

**California State University, Chico**

DEPARTMENT OF HEALTH AND COMMUNITY SERVICES

HCSV 363 -01 CHILD HEALTH ONLINE

Instructor: Dr. Mary Rushka

**EMAIL: Please send all email to me through VISTA; only VISTA email will be acknowledged.**

**OFFICE:** BUTTE 606

**OFFICE HOURS:** TR 11 – 12 or by appointment. I try to answer all email posted through our course within 24 hours.

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## **DESCRIPTION OF COURSE:**

**This course is part of the Upper Division Theme: *The Child*.** For this course to count towards the theme, you must have already completed 45 semester units.

**Child Health** is an examination of the status, needs and trends in the health of America's children, including selected racial/ethnic groups. This course will present an overview of physical growth and development from prenatal period to early adolescence and include discussion of common health problems, causes, symptoms, treatment and prevention. The course will also address selected health issues such as diet, physical activity, stress, violence, drugs, sexuality, and environmental risks faced by today's children. An overview of historical, current and potential health services and prevention programs for children will be given.

## **COURSE READING MATERIALS:**

All weekly required readings are contained within the VISTA course pages. Each week's lesson includes a Power Point presentation and several links to required readings. Please complete all readings before the end of the week AND before writing your weekly discussion question postings.

Mountains beyond Mountains by Tracy Kidder, ISBN# 0-8129-7301-1 (available at Student Bookstore and other retail outlets). We will be reading this book about Dr. Paul Farmer's compassionate health care for impoverished people in Haiti and other

developing nations. This was Chico State's chosen book in common for the academic year 2007-08.

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## **CHILD THEME OBJECTIVES:**

This course, Child Health, includes principles and current knowledge from the Natural Sciences and Behavioral and Social Sciences. The theme objectives will be met by using at least five of the six unifying concepts (the six Es).

1. Epistemology: Students will explore alternative explanations of how children come to know or comprehend the nature of the physical universe and social world in which they live.
2. Evolution: Students will investigate whether or not childhood and notions of childhood have actually evolved, and if they have, in what manner. They also will delve into one the great controversies of the past three centuries: the contributions of heredity and environment to the development of thought, behavior, and personality. Finally, students will consider whether childhood is a true developmental stage in the ontogeny of an adult or merely a social construction of wealthy cultures.
3. Economics: Students will consider the distribution of both wealth and power in a society and its implications for children and the nature of the impact of economic factors upon children and their development (especially the extremes of poverty and bounty).
4. Ethnicity: Students will focus on questions such as the pros and cons of raising children to maintain their ethnic identities in pluralistic societies, and whether or not homogeneous societies are preferable to heterogeneous ones.
5. Experience: Students will explore the significance of early experience and the extent to which early experiences set a child on a more or less irrevocable path, and the influence of numerous socializing agents in society (e.g., parents, teachers, peers), and experience in general.
6. Epidemiology: Students will study the factors that determine the origin, frequency, and distribution of diseases in children. They will also learn ways to alter these factors to prevent or delay negative health outcomes.

# **COURSE OBJECTIVES:**

The student will be able to:

1. List the types of research utilized in the study of the health of the child and distinguish the scientific method from hearsay in interpreting material written about the health of children.
2. Discuss the status and trends in the health of America 's children with special attention to selected national studies.
3. Distinguish the differences in health status and need among ethnic and racial subgroups and explore the variables affecting health status and need, giving special attention to the effects of poverty.
4. Describe the stages that influence the physical development of the child from conception to early adolescence, including genetic and environmental influences.
5. Analyze the genetic and cultural influences upon the development of sexuality of the child from conception to adolescence, including issues such as homosexuality, sex education and child sexual abuse.
6. List and discuss the common diseases and disorders occurring from conception to early adolescence: description, cause, prevalence, risk factors, symptoms, treatment, prevention and measures.
7. Analyze the major factors influencing the health of the child (early experience, diet, physical activity, accidents, stress, violence, drug use and sexuality) and be able to list ways that parents, teachers, community workers and policy makers can enhance health promotion behaviors.
8. Analyze the risks the physical environment places upon the health of the child and be able to discuss several advocacy efforts to counteract their negative influence.
9. Address social influences and public policy regarding the quality and availability of health services for children, including past, current, and future directions, with special attention to the impoverished.
10. Discuss the role of the parent, the school, the community and government programs and policies in enhancing the health of the child.

# COURSE REQUIREMENTS:

This section of Child Health will meet exclusively on VISTA. VISTA is an online environment that requires each student to log on at least weekly and complete all activities/assignments within the time parameters specified on the course schedule in order to be successful. The course is divided into 15 content modules, one for each week of the semester. A new module begins on Monday of each week. All discussion postings, quizzes and other assignments will be due on Sundays by 11:45 pm unless otherwise specified. (This all makes more sense if you are looking at our Course Schedule while reading this...PRINT IT OUT!) It is your responsibility to read each week's course material, participate in the weekly Discussion (with postings), and complete and submit all assignments as described below:

**Discussion Board:** Students are expected to participate by making relevant, thoughtful, constructive and respectful posts on the Discussion Board **at least twice a week.** For each module, I will post at least one discussion question. Students are encouraged to respond to this question, respond to other students' posts, and post questions or topics of their own. **At least two posts need to be made for each week, unless otherwise indicated. For grading purposes, posts need to be made at least one day apart.** However, students are encouraged to make more than two posts per module, and it is acceptable to make more than one post each day.

- \* Use complete sentences, correct grammar, and correct spelling.
- \* Be clear about whether you are using personal opinions or knowledge.
- \* You may be asked to use citations from the readings to document your postings.
- \* Discussion postings are due by 11:45 pm on the last day (Sunday) of each module. See the class schedule for module dates.
- \* Your discussion posts will initially be assigned a qualitative letter score (O = Outstanding, P = Pass, P- = Improvement Needed, NC = No Credit. At the end of semester I will assign each students points (out of 300), based on overall semester performance.

## Quizzes

- Quizzes are composed of approximately five objective questions based on information in the course readings and Power Point presentations.
- There are 10 quizzes. This means that there is NOT a quiz for every module; check schedule for dates.
- You can take each quiz only once. Each quiz is timed. Once you begin to take a quiz, you may not stop.

- You have 15 minutes to answer all the questions.
- A quiz may be taken during the time we are studying the related module. Quizzes open on the morning of the first day (Monday) and close at 11:45 pm on the last day (Sunday) of each module. See the class schedule for module dates.

**Examinations:** There will be two non-cumulative examinations; each will be accessible from the course Homepage (click on “Exam” icon). Exams will consist of multiple choice, matching and true/false questions and will be completed entirely in VISTA. More specific directions for taking the exams will be available from the “Exam” icon during exam weeks. You may also want to familiarize yourself with this VISTA tool on the tutorial. Consult Course Schedule for due dates.

## **Volunteer Experience**

Volunteer for at least 20 hours at a preschool, Head Start Program, elementary school, or similar program, reporting on your experience from a child health and safety perspective in a 2 to 3-page paper. You may also use a group you are already affiliated with for this observation, e.g., a faith or voluntary agency-based organization. You will need to have your volunteer supervisor send me a verification letter noting your participation and hours worked. The report will be scored as follows:

Thoroughness = Volunteer assignment completed; letter of verification received – 40 pts.

Content = Discussion of health and safety issues observed, incorporating the topics we have been studying about child health in this class. For example, criteria you may mention include (but are not limited to) the cleanliness of the facility and how it is maintained, the nutritional aspects of any meals or snacks served, the safety hazards present inside and outside facility, infectious disease policies, teacher training in health and emergency certification, any aspect of education that may incorporate child health subjects - 40 pts.

Presentation/style - 20 pts.

TOTAL POINTS POSSIBLE = 100

## **Written Assignments**

In order to provide you with an opportunity to gain more complete knowledge in the areas of unintentional injury and media influence on children's health, the two following assignments are required.

**Playground Observation:** Visit a local playground in the community or at a school (a favorite playground in your hometown may be fun) and observe the following:

- 1) physical development of the children;
- 2) layout and safety of the play equipment;
- 3) physical activity and interaction among children AND between children and adults;
- 4) gender differences demonstrated during play.
- 5) Conclude your paper by making some suggestions for improvement of this play environment.. \* Make certain to obtain permission from school office if you choose to observe an elementary school while in session.

Write your perceptions and summary (including suggestions for positive change) in a 2-page, double-spaced typed paper, using 12-pt font. BE SURE TO COMPLETE THE PLAYGROUND SAFETY CHECKLIST AVAILABLE HERE. SIMPLY INCORPORATE ITS RESULTS INTO YOUR PAPER. NO NEED TO SEND THE CHECKLIST VIA EMAIL ATTACHMENT - JUST THE PAPER. It will be scored as follows:

All of the above (5) observations described adequately: 25 points

Meaningful use and incorporation of safety checklist: 25 points

Overall quality of paper's content: 25 points

Presentation (grammar, punctuation, spelling) quality 25 points

TOTAL 100 points

*A note on academic honesty; I support the University's zero tolerance for plagiarism of any kind on papers. Consequences for not citing sources or using someone else's work are receiving zero credit on paper, failing the class and being called before Student Judicial Affairs, with the possibility of dismissal from the University.*

## **CLASS POLICIES**

### **MISSED EXAMS OR ASSIGNMENTS**

- Because you know all the due dates far in advance and because you may take the quizzes any time during the periods they are available, late work is not accepted.
- If you have a computer that crashes or there are electrical storms in your area, take all quizzes early so you will have time to fix any problems or find another

computer on which to take the quizzes or test. This applies to assignments, chat sessions and discussion postings, too.

- Power outages and computer crashes are no excuse for late work.
- Adding the class late is not a valid excuse for late work.
- It is your responsibility to know how to access web sites and use Web-CT/VISTA. Student Help Desk is there for you.

# EVALUATION AND GRADING:

## COURSE POINTS POSSIBLE

1. Discussion Board Participation 300
2. Exam One 50
3. Exam Two 50
4. Playground Observation 100
5. Volunteer Report 100
6. Quizzes 100

**TOTAL 700**

## LIFE HAPPENS POINTS

- Unexpected events occur in all our lives. Sometimes our schedules are interrupted with rather insignificant events such as a last-minute work schedule change, a power outage, or a vehicle malfunction. Other times the unforeseen event is serious; a close friend dies, a loved one is diagnosed with a serious illness, or you might be in an accident. Events such as these might result in you missing a module's work. Life does happen.
- Therefore, since life happens, at the end of the semester, I will add ten points to everyone's grade. If you complete all the module quizzes, these added points will be extra credit points.

## ASSIGNMENT OF COURSE POINTS

A = 658 - 700    A- = 630 - 657

B+ = 588 - 629    B = 582 - 587

B- = 560 - 581    C+ = 525 - 559

C = 519 - 524    C- = 490 - 518

D+ = 469 - 489    D = 420 - 468