

LSC Use Only  
Number: \_\_\_\_\_  
Action: \_\_\_\_\_  
Date: \_\_\_\_\_

UWUCC Use Only  
Number: 91-25 F  
Action: \_\_\_\_\_  
Date: \_\_\_\_\_

**CURRICULUM PROPOSAL COVER SHEET**  
**University-Wide Undergraduate Curriculum Committee**

**I. Title/Author of Change**

Course/Program Title: HP 251 Foundations of Safety and Emergency Health Care  
Suggested 20 Character Course Title: Fnds of Saf & Em HC  
Department: Health and Physical Education  
Contact Person: Dr. Richard Hornfeck, Mrs. Lois Clark

**II. If a course, is it being Proposed for:**

\_\_\_\_\_ Course Revision/Approval Only  
\_\_\_\_\_ Course Revision/Approval and Liberal Studies Approval  
\_\_\_\_\_ Liberal Studies Approval Only (course previously has been approved by the University Senate)

**III. Approvals**

<u>Lois Clark</u> Department Curriculum Committee	<u>James D. Dell</u> Department Chairperson
<u>Mrs. M. M. ...</u> College Curriculum Committee	<u>... ..</u> College Dean *
_____ Director of Liberal Studies (where applicable)	_____ Provost (where applicable)

\*College Dean must consult with Provost before approving curriculum changes. Approval by College Dean indicates that the proposed change is consistent with long range planning documents, that all requests for resources made as part of the proposal can be met, and that the proposal has the support of the university administration.

**IV. Timetable**

Date Submitted to LSC: _____	Semester to be implemented: _____	Date to be published in Catalog: _____
to UWUCC: _____		







### III. COURSE CONTENT

- A. The accident problem
  - 1. Terminology
  - 2. Research: significance of
  - 3. Consequences of accidents, "social, and economic"
- B. Accident data
  - 1. National Safety Council
  - 2. Accident data logistics
  - 3. Interpretation of accident data
- C. The safety movement
  - 1. National organizations and their roles
  - 2. Legislation
  - 3. Media
- D. Risks
  - 1. Psychological considerations
  - 2. Recognizing hazards and assessing risk
  - 3. Risks taken in daily lives:
    - a. highway
    - b. home
    - c. work
    - d. public
- E. Determining accident causes
  - 1. Multiple cause concept
  - 2. Domino theory
  - 3. Epidemiological approach
  - 4. Human causation model
  - 5. Systems safety approach
- F. Strategies for prevention and mitigation of accidents
  - 1. Haddon's model

2. Countermeasures: How to select
  3. Evaluation of countermeasures
- G. Studying the etiology and countermeasures of the primary types of accidents
1. Motor-vehicle accidents
  2. Falls
  3. Drownings
  4. Fires
  5. Suffocation
  6. Poisoning
  7. Firearm accidents
  8. Cold and heat injuries
  9. Electric current injuries
  10. Disasters
- H. Special Topics in Safety
1. Occupational safety
  2. School safety
  3. Sports and recreational safety
  4. Safety instruction
  5. Legal aspects of accidents
- I. Emergency Health Care
1. American Red Cross Community CPR
    - a. adult
    - b. child
    - c. infant
  2. American Red Cross Standard First Aid
    - a. Secondary survey
    - b. Bleeding and shock
    - c. Bone, joint, and muscle injuries
    - d. Head and back injuries
    - e. Specific injuries
    - f. Medical emergencies
      - 1.) Stroke

- 2.) Diabetic emergencies
  - 3.) Epileptic seizures
  - 4.) Asthma
3. American Red Cross health services
    - a. Teaching CPR
    - b. Teaching standard first aid

#### IV. EVALUATION METHODS

- 30% Three objective exams addressing objectives A through F (each weighted equally at 10% : multiple choice, true/false, short answer questions)
- 8% Annotated readings for the four major classes of accidents (16 readings)
- 12% Mini-research paper on selected topics in the field of safety (evaluated by accurate information, coverage of topic, and format)
- 30% American Red Cross CPR (20% on skills and 10% on standardized written examinations),
- 10% American Red Cross Standard First Aid 5% practical skills and 5% on objective tests
- 10% Practical teaching assignment evaluated on: following the instructor's manual and accuracy of information presented

#### V. REQUIRED TEXTBOOKS

- American Red Cross. (1988). Community CPR Student Workbook. The American Red Cross.
- American Red Cross. (1988). CPR Instructor's Manual. The American Red Cross.
- American Red Cross. (1988). Standard First Aid Instructor's Manual. The American Red Cross.
- American Red Cross. (1988). Standard First Aid Workbook. The American Red Cross.
- American Red Cross. (1986). Introduction to Health Services Education. The American Red Cross.
- Thygerson, Alton L. (1986). Safety. Englewood Cliffs, NJ: (2nd ed.) Prentice Hall.

## VI. SPECIAL RESOURCE REQUIREMENTS

Expendable first aid supply kit, American Red Cross.

## VII. BIBLIOGRAPHY

American Academy of Orthopedic Surgeons. (1987). Emergency care and transportation of the sick and injured. (4th ed.). Chicago.

American Public Health Association. (1986). Accident prevention. New York: McGraw-Hill.

Arnheim, D. (1989). Modern principles of athletic training. St. Louis: Times Mirror/Mosby College Publishers.

\*Baker, Susan P. (1972). Injury control. Washington, DC: Insurance Institute for Highway Safety.

Brown, A. (1987). First aid principles and procedures. New York: MacMillan Publishers.

Caroline, N. (1988). Emergency care in the streets. Boston: Little, Brown and Company.

\*Florio, Alles, Stafford. (1979). Safety education. New York: McGraw-Hill.

\*Forbes, T.W. (1972). Human factors in highway traffic safety research. New York: Wiley-Interscience.

Grant, Murray, Bergeion. (1987). Emergency care. (4th ed.). Bowie, MD: Robert Brady Company.

\*Haddon, Suchman, Klein. (1964). Accident research. New York: Harper and Row.

Hafen, B. (1988). First aid. (4th ed.) St. Paul, MN: West Publishing Company.

Mroz, Joseph H. (1987). Safety in everyday living. Dubuque, IA: Wm. C. Brown Company.

National Safety Council. (1990 - 91). Accident facts. Chicago: National Safety Council, yearly.

\*Robert, H.J. (1971). The causes, ecology, and prevention of traffic accidents. Springfield, IL: Charles C. Thomas.

\*Indicates historical reference

\*Strasser, Aaron, and Bohn. (1981). Fundamentals of safety education. New York: MacMillan Publishing.

Thygerson, A. (1985). The first aid book. (2nd ed.). Englewood Cliffs, NJ: Prentice Hall.

U.S. Department of Health and Human Services. (1985). Chemical hazards. Washington, DC: US Government Printing Office.

\*Indicates historical reference.

EMERGENCY HEALTH CARE  
HP 242  
FALL SESSION 1990

Instructor: Mrs. Lois Clark  
Office: 233 Zink Hall  
Phone: 357-4027  
Office Hours: M & W 8:00-9:00AM  
Friday by appointment

- I. Prerequisite: Physical Education Majors, Safety Science Majors, or by instructor consent.
- II. Catalog Description: Students will receive American Red Cross certification in Standard First Aid, Community Cardiopulmonary Resuscitation, Introduction to Health Services Education, Instructor of Standard First Aid, Instructor of Community First Aid.
- III. Course Requirements:
- A. Attendance: Students must attend all scheduled classes to satisfy requirements for ARC certifications. Class time missed, due to illness or emergencies, must be made up. Students are responsible for making arrangements for makeup work with the instructor.
  - B. Examinations: Tests are to be taken when scheduled. Make-up examinations will not be given unless the instructor is notified ahead of time.
  - C. Assignments: Must be completed as scheduled. Unannounced quizzes will be given on reading assignments.
  - D. Final Examination: The final exam will be given at the scheduled time for your class.
  - E. American Red Cross Certification Fee: The ARC charges \$1.00 for basic cards and \$2.00 for instructor certifications. You must pay with a money order or with cash. Money will be collected by Mrs. Clark at the end of the semester.
- IV. Course Evaluation Procedure:
- A. Units: All units require both practical and written tests.

			<u>GRADING SCALE</u>
Unit I CPR	50%		
Unit II First Aid	20%		
Unit III Teaching ARC Classes	20%	100-90	A
Quizzes	10%	89-80	B
		79-70	C
		69-60	D

V. Required Textbooks and Materials:

- A. ARC Standard First Aid Workbook. \$9.50
- B. ARC Standard First Aid Instructor's Manual. \$5.00
- C. Community CPR Workbook. \$9.50
- D. ARC Community CPR Instructor's Manual. \$5.00
- E. First Aid and Emergency Care Workbook, 1987. \$19.50
- F. Introduction to Health Services Education. \$3.00
- G. Expendable First Aid Supplies Kit. \$4.25

Course Outline

(2 hours) Introduction to Emergency Health Care  
Ch.1 and 2 First Aid and Emergency Care Workbook

Unit 1

(10 hours) Community CPR Manual and First Aid Workbook

Unit II

(12 hours) First Aid and Emergency Care  
ARC Standard First Aid Workbook and First Aid Workbook

Unit III

(6 hours) Instructor of Community CPR and Standard First Aid  
Instructor Manuals, I.H.S.E. Manual

- READINGS #13 Ellis, Richard D. No Vacancy. The University at Albany, Albany, New York. 1974
- 14 Malfetti, James L. Driver Education Under Scrutiny, American Automobile Association Management Workshop, 1968
- 15 Walker, Patricia, "Driver Education: Where Does it Belong?"
- 16 Ellis, Richard D. "Fixed Hand 9 + 3 Steering"
- 17 Quane, Lawrence, "Emergency Driving - An Immediate Payoff," Journal of Traffic Safety Education Association, Washington, 1974. p. 3
- 18 Calspan Corporation. "Most Drivers Use Only Half of Car's System Failure Avoidance Capabilities," Calspan News, Buffalo, 1975
- 19 Carter, Kennis M. "Can We Really Teach Evasive Maneuver?" Better Driving, North Carolina Highway Safety Research Center, December, 1974, p. 2
- 20 American Safety Belt Council, Solution for Highway Carnage: Safety Belt Use Legislation. American Safety Belt Council, Inc., New Rochelle, New York, 1975
- 21 Kelly "Off Roadway Booby Traps"
- 22 Chafetz, Morris. "The Drug Scene: Is There a Safe Way to Drink?"
- ✓ 23 Adams, James R. "First a Friend...Then a Host Toward Re-identification of the Role of the Host." Teachers College, New York, 1965
- 24 Overend, Robert, "Young Adults on Bikes - An N.S.C. Study," Traffic Safety, October 1976
- 25 Swain, Paul, "To Guard Them While They Sleep" Journal of the National-fire Protection Association. Hartford, Conn., 1975
- 26 Mark, Norman, "Calm Down at Your Own Risk," Today's Health, March 1974

## ACCIDENT CAUSATION AND PREVENTION

3 Semester Hours

Course Description

This course attempts to establish the relationship between psychology and accident causation programming by examining the different variables in accident causation. The course design will enable the student to better understand human behavior as it relates to the causes of accidents.

Rationale

The dilemma caused by millions of accidental deaths and injuries make it imperative that safety education and accident prevention programs become a major need. Before any suitable remedy can be prescribed, the various causes of the problem must be diagnosed. Human behavior is an important factor in determining the frequency of accidents in a wide variety of situations. Any attempt to explain why accidents happen must involve the study of the many variables linked to human behavior. The complex variety of attitudes and emotions that motivate actions in relation to mechanized and motorized devices must be understood.

Required Texts

Thygeson, Alton L. Accidents and Disasters. Englewood Cliffs, NJ: Prentice Hall, 1977.

Supplementary Texts

1. American Automobile Association. Teaching Driver & Traffic Safety Education. New York: McGraw-Hill, 1965.
2. American Public Health Association. Accident Prevention. New York: McGraw-Hill, 1961.
3. Baker, Susan P. Injury Control. Washington, D.C.: Insurance Institute for Highway Safety, 1972.
4. Florio, Alles, Stafford. Safety Education. New York: McGraw-Hill, 1979.
5. Forbes, T. W. Human Factors in Highway Traffic Safety Research. New York: Wiley-Interscience, 1977.
6. Haddon, Suchman, Klein. Accident Research. New York: Harper & Row, 1964.
7. Mroz, Joseph H. Safety in Everyday Living. Dubuque, IA: Wm. C. Brown Co., 1978.

25

HIGHWAY SAFETY CENTER  
SCHOOL OF CONTINUING EDUCATION  
IUP  
HP 251  
ACCIDENT CAUSATION AND PREVENTION

Field Experience I: "An awareness Study of Safety in the University Community"  
Due Date: \_\_\_\_\_

Assignment:

1. Each student will, based on interest, select one of the following principle classifications of trauma on this campus and investigate one or more aspects of its injury producing behavior.

1.1 Public Classifications

- |                                 |                   |
|---------------------------------|-------------------|
| _____ University Van Service    | _____ Intramurals |
| _____ Swimming Pool             | _____ Athletics   |
| _____ Stairways                 | _____ Jogging     |
| _____ Classroom/Lecture Centers | _____ Other       |
| _____ Construction              |                   |

1.2 Residence Classifications

- |                  |                         |
|------------------|-------------------------|
| _____ Electrical | _____ Climbing          |
| _____ Poisons    | _____ Chemicals         |
| _____ Fire       | _____ Doors/Windows     |
| _____ Falls      | _____ Do-It-Yourselfers |
| _____ Bathing    | _____ Other             |

1.3 Work Classification

- |                         |                    |
|-------------------------|--------------------|
| _____ Maintenance Shops | _____ Food Service |
| _____ Laboratories      | _____ Other        |
| _____ Receiving         |                    |
| _____ Custodial Service |                    |

## 1.4 Motor Vehicle Classifications

_____ Pedestrians	_____ Commuters
_____ Bicycling	_____ Non-university Users
_____ University Police	_____ Buildings/Grounds
_____ Motorcycling	_____ Other

2. Each student will read and annotate two articles his/her choice, on the topic above, from any source.
3. Each student will read pages appropriate to the topic in the Accident Facts, 1980 text.
4. Each student, after the completion of #1, #2, and #3, will develop a series of questions on the topic which will be used in interviewing a total of five campus community persons (students, faculty, staff, etc.) whose on-campus experience is directly related to your classifications areas.  
  
The questionnaire and interviewing should provide a series of answers which should allow you to determine the location and description of the five (5) most hazardous host, agent, or environment component, in your selected area, on this campus.
5. Each student will hand in a written "awareness report", with a copy of the questionnaire and the two annotated readings at the conclusion of class on \_\_\_\_\_.
6. Each student will give a summary of his/her report in class on \_\_\_\_\_, and locate the problem on the campus spot map.
7. Objective: Each student will, at the completion of Field Experience I, be able to (1) differentiate between the 4 principle classes of injury producing behavior on this campus and (2) cite five examples of specific problems under each class.

### THE ANNOTATED BIBLIOGRAPHY

An annotated bibliography is a written summary of material that has been read on a specific topic. The writer and reader of the bibliography should be able to sense the significance of the article without having to read the complete bibliographic source.

The purposes in having you submit annotated reports regularly throughout this course are:

1. To give you an opportunity to compare different approaches to topics by reading.
2. To extend your preparation for meaningful course participation.
3. To give you opportunities to evaluate and critically review literature in the field of trauma prevention.

#### General Procedures:

1. The minimum number of readings due is 10.
2. Pages of articles read, and reported, must be at least the equivalent length of a one-page article in Time magazine.
3. Readings must represent various aspects of course content.
4. Use several different resources.
5. Annotations must be submitted on the due dates.
6. Each annotation should follow the instructions on the attached page and may be hand or type-written. Be accurate in spelling, clear in style, and neat in copy.

#### Specific Reporting Procedures:

- I. Cite the reading number and furnish as completely as possible, a bibliographic reference at the top of each report: Author's name, title of the article, name of the magazine, volume number, month (day, if appropriate), year, page number.
- II. In the written summary of the report, objectively present the ideas of the author. Be concise and clear. Outline points for clarity wherever possible. Avoid copying phrases from sources where you feel you must use quotation marks.

The length of the written summary (II) of an annotated bibliography is dependent on the length of the material as follows:

- Article is four (4) pages in length - about 30 words in summary  
Article is eight (8) pages in length - about 60 words in summary  
Article is more than eight (8) pages in length - about 90 words in summary

- III. Under significant points, subjectively evaluate three ideas of the author. "Top-of-the-head" salutory comments and cliches will not do! There must be some evidence of thinking, evaluating, and commenting accordingly or else you have wasted your time.

Each annotated bibliography should be on a separate sheet (no two on front and back) and completed following the attached format.

FORMAT

Name \_\_\_\_\_ Date \_\_\_\_\_

Topic: \_\_\_\_\_

I. Reading Number and Bibliographical Source:

# \_\_\_\_\_, Author (s) (last and first name). Title of Publication.  
Edition; Publishing City: Publisher, Date, Page.

II. Written Summary:

III. Significant Points:

a.

b.

c.

Highway Safety Center  
 School of Continuing Education  
 HP 251  
 Accident Causation and Prevention  
 Measurement and Evaluation

<u>Criteria</u>	<u>Possible Points</u>
1. Attendance at twenty-seven class sessions	25
<ul style="list-style-type: none"> <li>a. attendance at each class one point each</li> <li>b. each tardiness will deduct 1/2 point</li> <li>c. excused absences and tardiness will be handled on an individual basis</li> </ul>	
2. Annotated Readings (10)	10
<ul style="list-style-type: none"> <li>a. each acceptable reading will receive one point</li> </ul>	
3. Field Experience	
<ul style="list-style-type: none"> <li>a. read and annotate two articles on the topic</li> <li>b. read appropriate pages in Accident Facts</li> <li>c. develop a series of questions on selected topic which will be used during interview</li> <li>d. prepare a written report</li> <li>e. give an oral presentation of topic in class</li> </ul>	
4. Course Tests (3 - 75 points each)	225
5. Final Grade	260 points
<ul style="list-style-type: none"> <li>A - 234</li> <li>B - 208</li> <li>C - 182</li> <li>D - 156</li> </ul>	
6. Extra credit - additional field experience	10 points

Highway Safety Center  
School of Continuing Education  
HP 251  
Accident Causation and Prevention

READINGS

- READINGS #1 Johnson, Elizabeth, "For the Life of a Child"  
U.S. Consumer Product Safety Comm.
- 2 Kiefer, Norvin, Accidents - Preventable Epidemic (source unknown)
- 3 Wilson, Robert A. "Where There's a Will, There's a Way to Reinforce it". Today's Health, June 1974
- 4 Suchman, Edward A. "A Conceptual Analysis for the Accident Phenomenon," Excerpt from Jacobs, Suchman, and others. Behavioral Approaches to Accident Research. New York Association for the Aid of Crippled Children, 1961. 178 pages
- 5 Brownfain, John J. "When is an Accident Not an Accident?" Safety: Principles, Instruction, and Readings. Prentice Hall, Englewood, New Jersey, 1972. Pages 77-81
- 5A DeCicco, Joyce. "Dangerous Myths", Safety: Principles, Instruction, and Readings. Prentice Hall, Englewood, New Jersey, 1972 Pages 82-87
- 6 Whitney, Albert. "Basic Philosophy of Safety:
- 7 Maynard, Fredelle. "Are You System Failure Prone?", Women's Day, September 1976. Pages 112-117
- 8 Heinrich. "Domino Theory of System-Failure Sequencing"
- 9 Malfetti - "Scare Techniques & Traffic Safety"
- 10 Adams, James R. "Oh, Who Cares About Safety?" Safety: Principles, Instruction, and Readings. Prentice Hall, 1972
- 11 Klein. "The Influence of Spiritual Values"
- 12 Rebicoff, Abraham, "You Drive as you Live." Analogy, All-State Insurance Co. 1970