Plan Evaluation Tools Due

Week 12 (4 April – 10 April)

Readings

- Public Safety Administration: Crisis Intervention Learning Strategies (article on Blackboard)

Assignments

- Case Study 2 – The Problem Student
- ***FINAL DRAFT*** – Lesson Plan Due

Week 13 (11 April – 17 April)

Readings

- How Education Impacts Police Performance (article on Blackboard)
- The Value of Education in the Fire Service and the Need to Plan Wisely (article on Blackboard)

Assignments

- Case Study 3
- Deliver Lessons – presentations for Final Project
- Student-led discussions

Week 14 (18 April – 24 April)

Readings

- Making the Grade: Skills to be a Successful Emergency and Disaster Management Student (article on Blackboard)
- Problem-Based Learning in Public Health Instruction: A Pilot Study (article on Blackboard)

Assignments

- Deliver Final Project Lessons – All deliveries and video uploads **MUST** be complete no later than 4/24 at 11:59pm

Week 15 (25 April – 1 May)

- Student-led after Action Discussion on student delivered lessons.

Week 16 (2 May – 6 May)

- Finals Week, no assignments

HSEM 404 Blackboard Discussion Requirements and Rubric

There will be a weekly Blackboard discussion. Students are expected to offer comments, questions, and replies to the discussion question that have been posed for each module as well as to classmate postings. Students are expected to actively participate in each module's discussion each week throughout the semester. These discussions will require students to not only read the assigned material, but to also conduct independent research to supporting the topic and viewpoints taken on the subject.

Postings will be evaluated on the quality of the postings and the degree that the postings promote discussion with classmates. The discussion assignment will be worth a total of **10 points**.

Discussion Board Rubric:

The following points are what is looked for in your original postings to the Discussion Board and your replies to others postings.

Original Posting:

1. Mentions at least 2 specific points from the article or reading.
2. Relation of new information to old information learned in the course to date.
3. Discussion at a critical level, not just recitation of facts from the article.
4. Length of posting approximately 250 words in length.

Reply to Other's Postings:

1. Discuss one point you like/agree with, and one point you dislike/disagree with and explain why.
2. Ensure comments are made on at least 2 other students' posts
3. Add content and/or pose follow up question. Avoid "I agree" comments.

Criteria	Good Very Good	Satisfactory	Unsatisfactory
Content	Discussed thoughtfully and with insight; Key issues from the prompt are identified and answered; Clear discussion with no digressions.	Discussed at surface level; Key issues from the prompt are identified but not all are answered; Clear discussion most of the time.	Difficult to follow; Key issues from the prompt are not identified or answered.
Context	Posted by the assigned due date; Few or no stylistic errors; Organized with direct & clear communication.	Posted by the assigned due date; Several stylistic errors; Weak organization, not always direct & clear communication	Posted by the assigned due date (or late); Many stylistic errors; Not organized, no direct & clear communication.
Resources to Extend the Discussion	Resources that extend the discussion are added; Link included; Website title and 2 sentence annotation clearly explaining the content included.	Resources that extends the discussion are added; Link included; Website title and annotation added.	No Resource added

HSEM 404 Final Project Rubric

Each student is required to develop and present a public safety lessons plan. The topic for the lesson plan will be developed in conjunction with the instructor and will be broke into 4 parts for grading purposes. Each part will have a set due date and a set amount of points assigned to it. Each part is expected to be completed completely, without grammatical or spelling errors, and turned in on time.

Lesson Proposal

The lesson proposal will be completed first and is worth 15 points. This proposal will outline the topic the student would like to prepare a lesson for. The final topic needs to be approved prior to moving forward with the project.

<i>Topic development</i>	/5
<i>Grammar and spelling</i>	/5
<i>Follow-up with instructor</i>	/5
Total	/15

Completed Lesson Plan

The completed lesson plan will be the second part of the final project and is worth 45 points. This lesson plan will outline the topic, the delivery method, the tools and strategies to be utilized, and the instructional model to be utilized. The lesson plan is worth 45 points and is vital to preparing for the final delivery.

<i>Approved topic</i>	/5
<i>Content: delivery method, tools, and strategies</i>	/20
<i>Activity</i>	/20
Total	/45

Lesson Evaluation

The lesson evaluation needs to correspond to Objective 5 (within the text). Also, the student needs to outline the tools they are using for evaluation and why that tools is the correct one for this particular lesson. This portion of the project is worth 15 points.

<i>Identification of evaluation tool</i>	/5
<i>Evaluation write-up</i>	/10
Total	/15

Delivery of the Lesson

Each student is required to deliver the lesson the same they would as if they were teaching the topic to public health employees. This gives the student hands-on experience and allows each student to see the different possibilities for instruction. The delivery needs to be clear, concise, and include an activity for students to participate in. The length for this delivery should be 60-90 minutes (including the activity). This final portion is worth 75 points.

<i>Length</i>	/5
<i>Content (including activity)</i>	/30
<i>Presentation (voice, eye contact, clarity)</i>	/20
<i>Style/Format</i>	/20
Total	/75

<u>TOTAL FOR WHOLE PROJECT</u>	<u>/150</u>
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