1-2014

HEE 233.02: Health Issues of Children and Adolescents

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PURPOSE:
Health Issues is designed to assist in understanding the importance of health issues that affect children and adolescents in their life and in learning. Information on current health issues of children and adolescents and community health needs will be discussed. Students will analyze contemporary child & adolescent health issues and will present on a specific health issue.

INSTRUCTIONAL METHODS:
This course utilizes a variety of instructional methods. Lecture, class discussion, guest speakers, group process and student presentations will be the methods utilized.

COURSE OBJECTIVES:
Upon completion of this course, students will be able to:

1. Identify and describe the dimensions of health.
2. Identify and discuss current health issues affecting school age children.
3. Identify health indicators of children and adolescents that can be of major importance in the educational process.
4. Recognize a teacher’s professional role in working with students whose growth, development, and/or health and health behavior deviates from the norm.
5. Describe local/county/state resources and their contributions to the health of students and the community.
6. Select appropriate learning resources & references.

TEXT:

COURSE REQUIREMENTS:

1. **Attendance** is required. You are allowed **two** absences from class for the semester. If you have **more than two absences**, **5 points** will be deducted from your total grade per absence. If you need to be absent from class, it is your responsibility to get updated from a classmate on what you’ve missed including lecture notes, missed assignments, etc.

2. **Assignments** include a group presentation, film reflections, and exams. Exams will cover lecture material, guest speakers, and videos. The **presentation requirements** will be discussed in class.

3. **Group & class participation** are an important part of class and students are encouraged to come to class ready to discuss the presented topics & ask questions during lectures & student presentations. Students will also be graded on group participation for their presentations. Participation grades will be based...
on a combination of class & group participation, presentation questions turned in, and professor evaluation.

4. **Students are required** to hand-in assignments **in class** on designated due dates and take exams **in class** on designated exam days. Late assignments will be docked points. Students **are required** to take the final exam on the **designated final exam day**.

**GRADING:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 Exams:</td>
<td>120pts. (40pts ea.)</td>
</tr>
<tr>
<td>Presentation:</td>
<td>50pts</td>
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<tr>
<td>Film Reflection:</td>
<td>10pts</td>
</tr>
<tr>
<td>Philosophy of Health Paper:</td>
<td>25 pts</td>
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<tr>
<td>Class/Group Participation:</td>
<td>20pts</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>225pts.</strong></td>
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</table>

**GRADING POLICY:**

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

- A = 94% of total points
- A- = 90-93%
- B+ = 87-89%
- B = 86-83%
- B- = 82-80%
- C+ = 77-79%
- C = 73-76%
- C- = 70-72%
- D+ = 67-69%
- D = 63-66%
- D- = 60-62%
- F = below 60%

**TENTATIVE COURSE CALENDAR**

<table>
<thead>
<tr>
<th>Date</th>
<th>Subject</th>
<th>Chapter</th>
</tr>
</thead>
<tbody>
<tr>
<td>WEEK #1</td>
<td>Introduction</td>
<td></td>
</tr>
<tr>
<td>Jan. 28 &amp; 30</td>
<td>Defining Health &amp; Wellness</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Health Status of Montana's Children</td>
<td></td>
</tr>
<tr>
<td>WEEK #2</td>
<td>Coordinated School Health Program</td>
<td></td>
</tr>
<tr>
<td>Feb. 4 &amp; 6</td>
<td>Writing Lesson Plans - Group Projects</td>
<td>2</td>
</tr>
<tr>
<td>WEEK #3</td>
<td>Nutrition and Children</td>
<td></td>
</tr>
<tr>
<td>Feb. 11 &amp; 13</td>
<td>Childhood Obesity</td>
<td>6</td>
</tr>
<tr>
<td>WEEK #4</td>
<td>Body Image and Eating Disorders</td>
<td></td>
</tr>
<tr>
<td>Feb. 18 &amp; 20</td>
<td>Media Literacy</td>
<td></td>
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<tr>
<td></td>
<td>Reading posted on moodle</td>
<td>5</td>
</tr>
<tr>
<td>WEEK #5</td>
<td>Exam #1 (Tuesday)</td>
<td></td>
</tr>
<tr>
<td>Feb. 25 &amp; 27</td>
<td>Emotional Health</td>
<td></td>
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</tbody>
</table>
WEEK #6  Child Abuse and Youth Violence
March 4 & 6  In Class Film: From Place to Place

WEEK #7  CASA guest speaker
March 11 & 13  Depression and Suicide

WEEK #8  Substance Abuse
March 18 & 20  Group project work day

WEEK #9  Presentations
March 25 & 27  Montana Meth Project

WEEK #10  SPRING BREAK
April 1 & 3

WEEK #11  Integrative Movement
April 8 & 10  Exam #2 (Thursday)

WEEK #12  Montana Safe Schools Guest Speaker
April 15 & 17  Presentations

WEEK #13  Sex Education
April 22 & 24  Presentations

WEEK #14  Dealing with Stress in the Classroom
April 29 & May 1  Presentations

WEEK #15  Course wrap up
May 6 & 8  Review/Course Evaluations

FINAL EXAM (May 12th - 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
CLASSROOM ACCOMMODATIONS:

Please inform me at the beginning of this class of any accommodations you may need that will facilitate your learning process.

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:

- 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.