

California State University, Chico  
DEPARTMENT OF HEALTH AND COMMUNITY SERVICES

**HCSV 450 - 01**

Fall 2009

**Health Education for Elementary School Teachers**

Class Time: Wed. 5:00 - 7:50 pm

Instructor: Vic Sbarbaro, Dr. EdD, CHES

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**Required Texts:**

*Health Framework for California Public Schools Kindergarten through Grade Twelve*, California Department of Education, (**latest edition**).

**Online:** <http://www.cde.ca.gov/cfir/health/>

Ansbaugh, DJ & Ezell, GO. *Teaching Today's Health* Merrill Publishing, (**latest edition**).

**VISTA Tools:**

A. You will need to get acquainted with VISTA. If you need any assistance using Vista, contact Student Computing at <http://www.csuchico.edu/stcp> or (898-4357).

**B. VISTA tools: (that will be used)**

1. Syllabus. Access to course syllabus.
2. Mail. Email function.
3. Discussion. Post and respond to postings from your instructor and classmates.
4. Assignments. (note: the instructor will let you know when to use this tool).

**Course Description:** Addresses major health issues affecting the child 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. Identify functions of the school health program.
2. Identify appropriate health education scope and sequence for the elementary grades.
3. Examine techniques for health appraisal of the child.
4. Given a cumulative health record, interpret health information.
5. Distinguish between normal and abnormal growth and development.
6. Choose appropriate health education lessons based on growing and developing characteristics.
7. Distinguish between those situations likely to result in litigation with those situations unlikely to result in litigation.
8. Identify physical, social and emotional conditions that contribute to optimal learning.
9. Given a student health problem, identify appropriate community resources for referral.
10. Identify characteristics of common health problems in children.
11. Select appropriate classroom and curricular adaptations for students with physical disabilities and health impairments.
12. Explain implementation of mandatory and permissive emergency procedures in schools.
13. Demonstrate infant and child CPR skills, rescue breathing and obstructed airway skills.
14. Describe appropriate first aid responses for common classroom and school site accidents.
15. Explain implementation of specific school-based screening procedures.
16. Demonstrate use of the Health Instruction Framework in curriculum planning.
17. Identify motivations for student drug use.
18. Select appropriate drug education/prevention strategies for school based programs.
19. Identify psychoactive substances in terms of their use, abuse and effect on human potential.
20. Describe techniques for teaching decision-making, problem solving and values clarification skills in relation to health behaviors.
21. Identify eating patterns which contribute to wellness.
22. Suggest nutritional modifications to school lunch, school party and fund-raiser practices.
23. Explain nutrition education strategies for elementary students.
24. Describe the role and responsibilities of the family life educator.
25. Explain educational strategies in family life education.
26. Identify signs and symptoms of and prevention techniques for sexually transmitted diseases.
27. Describe integration of health-related physical fitness concepts into the health education curriculum.

28. Describe strategies for mental health promotion and suicide prevention.
29. Explain appropriate management of controversial health issues in schools.

## STUDENT RESPONSIBILITIES

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

Grading Policy: Final grades will be calculated from scores received on two 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 must be submitted by **December 9, 2009**. 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. 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:**

**PLEASE NOTE: Dates & information may be subject to change due to instructional needs. The instructor will keep you posted of any changes.**

### **WEEK 1 (8/26)**

Course requirements and policies. Definition of health and health education and comprehensive school health

Reading: Anspaugh Chapter 1 & 2

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 (9/2)**

Health instruction scope and sequence, introduction to the health instruction framework

Reading: Anspaugh Chapter 3

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

### **WEEK 3 (9/9)**

Writing objectives; Designing lesson plans

Reading: Anspaugh Chapter 3 & 4; Framework Chapters 4 & 5

### **WEEK 4 (9/16)**

Evaluation of health education and educational materials (overview)

Reading: Anspaugh Chapter 5 & Framework Chapter 6 & 7

Legal Aspects of the School Health Program

### **WEEK 5 (9/23)**

Personal Health/Body Systems

Reading: Anspaugh chapter 6 & 7

## **WEEK 6 (9/30)**

Personal Health/Body Systems

Reading: Anspaugh Chapters 6 & 7

Workshop: Lesson Plans

## **WEEK 7 (10/7)**

**Note: You will need to preview in advance: The Secret Life of Boys**, which will be accessible on the course home page in VISTA.

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

Nutrition Education Concepts and Principles

Reading: Anspaugh Chapters 16 & 17

## **WEEK 8 (10/14)**

**Exam #1**

Techniques in Nutrition Education

Emergency and Disaster Preparedness; First Aid

Reading: Anspaugh Chapter 18 & 19

***All written projects are due regardless of presentation date (10/14)***

## **WEEK 9 (10/21)**

**Service Learning Project (note: date is subject to change)**

## **WEEK 10 (10/28)**

Emergency and Disaster Preparedness; First Aid

Reading: Anspaugh Chapter 18 & 19

Sexually Transmitted Diseases and AIDS

**WEEK 11 (11/4)**

Substance Use and Abuse

Reading: Anspaugh Chapter 12 & 13  
Conflict Management and Violence Reduction

**WEEK 12 (11/11)**

**VETERANS DAY (Holiday)**

**WEEK 13 (11/18)**

Family Life Education Concepts and Principles; Child Abuse  
Reading: Anspaugh Chapter 10 & 11

**WEEK 14 (11/25)**

**Thanksgiving Break**

**WEEK 15 (12/2)**

Family Life Education Concepts and Principles; Aging, Dying, and  
Death

Reading: Anspaugh Chapters 22 & 23  
Management of Chronic Health Concerns; Asthma, Epilepsy, Diabetes,  
ADHD

Reading: Anspaugh Chapters 14 & 15  
Physically Challenged Students

Reading: Anspaugh Chapter 2 (pgs 34,35) & (pgs 163-164)

**WEEK 16 (12/9)**

**Exam #2**

**Oral Presentations**

**ALL CPR CARDS ARE DUE (12/9)**

**WEEK 17 (12/16)**

**Oral Presentations**

**FINAL EXAM** (look in class schedule for exact date and time)

**Health Education for Elementary School Teachers (HCSV 450)**  
**SEMESTER PROJECT**

This project has four parts:

**Part 1: (30 points)** Creation of an age-appropriate, active, fun, learning tool for use in a grade kindergarten through six. 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 --- that will be used in a lesson or a set of lessons.

**Part 2: (25 points)** Compose a three to five page paper / handout 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.

**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.

**Suggestions for integration into other disciplines:** List ways one could use this product to address content in other disciplines. Use complete sentences.

**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.**

**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 minute intervals. Have enough copies available for distribution.

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 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	<u>90 pts.</u>
		300 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