SUNY College at Cortland
Health Department
Health and the Child
HLH 265

Course Information
Credit Hours: 3
Semester/Year: TBD
Location: TBD

Instructor Information
Donna M. Videto, Ph.D., CHES
Office Phone: 753-4205
203 Moffett Hall
Office Hours: TBD
Email: videto@cortland.edu


Resource Bibliographic Upon which Course is Based:

Course Description: This course will provide the nonhealth major (elementary education) with the basic skills and knowledge necessary to work in the area of school health education at the elementary/middle school-level. Meets SED requirements for learning standards in health; alcohol, tobacco, and other drug use; safety education; and abduction prevention. SAVE credit will be given to those students meeting the requirements for registration and attendance.
Course Attendance and Participation Policy:
You are expected to attend class and to actively participate in class
discussions and any small group work.

Course Goal: Upon completion of this course the student should know,
understand, and use the major concepts in the subject matter of health education
to create opportunities for student development and practice of skills that
contribute to good health (ACEI, 2g.).

Students will understand the foundation of good health, including the
structure and function of the body and its systems and the importance of physical
fitness and sound nutrition. Students will understand the benefits of a healthy
lifestyle for themselves and others as well as the dangers of diseases and
activities that may contribute to disease. Teacher candidates are alter to major
health issues concerning children and the social forces that affect them, and of
the need to impart information on these issues sensitively. They address issues
in ways that help students recognize potentially dangerous situations, clarify
misconceptions, and find reliable sources of information (ACEI supporting
explanation).

Course Objectives: This course is designed to provide the student with the
ability to:
1) develop an awareness of contemporary health issues of importance to
individuals working with the school-aged child.
2) understand health facts, principles, theories and concepts related to
maintaining and improving personal, family and community health for the school-
aged child.
3) identify reliable sources of health education information and increase health
literacy skills.
4) examine the relationship between personal behavior and health status of the
individual and the community.
5) develop an awareness of the importance of health and health education in
improving the quality of life.
6) utilize the state and national learning standards for health education in
developing learning activities for the school-aged child.
7) obtain and critique state and national health education curricula for the school-
aged child.
8) discuss the impact of culture, heritage, socioeconomic level, personal health
and safety, nutrition, and factors in the home, school and community on the
school-aged child’s readiness to learn.
9) identify factors necessary for creating a safe and nurturing classroom
environment that is free of violence, substance use, and where students show
respect for one another
10) utilize strategies for preventing alcohol, tobacco and other drug use and
abuse.
11) provide instruction for the purpose of preventing child abduction.
12) Identify reliable sources of health information and health education information to include resource materials for the classroom teacher. 
13) Access computerized health information systems through the process of utilizing on-line database health information resources.

Evaluation of Student Performance:
All papers submitted for grading must be typed or computer-printed. Completed assignments will be collected on the due dates listed on the syllabus (assignments are due at the beginning of class). Assignments submitted after a due date and time will not be accepted. In the event of an absent on a date at which an assignment is due an alternate arrangement will need to be made.
You must provide complete documentation of any material used in your writings derived from another source using APA (American Psychological Association) referencing style or another appropriate referencing style.

1. Exams – 90% of grade (three quizzes) (assesses ACEI, 2g)
2. Two website and lesson plan critiques – 10% of grade (assesses ACEI, 2g)

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Two Health Education Website and Lesson Plan Critiques
Each student will identify and critique two sample health education elementary lesson plans obtained off of the Internet (from two different URLs or websites). Note due dates for the last day of submission for each of the two lesson plans. Each critique must include the following information:
1) The name of the student submitting the report, the student's major and date of submission (not the date of completing the assignment but the date it is being submitted for grading). You must also identify the content area the lesson plan reflects (mental health, sexuality, nutrition, etc.).
2) The URL or website address where the lesson plan was obtained.
3) The name of the site and its professional affiliation and if the materials are from a reliable and reputable source. In your response you must address the issue of both reliability and reputation and explain the reasons behind your response.
4) A description of the lesson plan being critiqued.
5) A copy of the lesson plan being critiqued must be attached to your report.
6) An assessment on the value and quality of the lesson plan by addressing the following:
   a. Is the material/content of the lesson up-to-date and supported by the current health research? Document this point (theoretical support, meets state mandates, content supported by your text).
   b. Is the lesson challenging yet do-able for the intended age group? Explain.
c. Would the lesson compliment content information that is needed and necessary? Document this point (CDC 6, needed to meet state or national performance indicators, supported by national databases).

d. Are the instructions/directions appropriate to the intended audience? Explain.

e. Would the lesson be considered fun and educational? Explain.

7) A description of the possible "user" of the materials in a health education unit and in a possible infused instructional situation (i.e. to introduce a discussion on HIV in a health unit for a 4th grade class; could be infused into a 4th grade reading class).

8) A final overall rating of the lesson plan (with a possible low of 1 to a possible high of 10). Explain your rating through a reference to the overall quality of the lesson and whether or not it contains the necessary lesson plan components (i.e., link to state or national standards, appropriate objective, background/instructional material, introduction, activity, student materials, and assessment component).

9) Each critique must be submitted by the last day for the related topic discussion. Critiques will not be accepted once that content area is completed.

Course Schedule and Activities

1/24 - Theoretical Foundations of Health Education – Goals, philosophy and general theory


1/31 - Promoting Healthy Behaviors & Models of Behavior Change
Reading Assignment – Chapter 1 (D). Note SAVE registration due by 2/7.


2/7 - Coordinated School Health Program: Assignment – Chapters 2 & 3 (A & E).
Note SAVE registration fee due to instructor (no cash accepted by the instructor) or the Center for Educational Exchange by 4:00 today.

2/12 - Health Profile of the School-aged Child & Impact of culture, heritage, socioeconomic level, health and safety, community and family on the school-aged child's readiness to learn

2/14 – SAVE Violence Prevention Workshop (Full attendance mandatory for credit, 15$ fee for materials & processing due by 2/7)
2/19 – SAVE Violence Prevention Workshop (Mandatory attendance required for credit. Assignment - Review SAVE Manual)

2/21 – Examining State and National Health Education Programs and Curricula

2/26 – The Effective Health Education Classroom: Reading Assignment - Chapter 4 (A & E)

2/28 - Evaluation in School Health Education: Reading Assignment – Chapter 5 (A & E)

3/5 - Quiz #1

Content Overview, Teaching Approaches, & Trends in the Key Health Education Content Areas to Begin:

Note: critiques are due no later than the topically appropriate education day (usually the second day of the topic, if covered over the course of two days. Critiques in that content area will not be accepted once we have moved past that topic).

3/7 – Wellness & Personal Health Promotion: Reading Assignment - Chapter 2 (D)

3/19 - Health & Wellness Promotion – Review Chapters 8 & 9 (A & E)

3/21 - Mental Health & Wellness: Reading Assignment – Chapter 3 (D), Review Chapters 6 & 7 (A & E)

3/26 – Safety Education: Reading Assignment – Chapters 4 (D)


4/2 – Relationships & Human Sexuality: Reading Assignments - Chapters 5 & 6 (D); AIDS & HIV Education: Reading Assignments – Chapter 13 (D pgs. 333-337 only)

** Note: Your first lesson plan critique must be submitted by the end of the class period on 4/4.

4/4 – Family Life Education: Review Chapters 10 & 11 (A & E)

4/9 - Nutrition: Reading Assignments – Chapters 9 & 10 (D)

4/11 – Nutrition Education: Review Chapters 16 & 17 (A & E)
Alignment with Conceptual Framework and Organizational Standards:

The course objectives for Health and the Child contribute to and support the College’s “Conceptual Framework for the Teacher Education Program” from a number of different perspectives. Much of the course examines issues associated with personal responsibility (CF) through a review of health content and teaching concerns that focus on issues related to effective health education. An aspect of the course entails promoting social justice (CF) in health education programs and in classrooms where the elementary teacher or health educator might work. Professional and state standards (CF) are utilized, as a guide throughout the entire course and students are encouraged to become skilled at using technology (CF) in preparing their health education lessons. Because the course has a professional preparation focus for educators, emphasis is placed on broadening the knowledge base (CF) of the students and nurturing their professional commitment (CF).

For alignment with organizational standards refer to the course goal and objectives.

Note: If you are a student with a disability and wish to request accommodations, please contact the Office of Student Disability Services located in B-40 Van Hoesen Hall or call (607) 753-2066 for an appointment. Information regarding your disability will be treated in a confidential manner. Because many accommodations require early planning, requests for accommodations should be made as early as possible.