

**CALIFORNIA STATE UNIVERSITY, SAN MARCOS
COLLEGE OF EDUCATION**

**Course Syllabus
Health Education for Teachers
EDUC 571 - 2 units CRN # 30079
Summer 2003**

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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 COE Governance Community, October 1997)

Authorization to Teach English Learners. This credential program has been specifically designed to prepare teachers for the diversity of languages often encountered in California public school classrooms. The authorization to teach English learners is met through 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 through the Disabled Student Services Office (DSS). 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: La Costa Canyon High School, room 411
3451 Camino de los Coches, Carlsbad

Class Dates and Times:

Friday, June 20	4:00 pm - 9:50 pm
Saturday, June 21	8:00 am - 5:20 pm
Friday, June 27	4:00 pm - 9:50 pm
Saturday, June 28	8:00 am - 5:20 pm

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. Topics will include: alcohol, tobacco, and other drugs, chemical dependency, nutrition, fitness, HIV/AIDS, conflict resolution/mental health and maintaining a healthy 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 CCTC requirement for health education

Materials:

- The instructor will provide reading materials as well as directions for accessing additional resources. There will not be a required text.
- Students must complete an American Red Cross (Community CPR or Community CPR & Basic Life Support) course or an American Heart Association (Heartsavers CPR or Level C CPR course), since the Education Code requires that the class in Health Education include CPR. This course will be scheduled during class time on June 21 for your convenience. There is an additional fee of \$20, payable in cash or check on April 5, for certification. If you do not complete the CPR course with this class, you are responsible for showing the instructor a valid CPR card that will not expire before June 2004, for one of the courses listed above.

Course Objectives:

The goal of this course is to enhance the student's ability to recognize child health concerns and become capable of implementing 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

- Discuss how culture, heritage, race, gender, and heredity influence health behaviors.
- Demonstrate instructional strategies that foster wellness.
- Describe the opportunities for correlating/integrating health instruction with other subjects.
- Identify the role of official and voluntary health agencies in promoting school health program.
- Increase awareness of opportunities and ideas for implementing the California Health Framework.

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Course Outline:

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| 1. Introduction: Health Framework | 2. Healthy School Environment |
| 3. Nutrition/Fitness | 4. Chemical dependency/Addiction |
| 5. Contagious Diseases, STD's, including HIV/AIDS | |
| 6. Conflict Resolution/mental health | 7. Drugs including alcohol and tobacco |
| 8. Family life education | 9. School health law |

Student Responsibilities:

- Attend and participate in all class activities.
- Class will begin promptly at the scheduled times. Absences and late arrivals will affect the final grade. This course only meets for a few concentrated days; attendance at each session is critical to success in the course.
- All assignments should be typed and reflective of graduate level work.
- Keep a copy of all your written assignments.
- No late work will be accepted without prior approval. If an emergency occurs, phone or email the instructor immediately.
- If you find a good idea or resource, please share it.
- The university classroom is neither safe nor appropriate for young children. Please make child care arrangements accordingly.

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Academic Dishonesty:

If you employ dishonest tactics, including plagiarizing material, you will be subject to action, ranging from a reprimand to a grade of F. See the CSUSM University Catalog for more information.

Evaluation:

This course is designed to encourage active participation by each student. The quality of your contributions will be evaluated. **Assignments are NOT accepted by fax or e-mail.** Note that 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 (4 sessions x 6 pts.) 24 pts.
 - I.D. Card 5 pts
 - Mini health lesson 12 pts.
 - Internet Assignment 15 pts.
 - Resource Packet Project 16 pts.
 - Journal (5 topics x 3 pts.) 15 pts.
 - CPR Certification 13 pts.
- 100 pts.

Grading Scale:

A	100-93 pts.	C+	79-78 pts.
A-	92-90 pts.	C	77-73 pts.
B+	89-88 pts.	C-	72-70 pts.
B	87-83 pts.	N/P	below 70 pts.
B-	82-80 pts.		

Assignment A: I.D. Card: Submit June 21 5 pts.

Use any color 3" x 5" note card and paste a current photo of yourself in the upper left-hand corner. (This can even be a copy of your Driver's license picture). On the right side of the card, type or print: your name, your e-mail address or home phone number, your school district and the grade level in which you work (if applicable), anything unique or interesting about yourself, and anything in particular that you would like to learn in this class.

Evaluation Criteria: Completeness and neatness of required information

Assignment B: Mini Health Lesson Submit June 27 12 pts.

Create an original (or almost original) mini health lesson (15 minutes or less) appropriate for teachers and or students of the age/grade level at which you teach. **You may not use any copyrighted materials.** The activity must fit on a white 8 1/2" x 11" page(s) and must include attractive and professional graphics. This mini lesson must be a health related learning activity with educational value. In the lower right hand corner of the page list **your name**, date, CSUSM, and EDUC 571. Your mini lesson may be used as a future example. Paper clip a cover page to the worksheet and provide the following: a) your name, date, course name and number, and instructor's name, etc., b) suggested age/grade target group, c) **the specific skill/behavior from the California Framework to which it is linked**, d) if not 100% original, cite the source used, e) directions (if any) for use, and f) the answers if your mini lesson is a

worksheet. Be prepared to explain and possibly demonstrate your lesson to the class. Submit 1 copy to the instructor (with the answers if it is a worksheet, in the appropriate places). Duplicate **one copy** of your mini lesson for every person in the class and provide the answers or key.

Evaluation Criteria: Creativity/Originality	2 pts.
Framework/Specific Skill/Behavior	2 pts.
Appropriate to Age/Grade listed	2 pts.
Visual Appeal	2 pts.
Explanation/Demonstration/Ease of Use	2 pts.
Quality of Duplication	2 pts.

Assignment C: Internet Resources Submit June 28 15pts.

During the June 21 class we will be in a computer lab with Internet access (or you can do this ahead of time if you have access through your own computer). Explore at least **3** Health-related Internet web sites, which provide either a lesson for the classroom teacher or health information that could be accessed to create lesson plans. Refer to the web site www.cashe.org for assistance.

Write a **one to two page summary** of each web site and include the following information: a) address of the web site, b) its affiliation (government, commercial, educational, etc.), c) what type of health information this site provides, d) how you determined that the information was valid, e) what other health related links you can reach through this site, and e) how could this information be used in your classroom. Submit 1 copy of each summary to the instructor.

Evaluation Criteria: Quality of Information	5 pts.
Age/Grade Appropriateness	2 pts.
Visual Appeal	2 pts.
Quality of Duplication	2 pts.
Ease of Use	2 pts.
Application to Classroom	2 pts.

Assignment D: Resource Packet Project Submit June 28 16 pts.

You are to develop a health education resource packet for a subject and age/grade level that will be assigned to you. The format and packaging is up to you. Each resource packet will contain the following sections: a) Title (grade level, name of content, date, course name and number, and instructor's name, etc.), b) a letter that you develop written to parents about the instructional unit, including suggestions of

activities they can do at home to support and reinforce what is being taught at school, c) a list of resources for teachers which, at a minimum, includes the following:

- 3 health web sites, including a brief description of the types of information the web site provides that would be useful to the **teacher** preparing the lessons. Download and print the home page (and any others you feel are important to preparing lessons) for each web site.
- 3 local community agencies/organizations, including a brief description of each, the address, phone number, a web address (if available), and a piece of literature from each organization or agency (i.e. pamphlet about services provided).
- 3 books related to health, including a brief description of the contents of each and how it could be used in a lesson, the title, author, publisher, publication date, ISBN number, sources for purchase, and approximate price of the book.
- 1 video related to health, including a brief description of the contents and how it could be used in a lesson, the title, producer (maker), production date, source for purchase, and approximate price of video (if possible).

On the due date, submit 1 copy to the instructor

Evaluation Criteria:	Title Page	1 pt.
	Parent Letter	2 pts.
	3 Health Web sites	2 pts.
	3 Agencies/Organizations	3 pts.
	3 Health Books	2 pts.
	1 Health Video	1 pt.
	Creativity/Originality	1 pt.
	Appropriate to Age/Grade level	1 pt.
	Application to Classroom	1 pt.
	Visual Appeal	1 pt.
	Quality of Duplication	1 pt.

Assignment E: Journals Submit June 28 15 pts.

Participants will keep a journal throughout the course. Entries will be related to the topics presented. Though many more than 5 topics will be discussed, only 5 need to be turned in. Choose 5 to respond to and submit 1 copy of each journal to the instructor. The following format will be used:

- Topic
- 3 of the main points presented
- Personal reaction to the topic

- Description of how the issue impacts schools
- How the topic might be related to classroom/professional experience

Evaluation Criteria:	3 main points presented	3 pts.
	Classroom application	6 pts.
	How issue impacts schools	6 pts.
	Personal Reaction included	3 pts.

Assignment F: CPR Certification Submit by June 28 13 pts.

Evaluation Criteria: Completion of CPR/valid card 13 pts.