

PHED 6628**HEALTH CONCERNS OF THE SCHOOL-AGED CHILD**

Semester Hours 3

Semester/Year

Instructor

Office Location

Office Hours

Telephone

E-mail

Fax

COURSE DESCRIPTION

The focus of this course is on current issues in disease prevention and health promotion. The course is designed to update educators on the extensive health concerns of school-aged children.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. By incorporating the theme “Developing Educators for School Improvement”, the College assumes responsibility for preparing educators who can positively influence school improvement through altering classrooms, schools, and school systems (transformational systemic change). Ten descriptors (decision makers, leaders, lifelong learners, adaptive, collaborative, culturally sensitive, empathetic, knowledgeable, proactive, and reflective) are integral components of the conceptual framework and provide the basis for developing educators who are prepared to improve schools through strategic change. National principles (INTASC), propositions (NBPTS), and standards (Learned Societies) also are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to develop educators who are prepared to function effectively in diverse educational settings with competencies that are instrumental to planning, implementing, assessing, and re-evaluating existing or proposed practices. This course’s objectives are related directly to the conceptual framework and appropriate descriptors, principles or propositions, and Learned Society standards are identified for each objective. Class activities and assessments that align with course objectives, course content, and the conceptual framework are identified in a separate section of the course syllabus.

COURSE OBJECTIVES

Students will:

1. examine literature related to major health concerns affecting school-aged children from diverse cultures and backgrounds
(*Decision Makers; Leaders; Lifelong Learners; Adaptive; Knowledgeable; Reflective*)
(Anspaugh & Ezell, 2007; Hyman, 2003; Meeks, Heit, & Page, 2009; Page & Page, 2007; Telljohann, Symons, & Pateman, 2007; AAHE I);
2. develop effective teaching activities and lesson plans to improve health knowledge, attitudes, and behaviors of school-aged children
(*Decision Makers; Leaders; Lifelong Learners; Adaptive; Knowledgeable; Reflective*)
(Anspaugh & Ezell, 2007; Meeks, Heit, & Page, 2009; Page & Page, 2007; Telljohann, Symons, & Pateman, 2007; AAHE II);
3. analyze risk factors and protective factors for major health problems which affect youth, including injury and violence, poor lifestyle habits, drug abuse including alcohol and tobacco use, chronic and communicable diseases
(*Decision Makers; Leaders; Lifelong Learners; Adaptive; Knowledgeable; Reflective*)
(Anspaugh & Ezell, 2007; Hyman, 2003; Meeks, Heit, & Page, 2009; Page & Page, 2007; Telljohann, Symons, & Pateman, 2007; AAHE I, III); and
4. construct and defend an opinion on a controversial school health education issue
(*Decision Makers; Leaders; Lifelong Learners; Adaptive; Knowledgeable; Reflective*)
(Anspaugh & Ezell, 2007; Meeks, Heit, & Page, 2009; Page & Page, 2007; Telljohann, Symons, & Pateman, 2007; AAHE VII).

TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES

Required Text

Meeks, L., Heit, P., & Page, R. (2009). *Comprehensive school health education*. Boston: McGraw-Hill.

References

Anspaugh, D. J., & Ezell, G. (2007). *Teaching today's health*. San Francisco: Pearson/Benjamin Cummings.

Goldman K. D., & Schmalz, K. J. (2005). *Health education tools of the trade*. www.sophe.org

Hyman, B. (2003). *Current issues in child and adolescent health*. Dubuque, IA: Kendall/Hunt.

Meeks, L., Heit, P., & Page, R. (2009). *Comprehensive school health education: Totally awesome strategies for teaching health*. Boston: McGraw-Hill.

Page, R. M., & Page, T. S. (2007). *Promoting health and emotional well-being in your classroom*. Sudbury, MA: Jones Bartlett.

Telljohann, S. K., Symons, C. W., & Pateman, B. (2007). *Health education: Elementary and middle school applications*. Boston: McGraw-Hill.

ASSIGNMENTS, EVALUATION PROCEDURES AND GRADING POLICY

Link to Conceptual Framework

The focus of this course is on examining health issues of school aged children. The primary goals are as follows: 1) Develop a knowledge base of health concerns; and 2) Investigate possible health concerns and initiate activities for school health education programs. At the completion of this course, students will have demonstrated achievement in the areas of *decision making*: choosing a specific lifetime health concern and data collection strategies (**All Assignments**), *lifelong learning*: studying the effectiveness of practices and acquiring knowledge, ideas, and philosophies from professionals (**All Assignments**), *knowledge*: drawing on content and professional knowledge (**All Assignments**), being *proactive*: implementing new ideas (**All Assignments**), and *reflection*: engaging in ongoing, continuous reflection of the primary principles and philosophies of school health education (**All Assignments**).

Assignments

1. School Health Program/Workshop (100 points; 50 workshop and 50 paper)

Working in groups of two or three, select a school health issue that affects adolescents and that you are interested in learning more about. Ideas for issues include, but are not limited to, the following: teenage pregnancy, motor vehicle crashes among high school students, middle school student alcohol use/tobacco use, childhood obesity, teen suicide, bullying. Students may choose to narrow down the topic such as: childhood obesity among African American adolescent girls, or alcohol use among Hispanic youth.

Develop a half day program/workshop for faculty and staff that recommends a strategy or strategies to prevent a health issue and promote health based on scientific evidence. Based on a critical review of the literature and scientific evidence of what works, the half day program/workshop must be science-based and supported with research provided in the rationale section of your paper. Develop a 4-6 page paper describing the review of literature and the program/workshop. At least 8 references should be used. References need to be cited using APA style.

Course Objectives: 1-3

2. Class Facilitation/Presentation (150 points; 50 packet, 50 class facilitation, 50 presentation)

Students will present a school health education issue. School Health Education is surrounded by controversial issues and content areas. The facilitation will consist of a packet on the topic to include a) two articles, b) synopsis sheet describing the major issues or sides of the topic, c) two ancillary materials such as class or small group exercises, take home guides, worksheets, etc., d) a 15 minute educational PowerPoint presentation on the topic, and e) lead

class discussion following the presentation. The packet should be provided to the instructor and classmates at least one week prior to the class facilitation. APA style should be followed, and a reference list of the works cited within the report should be provided in the back as well as a copy of the PowerPoint slides.

Course Objectives: 1-4

Below is a partial list of topics to help create or select a topic for the presentation.

- ✚ Condom Distribution in Schools
- ✚ DARE: How Effective is it?
- ✚ Efficacy of Vitamins
- ✚ Legalization of Drugs
- ✚ Secondhand Smoke
- ✚ Sex Education in Schools
- ✚ Sex Education and Pregnancy Rates
- ✚ Students with HIV/AIDS in Schools
- ✚ Values Education Programs
- ✚ Fad Diets: Are they Safe?
- ✚ Vending Machines in Schools
- ✚ Physical Activity and Recess

3. **Discussion Boards/Online Chat (50 points)**

There will be several class sessions online. Students will be expected to fully participate in each class session online by having read the assigned material and completed assignments.

Course Objectives: 1-5

4. **Final Exam (50 points)**

One cumulative final exam will be given at the end of the class session. The exam will consist of multiple choice, matching, fill-in-the-blank, short answer, and essay questions.

Course Objectives: 1-4

Grading Policy

A = 90% - 100%	315-350 points
B = 80% - 89%	280-314 points
C = 70% - 79%	245-279 points
F = 69% or fewer points	less than 245 points

CLASS POLICIES

E-mail

University of West Georgia students are provided a MyUWG e-mail account. The University considers this account to be an official means of communication between the University and the student. The purpose of the official use of the student e-mail account is to provide an effective means of communicating important University related information to UWG students in a timely manner. It is the student's responsibility to check his or her email.

Electronic Portfolio

This course will require students to save course assignments. The course assignments will be uploaded to the student's electronic portfolio. This is a requirement for teaching certification/graduation.

Work Credit

No material prepared to meet requirements in one course may be used to fulfill the requirements in another course without prior permission of the instructor.

Americans with Disabilities Statement (ADA)

The ADA is a federal anti-discrimination statute that provides comprehensive civil rights for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of his/her disabilities. If you believe you have a disability requiring an accommodation, please contact the Disability Services Office in Room 272 of the Student Development Center located in Parker Hall. The phone number is (678) 839-6428, and the fax number is (678) 839-6429.

Academic Integrity and Honor Code Pledge

At the University of West Georgia we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the honor code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrication, aid of academic dishonesty, lying, bribery, or threats, and stealing.

Pledge:

Having read the Honor Code for UWG, I understand and accept my responsibility to uphold the values and beliefs described and to conduct myself in a manner that will reflect the values of the institution in such a way as to respect the rights of all UWG community members. As a West Georgia student, I will represent myself truthfully and complete all academic assignments honestly. I understand that if I violate this code, I will accept the penalties imposed, should I be found guilty of violations through processes due me as a university community member. These penalties may include expulsion from the University. I also recognize that my responsibility includes willingness to confront members of the University community if I feel there has been a violation of the Honor Code.

**If plagiarism or another act of academic dishonesty occurs, a grade of zero will be given for the course assignment and, if further actions are warranted, the misconduct will be dealt with in accordance with the academic misconduct policy as stated in *The Student Handbook*, the *Undergraduate Catalog* and *Graduate Catalog*.

CLASS OUTLINE

Week 1	Syllabus Introduction CDC Risky Behaviors Comprehensive School Health Education
Week 2	Alcohol, Tobacco, and Drug (ATOD) Education Teaching Strategies for ATOD
Week 3	Childhood Obesity, Nutrition, and Exercise Diabetes and Health Related Fitness Components Teaching Strategies for Obesity and Nutrition
Week 4	Communicable and Non-communicable Disease Teaching Strategies for Communicable and Non-communicable Disease
Week 5	Student Presentations
Week 6	Student Presentations Teen Pregnancy and Sexually Transmitted Infections Teaching Strategies for Sexuality Education
Week 7	Safety and Injuries Teaching Strategies for Safety and Injuries
Week 8	Final Exam