

**California State University
San Marcos
College of Education**

**Course Syllabus
Health Education for Teachers
EDUC 571 - 2 units CRN# 22566
Spring 2003**

**Instructor: Diane M. Solic RN,MSN
E-mail : DSolic@CSUSM.edu
Phone: 760-213-1949**

Mission of the College of Education at CSUSM.

The mission of the College of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research, and on-going service. Our practices demonstrate a commitment to student centered education, diversity, collaboration, professionalism and shared governance.

(Adopted by the COE Governance Community, Oct. 1997)

Authorization to Teach English Learners.

This credential program has been specifically designed to prepare teachers for the diversity of languages often encountered in the California public school classrooms. The authorization to teach English learners is met throughout the infusion of content and experiences within the credential program, as well as additional coursework. Students successfully completing this program receive a credential with authorization to teach English learners.

(Approved by CCTC in SB2042 Program Standards, August 02)

Students with Disabilities Requiring Reasonable Accommodations.

Students are approved for services thorough the Disabled Student Services (DDS). This office is located in Craven Hall 5205, and can be contacted by phone at (760) 750-4905 or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours, or, in order to ensure confidentiality, in a more private setting.

Class Location: Academic Hall Room 406

Class Dates and Times: Wednesdays beginning January 22nd 2003 8:00 am-950 am (off March 29th-April 5th) until May7th, 2003

Course Description:

This course is designed to raise teacher awareness and examine the current health issues confronting today's educators. The course will introduce educators to resource links within the community as well as within the public school system. Students will reflect on the ways that this information connects to their practice as it applies to their own classrooms and schools. General theories and organization for teaching health education are discussed. Topics will include: common childhood illnesses, first aid, CPR, violence, alcohol, tobacco and other drugs, chemical dependency, nutrition, fitness, HIV/AIDS, STDs, conflict resolution, mental health and maintaining a healthy school environment. Guest speakers from the community will provide valuable information on current health concerns in today's school environment. It provides an overview of issues in Health Education as described in the Health Education Framework for California and is designed to satisfy the California Commission on Teacher Credentialing (CCTC) requirement for health education.

Required Materials:

Text:

Telljohann et al. (2001) *Health Education: elementary and middle school applications*, (3rd ed.) Boston: McGraw Hill.

Recommended Materials:

California State Department of Education, *Health Framework for Public Schools, Kindergarten through Grade Twelve, Sacramento, 1994*.(on reserve in CSUSM library ? copies ? day checkout)

Anspaugh, D. J. & Ezell, G. (1998). *Teaching Today's Health*, (5thed.). Boston, Ma: Allyn and Bacon

Weinstein, Estelle and Rosen, Efram. Teaching Children about Health, Morton.(2nd Ed.). 2002

Dietary Guidelines for Americans. United States Department of Agriculture. United States Department of Health and Human Services. (5th. Ed.) 2000. Home and garden bulletin No.232

The instructor will provide additional resources to complete assignments.

There will be an additional fee of \$20(payable in cash or check on day of class) to complete the course requirement for American Heart saver CPR. Those students already completing this course must show instructor a valid CPR card that will not expire before January 2004.

The American Heart saver CPR course will be scheduled during class on April 30th.

Course objectives:

The goal of the course is to enhance the student's ability to recognize child and teenage health concerns and become capable of implementing Comprehensive School Health instruction in the public schools.

Upon completion of this course the student will:

- Increase knowledge, skills, and access to resource links necessary to address the health concerns of their own students.
- Raise awareness and improve understanding and skills necessary to positively impact student well being.
- Discuss current health issues, share concerns, and participate in collaborative problem solving.
- Identify major causes of death and illness in school-age children
- Discuss how culture, heritage, race, gender, and heredity influence health behaviors and impact learning in the classroom
- Demonstrate instructional strategies that foster wellness.
- Describe the opportunities for correlating/integrating health instruction with other subjects
- Identify the role of the official and voluntary health agencies in promoting school health programs.
- Increase awareness of opportunities and ideas for implementing the California Health framework
- Identify Teacher health concerns and discuss strategies to promote healthy Teachers
- Assemble an inclusive list of links to local health resources, Currently useful to educators, youth and families

Course Outline:

1. Introduction: California Schools Health Framework
2. School Health Law, Acts, Legislation
3. Healthy School Environment
4. Nutrition
5. Physical fitness
6. Emotional/Mental health
7. Depression/Anxiety
8. Chemical dependency/ Alcohol /Tobacco/Addiction
9. Childhood illness,
10. Contagious diseases, STD, HIV/AIDS
11. Conflict resolution/Anger management
12. Family life education
13. CPR/Basic first aid
14. Teacher Health/Stress management

Student Responsibilities:

- Attend every class promptly according to scheduled times and participate in all class activities.
- All assignments should meet the requirements of CSUSM student handbook.
- Students will keep a copy of all assignments.
- Late work will be accepted with prior approval.
- Contact instructor in a timely manner if an emergency occurs and unable to attend class or unable to complete assignment on assigned date.
- Please refer to the student handbook regarding childcare issues.

Academic dishonesty:

If you employ dishonest tactics, including plagiarizing material, you will be subject to action. Refer to CSUSM University Catalog Pg. 317 for more information.

Evaluation :

This course is designed to encourage active participation by each student. Assignments are not accepted by fax or e-mail. The instructor adheres to the official University drop policy. The final grade is based on 100 points. The distribution of the 100 points is as follows:

Attendance, Preparation and Participation	10 pts
Health Identification	5 pts
Health Lesson, article review	15 pts
School Health lesson Plan	20 pts
Interview	20 pts
Book essay	20pts
CPR certification	10 pts

Grading scale

Refer to the University Catalog/Student handbook.
A passing grade is minimum C+

Attendance and participation (10pts)

This course is designed to be participatory in nature, therefore attendance and participation are important. Absences and late arrival will affect the final grade. Participants are expected to be punctual and prepared for each class.

Assigned readings

Journal articles, handouts, and a book will be assigned for many of the topics. The assigned readings should be read before class sessions in order to be prepared for activities and discussions

Assignment #1 Health Identification (5pts) Due Jan 29,03

Using a 5x7 index card paste a current photo of yourself in upper right hand corner, include your first and last names on the left upper corner. Type or print your address, e-mail phone contact, school district, grade level in which you work, if applicable. Provide information about your personal educational background. On the reverse side include at least 3 expectations or objectives you have for EDUC 571. Provide your personal definition of "Health".

Evaluation/Assignment of Points

Presentation of information 2
Completeness 3

Assignment #2 Health Article review (15pts) Due TBA

Utilize internet research skills to find 2 current (within past 12 months) professionally peered journal or news articles about a school health concern or problem,(As identified in the course topics).Articles from sources such as fitness magazines, Reader's digest, Better homes and Gardens and Ladies Home Journal are not acceptable. Attach photocopies of the 2 articles to the review. Write a minimum of 2 typed pages for each article (refer to CSUSM guidelines for typed written assignments) stating the objective of the article, what information is being presented, and why or why not it is relevant to school health .Address the implications of this article for a credentialed teacher in California ?

Evaluation/Assignment of Points
Summarize the basic idea of the article

3

Identify the credential of the author	1
Is scientific research being presented?	4
Is the research current?	1
What is the underlying hypothesis (if/then,cause/effect?)	4
What are the author's conclusions or recommendations?	2

Assignment #3 School Health Lesson Plan/Presentation (20pts)

Due TBA

Create a 5 step informational lesson plan and interactive learning activity for your student population pertaining to 2 related health concerns. Identify the population of student (district,culture socio-economic,etc).

Identify the location of this plan within the curriculum.

Include the objectives, the teaching strategies and evaluation criteria. Also include materials needed by the teacher.

(posters, handouts, audio-visual) Template provided

Evaluation/Assignment of Points

Conceptual Statement	2pt
Objectives	2pt
Creative teaching plan	4pt
Evaluation	2pt
References	2pt
Daily lesson plan	2pt
Strengths and weaknesses of the lesson	2pts
Presentation	4pts

Assignment # 4 Interview /presentation (15pts)

Due TBA

Conduct an interview with a school nurse or teacher, exploring and identifying health problems or programs in their school or district. Type a 2 page report on your findings describing how the interviewee identifies, promotes, advocates health. Include research to support your report. Be sure to include your personal attitudes on your findings and reaction to this experience. Include the date and time of the interview and the school district.

Evaluation/Assignment of Points

Identify the interviewee/years of exp.	2pts
Concepts discussed	2pts

Personal attitudes	3pts
Reaction to experience	4pts
Presentation	4pts

Assignment #5 Book Essay and Class Presentation (25pts)

Due TBA

Choose a book that identifies health problems of school-aged children. Write a 4-5 page essay which defines 2- 3 health topics/ concerns from the book. Include how K-12 teachers could utilize the information to develop health lesson plans, current background on the health topics (reference 6-8 sources).

Some suggestions are:

- Pipher, Reviving Ophelia, saving the selves of Adolescent girls.
- Thompson, Best Friends, Worst Enemies. Understanding the Social lives of Children.
- Sheras, Your Child: Bully or Victim? Understanding and Ending the Schoolyard Tyranny.
- Simmons, Odd Girl Out.
- Kindlon, Raising Cain.

Evaluation/Assignment of Points

Identifying 3 health issues	4pts
Defining 3 health issues	4pts
Application of health issue	4pts
Development and creativity of health lesson plan	6pts
Presentation format	7pts

Assignment #6 CPR certification (10pts)

Read the AHA (American Heart Association) HeartSaver CPR book and perform successful demonstration of 1-2 person infant, child, and adult CPR, use of AED(automatic external defibrillator), and foreign-body airway obstruction.

Resources

Internet web sites

www.cdc.gov

www.nih.gov

www.dhhs.gov

www.ashaweb.org