

**HSCV 462: School Health Programs**  
**Spring 2009**  
**Wednesdays**  
**11:00am to 1:50pm**  
**Butte 229**

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**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](mailto:mjmann@csuchico.edu).

**Department Chair:** Dr. Mary Portis, Butte 607A

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**Welcome!**

Welcome to HCSV 462: School Health Programs! Below you will find the main requirements associated with this course. Please take some time to read over this syllabus and feel free to ask me about anything you find below. I believe you will find we have a lot to do together, but the work is fun and I hope you will be excited about practicing the science and art of health education.

**Course Goals:**

During this course, we will work on the following goals together...

Certified Health Education Specialist (CHES) Competencies Practiced in the course:

1. Utilize computerized sources of health-related information.
2. Determine priority areas for health education in schools.
3. Develop a logical scope and sequence plan for health education.
4. Formulate appropriate, measurable program objectives.
5. Employ a wide range of educational methods and techniques.
6. Select methods and media best suited to implement program plans for specific learners.
7. Select appropriate methods for evaluating program effectiveness.
8. Select effective educational resource materials for dissemination.

Specific Course Objectives:

1. Describe the functions of the comprehensive school health program.
2. Explain the philosophy and theories underlying school health education.
3. Demonstrate the use of the Health Instruction Framework for California Public Schools.
4. Create health education lesson plans, unit plans and inservice education plans.
5. Describe the integration of context-based service learning in health education.
6. Evaluate health education media, curricula, web sites, and reference materials.
7. Discuss intervention for health-related problems using inter-professional collaboration.
8. Describe curricular, program, and community interventions for problems such as drug abuse, suicide, eating disorders, teen pregnancy, rape, violence, hate crimes, etc.
9. Explain appropriate management of controversial issues at schools.
10. Prescribe collaborative relationships between home, school, and community in the development and implementation of school health services and program

**Texts:**

- Building Infrastructure for Coordinated School Health
- California’s Health Framework
- California health Education Content Standards
- Various additional 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> (100 pts)	
Class Attendance & Participation	100 pts
<u>Lesson Plans &amp; Implementation:</u> (400 pts)	
Citrus Elementary	100 pts
Chico Junior High School	100 pts
Pleasant Valley High School	100 pts
Faculty Support Project	100 pts
<u>Brief Projects:</u> (100 pts)	
Existing Data Project	25 pts
Resource File	25 pts
Annotated Bibliography	50 pts
<u>Exam:</u> (200 pts)	
Final Exam	<u>200 pts</u>
Total: 800 pts	

**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 making draft presentation, 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).

Please be certain to plan for and attend each of our community-related activities – the site visit, work groups, lesson pilots, and lesson implementation. If you miss any lesson implementations, your final grade will be reduced by one letter for each absence. If you miss any more than one other class session, your grade will be reduced by one letter for each absence.

**Lesson Plans:**

Together with me and your classmates, you will plan, develop, pilot, and deliver 4 health lesson plans/lessons in 3 local Chico schools! You will gain some experience and practice using all of the main skills associated with provided effective health education and coordinated school health. Lesson plans will include:

- Physical Activity/Fitness at Citrus Elementary.
- Bullying/Relational Aggression at Chico Junior High School.
- Intimate Relationships/Relationship Safety at Pleasant Valley High School.
- TBA for faculty health promotion.

**Brief Projects:**

During the course, you will complete each of the following brief projects:

*Existing Data Project.* For this project, you will use existing data sources to create a student health profile for the school district you hope to work in. This profile will focus on identifying the emerging health trends and relevant priorities for that district.

*Resource File.* For this project, you will identify at least 10 high quality resources for school health professionals. At least one of these resources should identify regularly updated information about funding opportunities and at least one of these resources should provide information related to effective policy.

*Annotated Bibliography.* For this project, you will choose a health priority of significant interest to you and complete a literature review related to that topic. After reviewing the literature, you will choose the 10 most helpful most helpful articles and summarize the key ideas associated with that article. Articles should emphasize concepts that contribute directly to the successful implementation of coordinated school health programs.

You may complete your resource file and annotated bibliography individually or in groups of 2 or 3. If you choose to work in groups of 2, you will be required to identify 15 resources and articles. If you choose to work in groups of 3, you will be required to identify 20 resources and articles. Group work will be held to a higher grading standard.

Please keyboard all project assignments and complete them in the most professional way possible. If you have any questions about how to complete a project-related 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. ☺

**Exam:**

During this course, you will take one cumulative final examination. This exam will consist of multiple choice, true/false, matching, short answer items, and one essay question. It will cover 1) chapters assigned from the text; 2) all class activities including lectures, discussions, handouts, videos, etc..., and 3) all community and project related activities.

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 11:15am, so please remember to be on-time for exam day.

## 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.
- 3. Please do not use electronic devices in class.*  
Please turn off your cell phone, iPod, mp3 player, 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 one extra credit assignment in this course. You can earn 10 extra credit points for attending a “Get-to-Know-You-Meal” with your course instructor and some of your classmates. The “Get-to-Know-You Meal” will be conducted at the beginning of the course for 10 points. Because this will be the only opportunity for extra credit in the course, please consider taking advantage of it.

### 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 make weekly reading assignments, supplemental materials, and course announcements available to you on the Vista HCSV 369 course pages. As a result, you will need to access our Vista course pages at least once per week (Thursday 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](http://www.csuchico.edu/stcp/portal/account.shtml). You can also count Student Computing at 898-4357.

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### Critical Class Session Dates

Week 1: January 28 <sup>th</sup>	Course Introduction Citrus Tour
Week 2: February 4 <sup>th</sup>	Citrus Panel & Work Group Day
Week 3: February 11 <sup>th</sup>	Citrus Pilot Day & Original Lesson Plan Due
Week 4: February 18 <sup>th</sup>	Citrus Physical Activity Lessons Implemented & Revised Lesson Plan Due
Week 5: February 25 <sup>th</sup>	Chico Junior High School Tour
Week 6: March 4 <sup>th</sup>	CJHS Panel & Work Group Day
Week 7: March 11 <sup>th</sup>	CJHS Pilot Day & Original Lesson Plan Due
Week 8: March 18 <sup>th</sup>	<i>Spring Break</i>
***Special Session***	March 24 <sup>th</sup> – CJHS Prep Meeting 6-7pm in Butte 205
Week 9: March 25 <sup>th</sup>	CJHS Bullying/Relational Aggression Lessons Implemented & Revised Lesson Plan Due
Week 10: April 1 <sup>st</sup>	<i>Out-of Class Brief Project Work</i>
Week 11: April 8 <sup>th</sup>	Pleasant Valley High School Tour & Brief Projects Due
Week 12: April 15 <sup>th</sup>	PV Guest Speaker & Work Group Day
Week 13: April 22 <sup>nd</sup>	PV Pilot Day & Original Lesson Plan Due
Week 14: April 29 <sup>th</sup>	PV Intimate Relationships/Safety Lessons Implemented & Revised Lesson Plan Due
Week 15: May 6 <sup>th</sup>	Faculty Workgroup/Pilot Day
Week 16: May 13 <sup>th</sup>	Faculty Program Lesson Implemented & Lesson Plan Due
Week 17: May 20 <sup>th</sup>	Final Exam

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