HCSV 451 - 01
Health Education for Secondary School Teachers
Class Time: Tuesday 5:00 - 7:50 pm

Instructor: Vic Sbarbaro, Dr. EdD, CHES
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Office Hours: Mon & Wed 8:30am-10am Wed 3:30-4:30
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Required Texts:
*Online: [http://www.cde.ca.gov/cfir/health/](http://www.cde.ca.gov/cfir/health/)

HCSV 451 Packet (Wildcat Bookstore)

NEWS ARTICLES (through Blackboard Learn)

Optional Readings (ON RESERVE IN THE LIBRARY)


Course Description:
Addresses major health issues affecting the adolescent including but not limited to health promotion and disease prevention, nutrition, family life education, sexually transmitted diseases, first aid, adult/child/infant CPR, and substance use and abuse. Overview of the Health Instruction Framework for California Public Schools. Fulfills the California state health education requirement for a full teaching credential.
Course Objectives:

1. Analyzes the physical, mental, emotional, social, and spiritual determinants of health with particular reference to adolescents.
2. Applies health education theory and research to the promotion of optimal health in adolescents.
3. Analyzes the structure of the health care system as it applies to health needs of adolescents.
4. Identifies appropriate school and community services for referral given an adolescent with health related problems.
5. Analyzes multiple factors influencing the adolescent's dietary practices (economic, cultural, psychological, social) including dietary disorders.
6. Applies knowledge of basic nutrition to the optimal growth and development of adolescents.
7. Describes the physiological and psychological benefits of physical fitness for adolescents.
8. Describes the physiological, psychological, and sociological effects of psychoactive drugs, including alcohol and tobacco, on adolescents.
10. Describes the physiological and psycho-social components of human reproduction, sexuality, and contraception.
11. Identifies family life education programs appropriate for adolescent students.
12. Identifies causes, symptoms, and prevention methods for common adolescent diseases and disorders, including STDs.
13. Describes the prevention and control of the major chronic diseases contributing to premature death and disability in the U.S.
14. Identifies common accidents and prevention strategies which apply to adolescents.
15. Discusses effects of the environment upon the health of adolescents and ways individuals and groups may promote a healthful environment.
16. Evaluates selected health products, services, and information sources.
17. Identifies the purpose of the Health Framework.
18. Develops health consciousness and literacy for the nine content areas of health education as presented in the Framework.
19. Utilizes the Health Framework in the planning and integrating of health information into course disciplines.
STUDENT RESPONSIBILITIES

Attendance: Prompt attendance is mandatory. Attendance is required and will be taken at each class meeting. Students may miss no more than three sessions. Three absences (excused/unexcused) will result in a reduced full letter grade.

Grading Policy: Final grades will be calculated from scores received on three written examinations, one written semester project, one oral presentation, and completion of infant/child/adult CPR certification.

Proof of CPR completion Red Cross Community CPR card, Pediatric -- MEDIC First Aid card, or an American Heart Association BLS Adult & Pediatric Heartsaver card EMS Safety card, American Safety & Health Institute card, must be submitted by December 11, 2012. Students who show current proof of CPR training in excess of these requirements may submit those cards (E.G., EMT). Students will not be given a grade in the class until CPR training has been completed.

Written papers are due at the beginning of period on the date specified. Papers received after that time are considered late. Papers received up to one day after the due date will be reduced one grade. Papers received after this time will not receive a grade.

Oral presentations may only be given on the date assigned.

If you have a documented disability that may require reasonable accommodation, please contact Disability Support Services (DSS) for coordination of your academic accommodations. DSS is located in Building E, adjacent to Meriam Library and Bell Memorial Union (BMU). The DSS phone number is 898-5959 V/TDD or Fax 898-4411. Visit the DSS Web site at http://www.csuchico.edu/dss/
Course Schedule:

WEEK 1  8/28
Course requirements and policies. Definition of health and health education and comprehensive school health
   Reading: Anspaugh Chapter 1 & 2 (optional)
Overview of the School health Program and introduction to community resources for health-related problems, the role of the teacher in health instruction
   Reading: Framework Chapters 1 & 2

WEEK 2  9/4
Health instruction scope and sequence, introduction to the health instruction framework
   Reading: Anspaugh Chapter 3 (optional)
   Reading: Framework Chapter 3
Health Screening, cumulative health records, growth and development related to scope and sequence; Dealing with Controversy in Health Education
   Reading: Anspaugh Chapter 3 & 4 (optional)

WEEK 3  9/11
Favorite Teacher Critique (refer to instructions in Blackboard Learn)
Writing objectives; Designing lesson plans
   Reading: Anspaugh Chapter 3 & 4; Framework Chapters 4 & 5
Evaluation of health education and educational materials (overview)
   Reading: Anspaugh Chap. 5 (optional) & Framework Chap 6 & 7

WEEK 4  9/18
Legal Aspects of the School Health Program

WEEK 5  9/2
Personal Health / Body Systems
   Reading: Anspaugh Chapters 6 & 7 (optional)
   Reading: Merki Chapters 2 & 6

WEEK 6  10/2
Personal Health/Body Systems & Physical Activity
   Reading: Anspaugh Chapters 6 & 7
   Reading: Merki Chapters 2 & 6
Workshop: Lesson Plans
Interactive physical activities
WEEK 7  10/9

Note: You will need to preview in advance: The Secret Life of Boys, which will be accessible on the course home page in Blackboard Learn. After watching the video, you will need to post your responses on the Discussion Board, and then you will need to respond at least twice to other students’ postings. (10 points)

Suicide prevention
Stress Management & Mental Health
  Reading: Anspaugh Chapters 8 & 9 (optional) / Merki Chap 3
Nutrition Education Concepts and Principles
  Reading: Anspaugh Chapters 16 & 17 (optional) / Merki Chap 4

WEEK 8  10/16

Exam #1
Nutrition Education Concepts and Principles
Emergency and Disaster Preparedness; First Aid
  Reading: Anspaugh chapter 18 & 19 (optional) / Merki Chap 9

WEEK 9  10/23

All written projects are due regardless of presentation date (10/23)

Injury Prevention & Safety; Bullying
  Reading: Anspaugh Chapter 18 & 19 (optional) / Merki Chap 9
Sexually transmitted diseases and AIDS

WEEK 10  10/30

Substance Use and Abuse
  Reading: Anspaugh Chapter 12 & 13 (optional) / Merki Chap 8

WEEK 11  11/6

Substance Use And Abuse
  Reading: Anspaugh Chaps. 12 & 13 (optional)/ Merki Chap. 8
Conflict Management and violence reduction

WEEK 12  11/13

Family Life Education Concepts and Principles
  Reading: Anspaugh Chapter 10
Family Life Education Concepts and Principles; Child Abuse
  Reading: Anspaugh Chapter 11 (optional) / Merki Chap. 5
WEEK 13   11/20

Thanksgiving Break

WEEK 14   11/27

Aging, Dying, and Death
   Reading: Anspaugh Chapters 21 & 22 (optional)
Management of Chronic health concerns; asthma, epilepsy, diabetes, ADHD
   Reading: Anspaugh Chapters 14 & 15 (optional) / Merki Chap 7
Physically challenged students
   Reading: Anspaugh Chapter 2 pages (pages 43 - 50) (optional)

WEEK 15   12/4

Exam #2
Oral Presentations

WEEK 16   12/11

Oral Presentations
ALL CPR CARDS ARE DUE (12/11)

WEEK 17   12/18

FINALS WEEK (look in class schedule for exact date and time)
   Tuesday 12/18 (6:00 – 8:00)
   (subject to change due to time and room conflicts)
Health Education for Secondary School Teachers (HCSV 451)
SEMESTER PROJECT

This project has four parts and will be conducted in small groups.

**Part 1: (25 points)** Creation of an age-appropriate, active, fun, learning tool for use in grades seven through twelfth. This tool can be used individually, in pairs, small groups or with an entire class at one time.
- The tool can be created entirely by you to be used by you to teach the students health content.
- The tool can be created entirely by you to be used by the students.
- The tool can be created by individual students or by groups of students.

Part 1 of the project requires you to make or prepare a health-related game, activity, art lesson, instructional material, lesson props etc. -- a tangible thing --- that will be used in a lesson or a set of lessons.

**Part 2: (25 points)** Compose a lesson plan on how to replicate this item you have created and use it in the classroom as part of the health curriculum. This paper must include the following headings and the appropriate information for each heading:

**Content Area:** choose one from the Framework

**Grade Level:** choose the age group you would most like to teach

**Objective:** (make it measurable) What is the point of doing this activity or making this product. What will the students be able to do afterward that they can't do now.

**Content Outline:** Provide all the information you expect the students to master because of your product and its use in health curriculum, (content: use summary of key facts in outline form); cite information.

**Product Replication:** Describe how to make it and how to use it in the class. Provide enough detail that another teacher could replicate it. Attach masters for copying or diagrams for recreating the item(s).

**Materials:** List all the materials one would need to replicate your project.

**Bibliography:** If you used any references to develop your idea, list their full bibliographical information.
Suggestions for integration into other areas of the health curriculum: List ways one could use this product to bring in content of other health areas. Use complete sentences. Include at least two examples and elaborate.

Suggestions for integration into other disciplines: List ways one could use this product to address content in other disciplines. Use complete sentences. Include at least two examples and elaborate.

This paper must be typed, double-spaced, with a ribbon bold enough to be read in normal light. Make enough copies for each class member and two copies for the instructor.

NOTE: post your written lesson plan online through Blackboard Learn and bring a hard copy to class on due date.

Part 3: (25 points) On the presentation date you have been assigned, prepare an exhibit that will allow you to display explain, and demonstrate your tool to the class in five – ten minute intervals.

When planning your presentation, imagine that you are at a national education conference giving a poster session on your project/tool/activity to other teachers who have traveled from all over the country to learn new teaching ideas. Introduce yourself to each group. Wear a name tag. Keep your speaking within the five – ten minute limit. Maintain eye contact with your audience. Avoid using notes when you talk. Encourage and answer questions. Create an experience where they can't wait to try out your idea with their own students.

Part 4: (10 points) On the days that you are not presenting, you will be given peer evaluation forms to complete. Absence on the presentation days or failure to complete the evaluation forms will result in points removed from your project's score.

GRADING:
1. Two exams @ 100 points each 200 pts.
2. Proof of CPR completion 10 pts.
3. Semester project / oral presentation 85 pts.
4. Favorite Teacher Critique 5 pts.

A to A = 270 points - 300 points
B to B = 240 points - 269 points
C to C = 210 points - 239 points
D to D = 180 points - 209 points
F = 179 points and below