

1-2014

HEE 233.03: Health Issues of Children and Adolescents

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HEE 233: HEALTH ISSUES OF CHILDREN AND ADOLESCENTS
Department of Health and Human Performance

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Spring Semester, 2014
Office Hours:
Mon. & Wed. 10:00-12:00.
Tues. 2:30-4:30 (or by appointment)

PURPOSE:

This course is designed to assist you in understanding the importance of comprehensive health education for students K-12. Information on current health issues of children and adolescents and community needs will be discussed. The influence of family, community, and school on the health and well-being of young people will be explored. In addition, students will analyze the teacher's role in enhancing children's emotional, social, mental, physical, and spiritual health as a part of a comprehensive school health program.

INSTRUCTIONAL METHODS:

This course utilizes a variety of instructional methods. Lecture and class discussion are combined with student presentations. Students work together in small groups to design lessons on health related topics that illustrate the basic principles of teaching and learning. Active learning strategies are demonstrated by the instructor as well as by students throughout the semester.

OBJECTIVES:

Students will be able to:

- 1) identify and describe the basic elements of a coordinated school health education program.
- 2) identify current health issues affecting school age children.
- 3) describe the teachers' role in addressing the mental, emotional and social health issues most commonly experienced by children and adolescents
- 4) explain the role of state education departments and local boards of education in the authorization of school health promotion.
- 5) identify growth and development characteristics of children and adolescents that can be of major importance in the educational process and in the planning of school health programs.
- 6) select appropriate learning resources.
- 7) establish instructional environments to accommodate a variety of learning styles.
- 8) demonstrate a variety of teaching styles and methods appropriate to teaching health concepts that are age appropriate.

TEXT:

Promoting Health and Emotional Well-Being in Your Classroom. (2011) by Randy Page and Tana Page. Jones and Bartlett Publishers: Boston, MA. (available as an electronic text)

COURSE REQUIREMENTS:

1. Attendance at all class sessions is required. If you are unable to attend please notify me of your absence prior to class if possible.
2. Assignments will include one lesson plan; a presentation of a health related issue; and a short paper on your teaching philosophy.

*Assignment sheets, describing in detail, the specific requirements for each assignment will be handed out in class.
3. Three Exams will be given. These exams will include information from your text and from class lectures. *Make up exams will not be given unless you have made arrangements with me **prior** to the stated exam time.*

ASSIGNMENT DUE DATES:

Assignment #1: Lesson Plan due Thursday, Feb. 20th


Assignment #2: Health Issue Presentation due on the date the topic is listed on the Sign Up Sheet

Assignment #3: Philosophy Paper due on Thursday, April 24th


*(Unless you have made arrangements with me **before** an assignment is due, **two points** will be deducted for each weekday that an assignment is handed in late.)*

GRADING POLICY:

Final grades will be based on a percentage of total possible points.

Lesson Plan #1	20 pts.		A = 94-100% = 301 - 320
Philosophy Paper	25 pts.		A- = 90 -94% = 288 - 300
Presentation	50 pts		B+ = 87-89% = 278 - 287
Exam #1	75 pts.		B = 84-86% = 269 - 277
Exam #2	75 pts.		B- = 80-83% = 256 - 268
Exam #3	75 pts		C+ = 77-79% = 246 - 255
			C = 74-76% = 237 - 245
		C- = 70-73% = 224 - 236	
Total	320 pts.		D+ = 67-69% = 214 - 223
			D = 64-66% = 205 - 213
			D- = 60-63% = 192 - 204
			F = less than 60%

TENTATIVE CLASS SCHEDULE

<u>Date</u>	<u>Subject</u>	<u>Chapter</u>
<u>WEEK #1</u> Jan 28 & 30	Introduction Defining Health & Wellness Health Status of Montana's Children	1
<u>WEEK #2</u> Feb. 4 & 6	Health Status (cont) Coordinated School Health Program	2
<u>WEEK #3</u> Feb. 11 & 13	Writing Lesson Plans Planning Health Issue Presentations	
<u>WEEK #4</u> Feb. 18 & 20	Growth & Development	
<u>WEEK #5</u> Feb. 25 & 27	Dealing with Controversy Mental Health/Self-Esteem	3
<u>WEEK #6</u> March 4 & 6	Exam #1 (Tuesday) Mental Health/Self-Esteem	3
<u>WEEK #7</u> March 11 & 13	Presentation: <i>School Nutrition</i> (Tuesday) Nutritional Issues	6
<u>WEEK #8</u> March 18 & 20	Presentation: <i>School Wellness Policy</i> (Tuesday) Nutritional Issues Video: Eating Disorders	6
<u>WEEK #9</u> March 25 & 27	Presentations: <i>Media Literacy</i> (Tuesday) <i>Promoting Diversity</i> (Tuesday) Youth Violence Exam #2 (Thursday)	5 9
 <p>March 31- April 4 SPRING BREAK</p>		
<u>WEEK #10</u> April 8 & 10	Presentation: <i>Bullying</i> (Tuesday) <i>Diabetes and Asthma</i> (Thursday) Child Abuse	9 9
<u>WEEK #11</u> April 15 & 17	Child Abuse Presentation: <i>ADHD and Epilepsy</i> (Thursday)	9
<u>WEEK #12</u> April 22 & 24	Presentation: <i>Minimizing Student Stress</i> (Tuesday) <i>Promoting Physical Activity</i> (Tuesday) Depression and Suicide	4 6 10
<u>WEEK #13</u> April 29 & May 1	Presentation: <i>Abstinence Only vs. Abstinence Based Sex Ed</i> Introduction to Sex Education/STD-HIV Prevention	8
<u>WEEK #14</u> Dec. 3 & 5	Substance Abuse Prevention Review/Course Evaluations	7
<u>WEEK #15</u> Tues., May 13	FINAL EXAM (8:00 to 10:00)	

General Information

UNIVERSITY REQUIRED STATEMENT:

"All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University.

All Students need to be familiar with the Student Conduct Code. The Code is available for review online at <http://www.umt.edu/SA/VPSA/index.cfm/page/132>

EMERGENCY PREPAREDNESS AND RESPONSE:

As members of a learning community we all have responsibilities for each other that extend beyond the teaching/learning experience and transcend our roles in that dimension. We are, as human beings, responsible for the protection and well-being of other members of our group, and one dimension of our individual and group responsibility in that area relates to how we prepare for, and respond to, emergencies. Toward that end, the following are important:

- In the event we need to evacuate the building, our primary route will be through the main doors to McGill Hall located on the west side of the building. If that route is blocked, our secondary route will be through the east door located toward the north end of this wing of the building.
- If you hear an alarm or are told to evacuate, always assume the emergency is real. Be sure to take coats, backpacks and valuables since the building may be closed for some time.
- Everyone should report to either the designated outdoor rally point or the indoor rally point (should conditions make it necessary to seek shelter in another building). Our outdoor rally point is in the area to the west of McGill Hall – at least 300 feet from the building exit. Our indoor rally point is in the Adams Center Lobby. We should reconvene as a group at the rally point so we can determine if anyone is missing.
- Do not use elevators as a means of evacuating, and do not use cell phones until safely away from the building.
- As the instructor of this course, I would ask students who feel they may require assistance in evacuating to privately inform me of that need. Together we will preplan appropriate assistance.
- I would also request that students with a medical condition that could present an emergency privately inform me of that situation. Again, this notification is so we can preplan an appropriate response should an emergency occur.