

HSCV 450: Health Education for Elementary School Teachers
Summer 2009
Monday, Tuesday, Wednesday, Thursday
12:15pm to 3:30pm
Butte 229

Instructor: Michael Mann, Butte 707C

Office Hours: By appointment

Email: Please do not email me using our course's VISTA email system. Instead, please email me at mjmann@csuchico.edu.

Welcome!

Welcome to HCSV 450: Health Education for Elementary Teachers! 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 helping children grow into healthy, happy adults.

Course Objectives:

Upon completion of this course, the student should be able to:

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 situations likely to result in litigation with those unlikely to do so
8. Identify physical, social and emotional conditions that contribute to optimal learning
9. Identify appropriate community resources and referrals for student health problems
10. Identify characteristics of common health problems in children
11. Select appropriate classroom and curricular adaptations for students with disabilities and 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 *California State Framework for Health Instruction* 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 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 disease
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
30. Describe the Health People 2010 National Health Objectives in planning health instruction

Texts:

Required texts: (posted on VISTA – at no charge!)

- Building Infrastructure for Coordinated School Health
- California’s Health Framework
- California health Education Content Standards
- Various additional readings posted on VISTA

Optional text:

- Comprehensive School Health Education by Meeks, Heit, and Page. (But I will make several copies of this text available – at no charge - during group work time)

Course and Materials Costs:

I chose to teach this course without an expensive text book (about \$100 for the optional text) for 2 reasons: 1) most students never read textbooks after they buy them ☺ and 2) materials costs for this class can add up quickly. Over the course of the next 3 weeks, you will teach a minimum of 6 lessons to a group of 8-10 elementary school children. Please plan to spend about as much money on the materials for these lessons as you would a traditional text book or between \$80-100 over the semester.

Course Evaluation:

<u>Group Grades</u> (200 pts – 25%)	
Lesson Plans	60 pts
Lesson Delivery (Group performance)	60 pts
<u>Individual Grades:</u> (200 pts - 25%)	
Class Attendance/Participation	60pts
Lesson Delivery (Individual performance)	60 pts
Mentoring Delivery	60 pts
Weekly Reflections	30 pts
Final Paper	70 pts
Total: 400 pts	

Course Grades:

A = 90% - 100%; B+ = 88% - 89%; B = 80% - 87%; C+ = 78% - 79%; C = 70% - 77%; D+ = 68% - 69%; D = 60% - 67%; F = 0% - 59%

Class 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. Completing this course requires daily attendance; as such, attendance will be taken daily. 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 all of the scheduled activities at Citrus Elementary School. If you miss any of these activities, your final grade will be reduced by one letter for each absence.

**Citrus Elementary School Activity Dates and Times –
REQUIRED ATTENDANCE/PARTICIPATION**

Citrus Preliminary Site Visit	June 2 nd from 1:30pm to 2:15pm
Health Lessons & Activities	June 8 th – June 11 th from 12:15pm to 2:00pm June 15 th – June 18 th from 12:15 to 2:00pm June 22 nd – June 25 th from 12:15 to 2:00pm

Lesson Plans and Delivery:

On six days, you and 1 or 2 group members will be responsible to provide health education activities for 8-10 students at Citrus Elementary School. For each session, the members of your group will be responsible for planning 90 minutes worth of activities elementary students. Sixty minutes of this time should consist of health education activities planned and delivered by the whole group. These actives should be active and fun and – ultimately – use proven health education strategies to clearly and directly contribute to the educational goals outlined in the California Health Education Framework. Thirty minutes of this time should consist of planned physically active recreational activities and delivered by the whole group. For each session, I will evaluate 1) your written lesson plan, and 2) the delivery of that lesson plan, as individuals and as a group. Delivery will be evaluated using observation and participant feedback. Lesson plans are due at 12:15pm on the day of lesson delivery.

Mentoring Delivery:

On six days, you will have the opportunity to work with students at Citrus Elementary as a mentor. On each of these days, you will be assigned to assist a teacher and work with 1-3 students. Your work with those students should focus on supporting student health, development, and resilience – all concepts we will discuss in class. Mentoring delivery will be evaluated using observation and teacher feedback.

Weekly Reflections:

Each week, you will be required to write and submit a 1-2 page reflection on your experiences at Citrus Elementary. These reflections should focus on your teaching and mentoring goals, your implementation of mentoring and teaching activities, and your experiences with Citrus students especially as related to their healthy growth and development. Please turn in your weekly reflections via VISTA.

Critical Due Dates

June 4 th	Growth & Development Pre-Lesson Plans Due
June 9 th	Nutrition & Physical Activity Pre-Lesson Plans Due
June 11 th	Mental, Emotional, & Social Health Pre-Lesson Plans Due
June 12 th	Week 1 Reflection Due via VISTA
June 16 th	Alcohol, Tobacco, & Other Drugs Pre-Lesson Plans Due
June 18 th	Personal & Community Health Pre-Lesson Plans Due
June 19 th	Week 2 Reflection Due via VISTA
June 23 rd	Injury Prevention & Safety Pre-Lesson Plans Due
June 26 th	Week3 Reflection Due via VISTA
June 29 th	Final Paper Due via VISTA

****All final lesson plans are due on the date of lesson delivery****

Critical Responsibilities

I am on Teaching Team Monday/Wednesday <OR> Tuesday/Thursday (circle one). My team is responsible for the following *group lessons*:

Teaching Team Monday/Wednesday Group Lessons

Monday, June 8 th	Growth & Development
Wednesday, June 10 th	Nutrition & Physical Activity
Monday, June 15 th	Mental, Emotional, & Social Health
Wednesday, June 17 th	Alcohol, Tobacco, & Other Drugs
Monday, June 22 nd	Personal & Community Health
Wednesday, June 24 th	Injury Prevention & Safety

****This team mentors on Tuesdays/Thursdays****

Teaching Team Tuesday/Thursday Group Lessons

Tuesday June 9 th	Growth & Development
Thursday, June 11 th	Nutrition & Physical Activity
Tuesday, June 16 th	Mental, Emotional, & Social Health
Thursday, June 18 th	Alcohol, Tobacco, & Other Drugs
Tuesday, June 23 rd	Personal & Community Health
Thursday, June 25 th	Injury Prevention & Safety

****This team mentors on Mondays/Wednesdays****

Other Items and Issues

Ground Rules:

- 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.
- 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.
- 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.

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.

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. You can also count Student Computing at 898-4357.