

CALIFORNIA STATE UNIVERSITY, FULLERTON
Department of Health Science

HESC 358 Contemporary Issues in Children's Health WEB
Course Syllabus-Fall 2009

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Office hours: Office hours: I will be on campus Tuesday and Thursday 9:00am-11:00am and 2:30pm-3:30pm or by appointment*

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*It is always best to contact me via email. I will try to respond within 24 hours.

General Information:

This is a 3 unit course designed to meet the requirements of the Multiple Subject Matter Preparation Program, health science electives, and GE category IV: Lifelong Learning.

Catalog Course Description:

Prerequisite: Junior or Senior standing. This course is an overview of common causes of, interrelationships between, and prevention of morbidity, mortality among children and youth. Focus is on preventive and health promotion concepts and practices.

***Minimum Technical Requirements and Competencies**

In order to use Blackboard 8.0 effectively, it is recommended that students meet the following requirements:

Skills

- Use of Web browsers.
- Entering Uniform Resource Locators (URL's).
- Downloading files from the Internet.
- Completing online forms.

Hardware Requirements

- A live Internet connection. Students will need access to the Internet using a telephone connection, DSL, or cable modem. A high speed internet connection is recommended.
- A monitor capable of displaying information at least 800x600 pixels. For best performance, access Blackboard using 1024x768 resolution or higher.
- A sound system on your computer so that professor lectures can be listened to.
- A microphone to speak into when doing your oral presentation (to be explained in detail later). A computer microphone can be bought for less than \$10 at Walmart.
- Microsoft office Word and PowerPoint 2003 or higher.

Software Requirements

- If you have a Windows PC, use the Microsoft Internet Explorer (6.0 or higher), Mozilla Firefox or Netscape Navigator 7.1 or higher. Mac users are recommended to use the Mozilla Firefox Web browser.
- Do not use the AOL browser or Opera to access Blackboard.

- Although it is not required to access Blackboard, students should have Microsoft Office 2003 or higher installed in their personal computers to view and access documents provided by the instructor.

* CSUF Blackboard Web site. The link below allows you to download additional plug-ins that you may need during this course:

<http://blackboard.fullerton.edu/student/plugins.htm>

Course Purpose:

This course is designed to prepare elementary school teachers, health educators, parents, and other individuals who interact with children to be aware of and teach for optimal health and well being. Students will explore major health issues and develop competencies in addressing health problems of children and adolescents. Some of the health issues to be addressed may be considered controversial. Through an analysis of a variety of teaching strategies, students will be **actively** involved as both a leader and a participant.

Course objectives:

By the end of the course the student will be able to:

1. Analyze factors influencing the development of health attitudes and behaviors.
2. Describe the common causes of morbidity and mortality among children, youth.
3. Discuss how culture, heritage, race, gender and heredity influence health behaviors.
4. Identify the connections between various levels of health status and learning.
5. Examine the application of effective strategies for promoting health, including the prevention of risk taking behaviors-violence, tobacco, alcohol, other drug use, and abuse.
6. Identify and utilize reliable sources of accurate health information and services in the community.
7. Describe major principles and practices of individual, family, and community health.
8. Demonstrate instructional strategies which foster wellness.
9. Recognize behaviors that promote, protect, and/or compromise through injury, the health and safety of children.

Textbook & materials:

1. Reader to be purchased at Titan shops bookstore. **Required.**
2. Anspaugh, D. & Ezell, G. (2007). **Teaching Today's Health** (8th Edition).

Recommended.

3. Access to blackboard at www.myfullerton.edu. Weekly updates, course materials, student grades will be posted on a regular basis.

On- campus meeting requirements:

None

Student Responsibilities for this course:

1. You must gain access to your email by visiting the CSUF homepage and logging on to the Internet Portal.
2. Verify your blackboard email address and notify me of any changes. If you need help, see the Tutorial listed under the Help tab in Blackboard.
3. Provide your full name when communicating via email as your email address may not provide that information.

4. Avoid abbreviated words when communicating via email and in the Discussion Board.
5. Access the Blackboard course web site and your email at least three times a week.
6. Participate in **ALL** class discussions (details are outlined below).
7. Submit all class assignments on time, typed with your first and last name included.
8. Keep a copy of all assignments submitted.
9. Contact me with any questions or concerns.
10. Complete and pass the midterm and final exams on the date & time scheduled.
11. Be able to download lecture presentations (in PowerPoint) and have a sound system to listen to lectures.

Course Information:

This course follows a weekly schedule which is intended to facilitate our online discussions. You are responsible for checking the schedule and completing all assignments on time. Here is a guide to the links on this Web site:

Course documents: PowerPoint lectures including sound will be posted along with other additional documents pertaining to the course, such as relevant articles, readings.

Assignments: These include assignments and tests.

Discussion Board: Discussions pertaining to the chapter readings, current events, or anything else related to child health.

Participation:

Class participation is essential. **Each student is required to access the course Web site a minimum of three times a week.** You will be required to read the assigned chapters, submit assignments on time, and participate in the Discussion Board Forums throughout the semester (see guidelines below).

Discussion Board Forum Guidelines:

You are responsible for visiting the Discussion Board and responding to a question pertaining to the assigned readings, current events, or anything else relating to children's health **AT LEAST EVERY OTHER DAY.** Discussions begin every Monday and end the following Sunday. All discussion topics are available in the Discussion Board; however, respond to the topic listed first. Do not skip ahead and respond to future discussion topics.

You are required to respond to the original question, and reply to at least two other student's comment to receive full credit. One or two word responses such as, "I agree" and "Me too" are not considered sufficient contribution and will result in points deducted from your overall grade. Online participation will be tracked through copies of each discussion and through a discussion log. Students who do not participate and do not follow all of the guidelines will have points deducted from their overall grade.

The following rubric will help you in understanding how discussions will be graded (out of a possible of 10 points for each discussion):

Evaluation Rubric for Discussions

Category	2.0 points	1.5 points	1.0 points	0.5 points
Quality of information	Information clearly relates to the main topic and adds new concepts & information; it includes several supporting details and/or examples	Information clearly relates to the main topic. It provides at least 1 supporting detail or example	Information clearly relates to the main topic. No details and/or examples are given	Information has little or nothing to do with the main topic or simply restates the main concept or consists of unsupported opinion
Resources	Consistently provides resources even if it is not required.	Occasionally provides resources even if not required	Provides resources when requested	Does not provide resources even when requested
Critical Thinking	Enhances the critical thinking process consistently through reflection and questioning of self and others.	Discussion demonstrates critical thinking and reflection by the individual only.	Responds to questions but does not engage in reflection	Does not respond to questions posed by the facilitator.
Participation	Encourages and facilitates interaction among members of the class.	Responds to other members of the class.	Rarely interacts or responds to other members of the class.	Responds to the discussion facilitator only.
Professional Language	Both professional vocabulary and writing style are used consistently throughout the discussion.	Both professional vocabulary and writing style are used frequently throughout the discussion	Both professional vocabulary and writing style are used occasionally throughout the discussion	Professional vocabulary and/or writing style are not used
TOTAL				

Adapted from Amy Finch, PhD and Liane Connelly, PhD, RN, 12/01, Fort Hays State University

Netiquette:

Netiquette refers to a set of behaviors that are appropriate for online activity, especially with email and discussions. Please review the core rules of netiquette, which are found at <http://www.albion.com/netiquette/corerules.html>. Points will be deducted from your overall grade for violating these rules.

Make-up Policy:

All assignments and exams must be submitted on the designated dates. Late work will not be accepted unless prior arrangements have been made. One letter grade will be deducted each day the work is late. In the event of technical difficulties, I will arrange alternate methods for submitting assignments.

Academic Dishonesty:

Students are expected to abide by the University's policy regarding academic dishonesty. Refer to the University policy in your course catalogue or see a copy at the following Web site: <http://www.fullerton.edu/handbook/policy/discipline.htm>

Disabled Student Services:

The University requires students with disabilities to register with the Office of Disabled Student Services (DSS), located in UH-101 and at (714) 278 – 3112, in order to receive prescribed accommodations appropriate to their disability. Please inform me during the first week of classes about any disability or special needs that may require specific arrangements/accommodations related to attending class sessions, completing course assignments, writing papers or quizzes/tests/examinations.

Distance Learning Assistance:

This is an online course so please make sure you are familiar with all aspects of distance learning. If this is your first time taking an on-line course at California State University Fullerton, you may find it helpful to visit the Blackboard Support Web Site and click on the tutorial section. You may also click on the Help tab once you have logged into the Blackboard portal. <http://blackboard.fullerton.edu/>.

Technical assistance:

If you need technical assistance, please contact the Help Desk at (714) 278-7777 or visit their Web site: <http://blackboard.fullerton.edu>

Evaluation Criteria:

- **Assignments: ALL assignments will be turned in online only through the “Turn it in” tab on blackboard (NOT digital dropbox). No late assignments will be accepted, NO EXCEPTIONS. Only Microsoft Word documents in .doc or .docx format and pdf documents will be accepted. Please don’t send any documents in notepad or any other format like Microsoft Works or .rar format because I cannot open them and therefore will not be able to give you credit. The “turn it in” tab is available under the “assignments” link which will then have a “turn it in” link for each assignment that is due.**

<u>Assignments</u>	<u>Possible Points</u>	<u>Your Points</u>
Timed Examination #1	60	_____
Timed Examination #2	60	_____
Project #1 Report: Childhood Illness	60	_____
Project #2 Cartoon	10	_____
Reading comprehension assignments	27	_____
Name Tag Assignment	5	_____
Video Assignment	15	_____
Discussion participation	150 (10 points X 15 weeks)	_____
Total Points=387		

Final Course Grades: Based on *approximately 387 points*. **Note:** percentages will remain constant, points, however, may be altered during the semester. Students will be provided updates if necessary to adjust points. **Each student is responsible for keeping track of points earned.**

Grades will be distributed as follows:

A+: 97-100 B+: 87-89 C+: 77-79 D+: 67-69 F: Less than 59
A: 94-96 B: 84-86 C: 74-76 D: 64-66
A-: 90-93 B-: 80-83 C-: 70-73 D-: 60-63

NAME-TAG Assignment (5 POINTS)

The purpose of this mini-assignment is for the instructor to gain familiarity with students names and goals/expectations for the class. Please complete this assignment by downloading a **recent** picture of yourself (recent because baby pictures and pictures of your pets do not help me remember your name) onto a Microsoft Word document (copying and pasting the picture onto Word is easiest). Also include in the document:

- 1. Full name**
- 2. Major**
- 3. Goals for the future (nurse, doctor, singer, dancer, etc.)**
- 4. Courses in health science taken at CSU Fullerton or elsewhere.**
- 5. What you expect to learn and gain from this class (please try to go outside the scope of “I’m taking this class because it’s required and is a GE”).**

REPORT Childhood illness:

(60 TOTAL POINTS)

Each student will research and summarize one childhood disease, health condition, disorder or problem that is common to school-age children/youth.

There are 2 components to the group report (Part 1 & 2):

*Part 1-Written Report (40 points).

*Part 2-Oral Presentation in PowerPoint format with sound (20 points).

Instructions:

- Identify one disease, disorder or health condition that is prevalent among school-age youth.
- Students will select 3 potential topics/top choices. The instructor will assign topics to students based on these choices.
- If there is a health topic you are interested in researching that is not listed, please speak with the instructor. Some topics will be covered in class by the instructor (examples: tobacco, drug use).

Each person will select a topic from the following list:

Suicide and adolescents	Unintentional injuries	Measles
Anemia, Iron Deficiency	Brain Tumor	Cystic Fibrosis
Acne	Obesity	Tourette’s Syndrome
Anemia, Sickle cell	Cancer	Depression
Lead Poisoning	Bulimia	Tuberculosis
Lupus	Reye Syndrome	Diabetes
Anorexia Nervosa	Cerebral Palsy	Down Syndrome
Lyme Disease	Ringworm	Eczema
Arthritis	Chronic bronchitis	Endometriosis
Mononucleosis	Scabies	Epilepsy
Attention Deficit Disorder	Chrohn’s Disease	Heart Disease

Mumps	Teen Pregnancy	Obsessive Compulsive Disorder
Autism	Strep throat	Influenza
Muscular Dystrophy	Thyroid Disease	Pertussis

APA Referencing Resources:

*American Psychological Association (2001). Publication manual of the American Psychological Association (5th ed). Washington, DC: author.

*Online/Free: <http://www.apastyle.org/elecref.html>
<http://www.docstyles.com/apacrib.html>

Report PART 1: Written Report Evaluation Criteria: (40 points this component).

- Each student will prepare a written report.
- Typed, font size 12, 5-7 pages (not including references).
- **Please see attached rubric for written reports for more detail on how the report will be graded.**

The report should be professional, useful, and include the following:

Points:

A. Student name

B. **NAME of Disease:** Identify name, common and medical terms used.

C. **Description:** State a description of the disease/disorder/health condition.

- *What is the causative agent?* (name of pathogen, risk factor/behavior).
- *What are the signs?* (objective indicator(s), measurable, visible signs of illness such as rash, fever, bleeding, behavior).
- *What are the symptoms* (subjective indicators of illness usually difficult to measure such as pain, fatigue, weakness, restlessness).
- **If applicable:**
 - Incubation period of disease? (time between pathogen entering system/body and the appearance of signs/symptoms).
 - Communicable/Contagious period? (time period in which the disease can be spread from one person to another).

Note: if your disease is a chronic disease, the causative agent can include theories as to how this disease can occur (such as with obesity, causative agent can be lack of exercise, income to buy healthy foods, access to unhealthy foods, etc.)

D. **Prevalence:** List the prevalence rate (total number of existing cases of the disease within a given time period), whether this has increased, decreased, or not changed over time.

E. **Transmission/Prevention/Treatment:** Identify the following:

- Mode(s) of transmission (how is the disease spread from person to person). **Again if you have chosen a chronic disease like obesity,**

you can talk about the odds of children becoming obese if they have obese parents.

- Methods of Prevention
- Treatment

F. Community Impact: What is being done at the federal, state, and community level to prevent and treat this disease. Any community, school, research programs in place?

G. Implications for the Educator/Teacher: Describe the implications for the teacher.

- **What types of actions/adjustments** will a teacher in the school setting need to make for a child with the disease/disorder/health condition?
- **Prevention:** How to prevent the disease from spreading (ex. immunizations). **Again with chronic disease like obesity you can talk about healthy lunches in schools, parental education, etc.**
- **Implementation:** What types of instructional strategies can be used to teach a child/student(s) with this disease/health condition?
- **Classroom Environment:** What modifications might be required?
- **Adaptations of the curriculum.** What types of curriculum changes will the teacher make for a student(s) with this disease/health condition?

H. Resources: Identify at least 2 different resources where a teacher, parent, individual can go for additional information about the health condition. Include local address, phone number, internet address. Prefer local resources, however, can use state and national agencies.

I. References: Cite all references used to research this topic (1 page max). List a minimum of 4 different references (*textbook is an acceptable source*). Use APA format OR other okay. As long as you are consistent in referencing. NOTE: If no references, "0" aka no points for the entire paper.

Report-PART 2: Oral Presentation in sound format: (20 points)

1. Create a PowerPoint presentation regarding your topic and it's main points. Main points can be derived from your written paper. On PowerPoint system 97-2003 or PowerPoint 2007, there is a button under "slide show" which states "record narration". Pressing this button while your microphone is plugged in will allow you to add your voice to your presentation. Please construct an oral presentation with your PowerPoint to be listened to and graded by the instructor. PowerPoint presentation will be graded on creativity, video and hyperlinks to websites (including videos and hyperlinks will add points to your grade), main points of your paper, and sound/PowerPoint quality. Please make sure that you are adequately prepared to present by getting familiar with PowerPoint early on. **Remember to speak loudly and clearly into the microphone. Put the microphone on a sturdy surface to prevent fuzziness of sound and do a test run to make sure your voice is audible.**

Cartoon Assignment: (10 points)

Humor is a wonderful way to build self-esteem and positive emotional health. For this assignment, each student will obtain a current health related cartoon from a newspaper, magazine, or journal. Guidelines are as follows:

1. Select one current HEALTH related cartoon/drawing appropriate for grades K-12.
2. Published date of cartoon/drawing **should be current: 2008-2009.**
3. Format:
 - a. Using the top 1/3 of the page, copy and paste the cartoon.
 - b. Using the middle 1/3 of the page, provide background information: Source, Author, Date, grade level **and Health related skill/behavior.**
 - c. On the bottom 1/3 of the page, list 6 “probing” questions related to the cartoon that a teacher/educator might use to stimulate classroom discussions.

Cartoon Assignment Evaluation Criteria

Background Information (Source, Author, etc.)	1
Health Skill/Behavior	1
Appropriate Age	1
Quality Reproduction	1
Probing, Appropriate Questions	6

10 points possible

Video Assignment: (15 points)

You will access the video titled “The Merchants of Cool” and watch it by **May 3rd**. For this assignment, write a 1-2 page summary and reflection of the video and how it relates to consumer health. This will be worth 10 points. The discussion thread for the following week will cover this video. You may use points made in your paper for the discussion thread. You can access the video at the CSU Fullerton library (must watch it inside the library) or at the following link: <http://www.pbs.org/wqbh/pages/frontline/shows/cool/> Once at this site go to the link “Watch the full program online” to watch the video.

Evaluation:

Summary of video	4 points
Reflection of how video relates to consumer health relevancy to teens today	3 points
Personal opinion of video	3 points
Grammar, spelling, sentence structure	5 points

Total: 15 points.

Week	Topic and Readings
1 ()	<p>Introduction, course overview Discussion thread: "Getting to know me and definition of health" (10 points) Due: Feb. 1</p> <p>Feb 2: Name-tag due (5 points) through "turn it in" The Need For Health Education Anspaugh: Ch. 1</p>
2 ()	<p>Coordinated School Health Programs Planning for Health Instruction Anspaugh: Ch. 2, 3 Reader: p.1: The Coordinated School Health Program (CSHP) p.29: A Nation At Risk Discussion thread: "CSHP and A Nation At Risk" (10 points) Due: Feb. 8.</p>
3 ()	<p>Strategies for Implementing Health Instruction Measurement and Evaluation of Health Instruction Measurement of Intelligence and Parental Role in early child development. Anspaugh: Ch. 4, 5 Reader: p. 67: Becoming Attached Assignment: Answer questions 2, 4, and 5. 3 points. Due: Feb. 15 p.74: The development of Intelligence in Children Assignment: Answer questions 3 and 4. 2 points. Due Feb. 15 p. 81: Nursery Schools Resist IQ Test for 4-Year olds Assignment: Answer questions 1-5. 5 points. Due Feb. 15 Discussion Thread: p.136 in reader: Claire Safran, "Hidden Lessons: Do Boys Get a Better Education than Girls?" (10 points) Due: Feb. 15</p>
4 ()	<p>Mental Health and Stress Reduction Anspaugh: Ch. 6 Discussion thread: p.287 reader: Does Low Self-Esteem Lead to Antisocial Behavior? (10 points) Due: Feb. 22</p>
5 ()	<p>Learning Disabilities Reader: p. 91: Schopler: The Anatomy of a Negative Role Model p.262: Does ADHD exist? p.273: Learning Disabilities, ADHD, and Developmental Coordination Disorder. Discussion thread: "Learning Disabilities" (10 points) Due: March 1</p>
6 ()	<p>Personal Health Anspaugh: Ch. 9 Discussion thread: p. 307 reader: "Should Parents Be Allowed to Opt Out of Vaccinating Their Kids?" (10 points) Due: March 8</p>
7 ()	<p>Midterm: March 12 Sexuality Education Anspaugh: Ch. 11</p>

Reader: p. 63: Laurel Mahoney, "Who Should Decide"
Assignment: Answer questions 1-4. 4 points. Due: March 15
Discussion thread: p. 85 reader: Calvin Klien Inc. and the "Kiddie Porn" Ads **(10 points) Due: March 15**

8 () Substance Use and Abuse
Anspaugh: Ch. 13
Discussion thread: "Substance Use and Abuse" **(10 points) Due: March 22**

9 () **Mar. 29: Cartoon Assign. Due**
Infectious and Noninfectious Conditions
Anspaugh: Ch. 15
Discussion thread: "Infectious and Noninfectious Conditions" **(10 points) Due: March 29**

10 😊

11 Nutrition
Anspaugh: Ch. 17
Reader: p.142: Eating Disorders: Anorexia Nervosa, Bulimia Nervosa, and Other Conditions. **Assignment: Answer questions: 1-10. 10 points. Due: April 12**
p.170: Nutrition from Infancy through Adolescence
Assignment: Answer questions: 5, 6, 9. 3 points. Due: April 12
Discussion thread: p.208 reader: Restricting Foods of Minimal Nutritional Value in Texas Public Schools. **(10 points) Due: April 12**

12 Exercise
Reader: p.105: The Value and Purpose of Physical Education for Children
p.115: Physical Education for Tomorrow's Children
p.119: The Responsibilities of the Physical Educator
Discussion thread: "Physical Education" **(10 points) Due: April 19**

13 Injuries
Anspaugh: Ch. 19
Discussion thread: p.248 reader: Does Television Viewing Cause Violent Behavior in Young Children? **(10 points) Due: April 26**
p.319 reader: A Healthful and Safe School Environment

14 Consumer Health
Video assignment due May 3rd
Anspaugh: Ch. 21
Discussion thread: p.350: Is Advertising Responsible for Childhood Obesity? **(10 points) Due: May 3**

15 **May 8: Written and Oral Reports Due for entire class**
Discussion thread: "The Merchants of Cool" **(10 points) Due: May 10**

16 Summary of course, review for final

Discussion thread: "Eating Disorders" (10 points) Due: May 17

Final Exam: Wednesday May 20

Total Points/Grade: _____

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RUBRIC 42

WRITING TO INFORM

DIRECTIONS: This form is designed to help you evaluate informative writing assignments. Read the statements below. Then indicate the number from the following scale that reflects your assessment of the student's work.

1 = Weak 2 = Moderately Weak 3 = Average 4 = Strong

1. The student introduces the topic in a clear, lively, and interesting fashion. Points:
2. The student focuses on a main idea and supports it with explanations and facts. Points:
3. The student uses an authoritative tone. Points:
4. The student includes information from several sources (references). Points:
5. The student presents information that has been organized in a clear, understandable way. Points:
6. The student relates information in an objective way rather than expressing a particular viewpoint. Points:
7. The student includes resources for more information. Points:
8. The student concludes with an interesting and brief summary of the presented information. Points:
9. The spelling, punctuation, and grammar on the writing assignment are accurate. Points:
10. The writing assignment includes all the required written aspects as stated by the instructor (see requirements above under "written assignment criteria"). Points:

Additional Comments:

Total Points/Grade: _____

RUBRIC 24

ORAL PRESENTATIONS

DIRECTIONS: This form is designed to help you evaluate oral presentations. Read the statements below. Then indicate the number from the following scale that reflects your assessment of the student's work.

1 = Weak 2= Moderately Weak 3= Average 4= Strong

1. The topic of the presentation meets the requirements of the assignment (included in Powerpoint format). Points:
2. The presentation appears to be well researched, organized, and cohesive. Points:
3. The presentation indicates an understanding of the topic presented. Points:
4. The presenter employs a speaking and delivery style appropriate to the presentation topic and delivers ideas in a clear and concise fashion. Points:
5. Overall, the work represents the presenter's full potential. Points:

Additional Comments:

Total Points/Grade: _____

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