

HSCV 451-02: Health Education for Secondary Teachers
Spring 2009
Tuesday
6:00pm to 8:50pm
Tehema 108

Instructor: Michael Mann, Butte 707C

Office Hours: Tuesdays from 10am to 2pm and Wednesdays from 10am to 11am

Phone: (530) 898-5633

Email: Please email me using our course's VISTA email system. If that system is unavailable, feel free to email me at mjmann@csuchico.edu.

Department Chair: Dr. Mary Portis, Butte 607A

Welcome!

Welcome to HCSV 451-01: Health Education for Secondary Teachers! Below you will find the main requirements of this course. Please take some time to read this syllabus and feel free to ask me about anything in it. I believe you will find we have a lot to do together, but the work will be interesting and helpful to you.

Course Description:

This course addresses major health issues affecting adolescents 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. This course also includes an overview of the Health Instruction Framework for California Public Schools and fulfills the California state health education requirement for a full teaching credential.

Course Objectives:

Course participants will:

1. Analyze the physical, mental, emotional, social, and spiritual determinants of health with particular reference to adolescents.
2. Apply health education theory and research to the promotion of optimal health in adolescents.
3. Analyze the structure of the health care system as it applies to health needs of adolescents.
4. Identify appropriate school and community services for referral given an adolescent with health related problems.
5. Analyze multiple factors influencing the adolescent's dietary practices (economic, cultural, psychological, social) including dietary disorders.
6. Apply knowledge of basic nutrition to the optimal growth and development of adolescents.
7. Describe the physiological and psychological benefits of physical fitness for adolescents.
8. Describe the physiological, psychological, and sociological effects of psychoactive drugs, including alcohol and tobacco, on adolescents.
9. Select appropriate drug education and prevention strategies for adolescents.
10. Describe the physiological and psycho-social components of human reproduction, sexuality, and contraception.

11. Identify family life education programs appropriate for adolescent students.
12. Identify causes, symptoms, and prevention methods for common adolescent diseases and disorders, including STDs.
13. Describe the prevention and control of the major chronic diseases contributing to premature death and disability in the U.S.
14. Identify common accidents and prevention strategies which apply to adolescents.
15. Discuss the effects of the environment upon the health of adolescents and ways individuals and groups may promote a healthful environment.
16. Evaluate selected health products, services, and information sources.
17. Identify the purpose of the Health Framework.
18. Develop health consciousness and literacy for the nine content areas of health education as presented in the Framework.
19. Utilize the Health Framework in the planning and integrating of health information into course disciplines.

Required Texts:

- A Tribe Apart by Patricia Hersch
- The Glass Castle by Jeanette Walls
- Various Supplemental Readings posted on VISTA

Grading Scale:

A = 720 to 800 points	C = 560 to 615 points
B+ = 696 to 719 points	D+ = 536 to 559 points
B = 640 to 695 points	D = 480 to 535 points
C+ = 616 to 639 points	E = 0 to 479 points

Course Evaluation:

<u>Attendance/Participation:</u> (50 pts)	
Class Attendance/Participation	50 pts
<u>Core Assignments:</u> (400 pts)	
Reaction Papers/Discussion (8 @ 25pts)	200 pts
Issue Paper (1 @ 50 pts)	50 pts
Self-Study Paper/Presentation.	150 pts
<u>Exams:</u> (350 pts)	
Exam 1	125 pts
Exam 2	125 pts
Final Exam	<u>100 pts</u>

Total: 800 pts

***CPR Requirement*:**

Proof of CPR completion (adult, child, & infant) must be submitted by the final exam date. Please use the CPR guidelines handout attached to this syllabus when selecting a CPR course. This handout is designed to help you choose a CPR course that meets the requirements of the credential program. 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.

Attendance/Participation:

You will find you learn from this class in direct proportion to your contributions. You are responsible for coming to class on time and participating regularly. Attendance points will be taken randomly in class throughout the semester. Participation points will be earned by completing brief in-class assignments, out-of-class assignments, and participating in class discussions.

Excused absences- for both class and community activities - include medical appointments and illness (with doctor's notes), deaths in the family (with documentation), and school events (with documentation on school letterhead).

Core Assignments:

Together with me and your classmates, you will explore issues in adolescent health and youth development, especially as they relate to student learning and growth. To that end, you will be required to complete three types of assignments. During the course, you will complete each of the following:

1. Reading Reactions/Discussion:

During the semester, you will be assigned 8 reading selections. When completing each Reading Reaction assignment, please read the passage assigned and as you read 1) underline or highlight quotes or passages you find interesting, and 2) jot pertinent notes or thoughts you have while reading. When you have finished each reading selection, please prepare the following for my review:

1. Your favorite quote(s) or the quote(s) you found most interesting and a brief explanation of your choice,
2. 3-5 critical thinking questions you would find interesting to discuss in class, and
3. 2-3 ways you believe you might be able to apply the ideas from the reading.

This assignment should be single-spaced and approximately 1 page in length. Make a copy of the assignment for your records and turn in your work with your name clearly printed in the right hand corner of the front of the card. Come to class prepared to discuss your thoughts and reactions. Your preparation and the quality of your discussion are considered when I assign your reading reaction grade.

Note You will notice on the due dates calendar that 9 Reading Reaction Papers have been assigned while I only list 8 for grades on the course evaluation above. Because we all need a break sometimes, I assume that at least once during the semester you will be busy with other classes and that it would be helpful if you were able to skip a Reading Reaction... a "free pass", if you will. Please feel free to use this "free pass" on any Reading Reaction week you need to, but please remember you can only skip one Reading Reaction per semester.

2. Issue Paper:

Issue Papers require you to thoughtfully develop a professional opinion concerning a controversial topic related to adolescent health, youth development, education, and schools. The topic will be chosen by the class and assigned in advance. Each paper should consist of:

Paper Section	Approximate Length
1. A title page including the title of the paper, your name, the date submitted, your university affiliation, and your current degree program	1 page
2. An introduction of the issue	1 page
3. A summary of the “pro” position	1-2 pages
4. A summary of the “con” position	1-2 pages
5. Your well supported, well reasoned professional position on the issue	1 page
6. APA or MLA style reference page	1 page

Excluding the title page and references, each paper should be between 5-7 double-spaced pages. Each paper should cite professional and popular literature where appropriate – especially journals related to health education and promotion, education and schooling, and youth development. Make a copy of the assignment for your records and turn in your work stapled in the left hand corner. Come to class prepared to discuss your position and your rationale for your position.

3. Self-study & Philosophy – Paper and Presentation:

This assignment will require you to look back on your experience as a middle and high school student and answer important questions about your adolescent experience. The central objective of this assignment focuses on you learning from your own experiences as a young person and sharing those lessons with your classmates. I will give you a handout that describes this project in greater detail later in the semester. The full assignment will include paper of approximately 10 double-spaced pages and a 10-12 minute presentation made to a small group of your classmates followed by a 10-12 minute question and answer period.

Please keyboard all core assignments and complete them in the most professional way possible. If you have any questions about how to complete a core assignment, please feel free to ask. I am happy to discuss ideas, review drafts, or make suggestions after class, during office hours, by appointment, or any time you catch me in my office. 😊

Exams:

During this course, you will take two non-cumulative examinations and one cumulative final. Each of the non-cumulative exams will consist of multiple choice, true/false, matching, short answer, and essay items. Each exam will cover 1) assigned readings; 2) all class activities including lectures, discussions, handouts, videos, etc..., and 3) all community and project related activities. The cumulative final will consist of short answer and essay questions and will focus on integrating and applying what you have learned in the course.

Please bring at least one #2 pencil and your student ID to each exam.

Make-up exams will not be given without presentation of medical excuse or notice of a university-sponsored activity prior to the exam date. I do not distribute exams after 6:15pm, so please remember to be on-time for exam days.

Other Items and Issues

Ground Rules:

- 1. Please respect each other's opinions and comments even though you may not agree.*
Each of you has a heritage, history, and a variety of experiences that influence how you see the world. We tend to attach labels, develop values, and express attitudes based on this diversity. It is this diversity that makes each of us unique and important. In this class, please try to minimize the barriers associated with sensitive or controversial topics and maximize learning together in a trusting environment.
- 2. Please try to avoid coming in late or leaving early. If either is necessary, please do so quietly and with minimum distraction.*
Please leave the few seats closest to the door empty for anyone who might have to enter after class has started or leave before class has finished.
- 3. Please do not use electronic devices in class.*
Please turn off your cell phone, iPod, mp3 player, laptop, tape recorder, etc... prior to class beginning. These devices tend to cause distractions and unhelpful interruptions.

Academic Honesty:

I expect and assume you will be honest with me in all aspects of your conduct regarding our course. In return, I will do the same with you. By formally registering for coursework at the Chico State University, you agree to abide by the CSU Academic Honesty Guidelines. Therefore, please do not attempt to cheat on any exam or project in this course. Any violation of the CSU Academic Honesty Guidelines will be reported to the Dean of Students Office and the student will receive a failing grade in the course. During exams, I will ask you to complete your work without discussion or help from other class members. For other assignments, I encouraged you to discuss the issues and assignments with your fellow students. All work turned in for a grade should be your original work or the original work of your group.

Accommodations:

If you registered through the Disabilities Resource Program in the Dean of Students Office and you need specific accommodations for the course, I will gladly provide those accommodations. If you did not register formally, but you know you have behavioral or learning disabilities or other issues that might affect your performance in the course, tell me and I will help you.

Grade Concerns and Extra Credit:

If you have any concerns about your grades – please feel free to contact me at any time. If possible - the earlier, the better - this helps give us as much time and opportunity as possible to work together toward improving your course grade or correcting grading mistakes. There will be no extra credit assignments in this course

Due Dates:

Please submit assignments on or before the due date. Work submitted late may not be accepted or receive the maximum point value. If you have a problem with a due date or assignment, please talk with me about it as soon as possible – preferably before the due date. I will help whenever I can.

Vista:

This course will be web-enhanced. I will regularly make supplemental materials and course announcements available to you on the Vista HCSV 451-01 course pages. As a result, you will need to access our Vista course pages at least once per week (Thursdays after 6pm). You were automatically added to the Vista roster when you added this course. However, if you have not used Vista in the past, you will need to initialize your Chico State portal account. Information on how to do this is available at www.csuchico.edu/stcp/portal/account.shtml. You can also call Student Computing.

Critical Due Dates

Week 1: January 27 th	
Week 2: February 3 rd	Reading Reaction 1: A Tribe Apart p10-120
Week 3: February 10 th	Reading Reaction 2: A Tribe Apart p123-228
Week 4: February 17 th	Reading Reaction 3: A Tribe Apart p231-375
Week 5: February 24 th	Reading Reaction 4: Will be posted on VISTA
Week 6: March 3 rd	Reading Reaction 5: Will be posted on VISTA
Week 7: March 10 th	Exam 1
Week 8: March 17 th	<i>Spring Break</i>
Week 9: March 24 th	Issue Paper 1
Week 10: March 31 st	<i>Out-of Class Assignment</i>
Week 11: April 7 th	Reading Reaction 6: The Glass Castle p3-125 + supp.
Week 12: April 14 th	Reading Reaction 7: The Glass Castle p129-288 + supp.
Week 13: April 21 st	Self-study Due
Week 14: April 28 th	Reading Reaction 8: Will be posted on VISTA
Week 15: May 5 th	Reading Reaction 9: Will be posted on VISTA
Week 16: May 12 th	Exam 2 & Final Exam Discussed & Distributed
Week 17: May 19 th	Final Exam from 6:00 to 7:50pm Proof of CPR Completion Due
