

HSCI 465 ELM Teaching Health in the Elementary School Classroom
Health Sciences Department
California State University, Northridge
Spring 2025

Instructor: Kathleen Young, Ph.D., M.P.H., M.S.

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Online Optional Zoom Office Hours:

All sections located on canvas

and is the first day of the course (day 1 4-5 p.m,Zoom).

E-mail: 9:00a.m.-3:30 p.m. all sections daily for the duration of each course dates.

Date of the course:

- **HSCI 465 Sections 1-2 Dates: March 7-16, 2025**
- **HSCI 465 Section 3 Dates: March 24-April 3, 2025**

Zoom orientation (required) pre-course meeting:

- **All Sections Zoom orientation meeting: March 5, 3:30-4p.m.**

COURSE DESCRIPTION

The course explores the practical application of selected instructional strategies for teaching health subjects in accordance with the California Health Framework and the California Health Standards. Instructional methods utilized include classroom discussion and problem-solving topics. Content covers health services and a safe and healthy environment within the whole school community, which are accessible to all students, are inclusive and culturally relevant, and age appropriate. Students' cognitive, physical, social and emotional health are also addressed. This course is required for the Multiple Subject Credential.

COURSE OBJECTIVES

Upon completion of the course, the learner should be able to:

1. Describe the organization and components of a coordinated and comprehensive school health program in terms of the health services and healthful and safe environment **[TPE 3.1]**
2. Identify and describe the Health Education Content Standards for California Public Schools for the student lesson planning for this course **[TPE 3.1]**
3. Describe measures that school personnel can take to promote a healthful and safe learning environment. **[TPE 3.1]**
4. Recognize how positive nutritional practices can help to prevent obesity, heart disease, and diabetes in children. **[TPE 3.1]**
5. Identify school and community resources that deal with health problems and concerns of K-5 students. **[TPE 3.1]**
6. Describe the nature and extent of child abuse, sexual harassment, and substance abuse and their impact on a student's health. **[TPE 3.1]**

There is no textbook required for this one unit course.

(Optional) rental: Telljohann, S., Symons, C., Pateman, B., & Seabert, D. (2023). *Health Education: Elementary & Middle School Applications* 10th Ed., McGraw Hill Publishing, New York, NY.

COURSE TOPICAL OUTLINE:

SESSION 1: Introduction

- a. Definition of health and health education.
- b. What is a comprehensive school health program?
- c. How to construct curriculum that promotes students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection for a health program.
- d. Prior experiences, interests, and social-emotional learning needs in health
- e. Lesson Planning for Health Education.
- f. Establish professional learning goals for health education (partner accountability)

TPEs: 1.1, 1.5, 6.3

SESSION 2: Health Behaviors

- a. How to make students responsible for their own health: connect health to real-life contexts and provide active learning experiences to engage student interest
- b. Developing strategies for promoting positive health habit
- c. Teaching students to manage high-risk behaviors.
- d. Design and implement instruction that reflects the interconnectedness of academic content integrating health across the curriculum

TPEs: 1.3, 4.3

SESSION 3: Nutrition and Physical Activity

- a. Promoting healthy eating.
- b. Factors in healthy eating – My Plate.
- c. Eating disorders: Body image and symptoms.
- d. Physical Activity and good health.
- e. Accessing resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile.

TPEs: 2.4

SESSION 4: Mental and Emotional Health and Wellness

- a. What is mental and emotional health?
- b. Maslow's Hierarchy of emotional need.
- c. Coping skills for students.
- d. Ongoing communication with students and families
- e. Promote students' social-emotional growth, development, and individual responsibility in health

TPEs: 1.2, 2.1

SESSION 5: Safety and Preventing Unintentional Injuries

- a. Safety at school and in the home: getting families involved to support student learning.
- b. Factors that influence safety and unintentional injuries.
- c. How injuries affect school performance.

TPEs: 6.4

SESSION 6: Preventing Intentional Injuries and Violence

- a. Definition of intentional injuries.
- b. Abuse and Self-inflicted injuries.
- c. How to recognize high-risk students.
- d. Helping students make meaning from complex informational health texts

TPEs: 7.6

SESSION 7: Tobacco and Alcohol

- a. Factors that influence use and abuse
- b. How to recognize high-risk students.

SESSION 8: Sexual Health

- a. Definitions
- b. Health practices that promote disease free and healthy lifestyles.
- c. Overview and basic information about STDs.
- d. Student self-assessment and reflection on learning goals for including health education.
- e. Understand professional roles and responsibilities as mandated reporters

TPEs: 5.3, 6.6

Course Requirements:

Student responsibilities and evaluation:

Please be punctual, take notes, and be prepared to participate in class discussions.

Please Note: There will be neither make-up presentations nor extra credit work. Additionally, Academic dishonesty is unacceptable and is based on guidelines of criteria set forth by University policy. Consult the CSUN Undergraduate and Graduate Catalog.

Students are to follow the course format as demonstrated on the Canvas site. Students are required to follow the topics in sequential order and to read the power point lectures and complete assignments as indicated on the Canvas site. (Deadline dates located on Canvas and Course Syllabus). You should be online and active in the course during the period session reading lectures, working on assignments with your partner(s), the group project, and class announcements. Please check the Canvas site often for the assignments and due dates. I will also send out periodic reminders. Assignments, discussions (Asynchronous), chats (Synchronous group meetings (as needed)) will be available on the **Canvas HSCI 465 course**

page. You must master the Canvas program for discussions, chats, and assignment submissions in order to continue in this course (please consult IT-Canvas for assistance).

Please note: only students registered and enrolled in the course can login into the Canvas Course.

Please Note: Please plan ahead to have a reliable Internet connection.

Technology issues are not an excuse for missing course requirements please make sure your computer is configured correctly and address issues well in advance of deadlines, thank you. Course Assignments:

Teaching Idea Showcase Description (100 points total)

You will submit your Teaching Idea Showcase to the instructor. The Teaching Showcase is divided into two parts:

Assignment 1: is a 7-15 slide PowerPoint presentation that outlines or highlights the teaching idea and intended population of your lesson plan.

Pictures or creative images displaying curriculum materials or teaching tools are welcomed. The Teaching Idea Presentation can be on any health-related subject or content of interest for the **K-5th grade population**.

Teaching Idea Presentation Components:

- Clarity and content (15 points)
- Creativity (10 points)
- Grammar, spelling, formatting, references (5 points) (Total: 30 points) **[TPE 1.5]**

Assignment 2: of the Showcase is the **Lesson Plan** that corresponds with your Teaching Idea Power point Presentation. Like the Teaching Idea Presentation, the Lesson Plan can be on any health-related subject or content of interest for the K-5th grade target population. Lesson Plans **must include** the following elements, **please make sure you label each element below within your lesson plan using the subheadings listed below:** **[TPE 1.5, 2.4]**

Curriculum Title

Lesson Plan Components and Point Value:

- Curriculum Goal (5 points): You must have minimum one curriculum goal.
- Curriculum Objectives (5 points): You must have **minimum** of 3 objectives.
- Target Audience **and** Health Education Content Standards for CA Public Schools (must be K-5th grade) (5 points). **You must have minimum 2 HE content standards.**
- Overview of Teaching Strategies (active learning, discussion, etc.) (5 points)
- Materials (student, teacher, classroom) (5 points)
- Duration/Time (5 points)
- Procedure/Content/Curriculum in outline, bulleted format acceptable with opportunities that **promote students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection in regard to health-related topic. Provide resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile** (10 points)
- Assessment: evaluation method (for example, rubric) (10 points)

- You also must include as applicable: Teacher preparation, Rationale, Vocabulary, Costs, Suggested Readings or External Resources/References, Discussion Questions, etc. (15 points)
- References (APA 7th Edition) and appropriate grammar, spelling, and formatting (5 points).

Total: 70 points **Length of Lesson Plan: ½ of a day (3-4 hours) minimum.**

See “Resources” and links for teaching ideas in Canvas under Topic 6. Examples are also provided for the **two-part** assignment.

- **Required to use the template lesson plan located at the bottom of the canvas course.** Please make sure you cite each PowerPoint slide and on the lesson plan appropriately using APA 7th Edition formatting.
- FINAL COURSE GRADE IS BASED ON TOTAL POSSIBLE POINTS (100 points)
 - **Please note: All assignments uploaded as regular power point and word documents. No google documents allowed, thank you.**

Due Date:

- **Upload into Canvas site. The canvas upload link will be open and available.**
- **HSCI 465 Sections 1-2 Dates: March 16, 2025, 4 p.m.**
- **HSCI 465 Section 3 Dates: April 3, 2025, 4 p.m.**

Please note: All assignments sent as regular power point and word documents. No google documents allowed, thank you.

One submission upload allowed per pair group. Please make sure to note there is one submission upload allowed per pair group. Once your group has uploaded this is your one and final upload submission.

Grading Percentage Scale:

A = 94%-100%	C = 74%-76%
A- = 90%-93%	C- = 70%-73%
B+ = 87-89%	D+ = 67%-69%
B = 84%-86%	D = 64%-66%
B- = 80%-83%	D- = 63%-60%
C+ = 77%-79%	F = 59% and below.

Grading Policy on Late Work: Assignments must be submitted correctly by the time and date of the due date. Your work will be considered late if turned in after the time stated in Canvas or on the assignment. Please note: you must contact the instructor before or during an emergency or illness when appropriate to arrange for make-up work. Each case will be handled on a case-by-case basis.

Course protocols:

Email Account: It is the student’s responsibility to monitor your University email account, either directly or by forwarding mail to an external account. Not checking email is not an acceptable reason for missing emailed documents, deadlines and important news. **Please use**

the Canvas site to contact me. Please insert in the subject line HSCI 465elm and your section number (please) when contacting me, thank you.

COVID-19 PROTOCOL: CSUN is following guidelines from the California Department of Public Health and Los Angeles County Department of Public Health to promote safety during the COVID-19 pandemic for all students, employees, and visitors. Please see the University's website for health and safety protocols and procedures:

<https://www.csun.edu/matadors-forward/health-and-safety>

Academic integrity:

Please refer to catalog.csun.edu/policies/student-conduct-code/

This section of the catalog references Title 5, California Code of Regulations, § 41301. Standards for Student Conduct. Academic dishonesty is an especially serious offense and diminishes the quality of scholarship and defrauds those who depend on the integrity of the University's Programs. Such dishonesty includes: Cheating, Fabrication (use of AI software such as ChatGPT or the like), Facilitating Academic Dishonesty, and Plagiarism (including self-plagiarism).

Copyright:

Copyright Notice: Class lectures and other materials are copyrighted the course instructor. This includes all tangible course materials, including but not limited to: written or recorded lectures. PowerPoint presentations, Canvas pages, exams, syllabus, and other assignments. These materials may not be reproduced (e.g., students may not copy and post these materials) for anything other than personal use without the instructor's explicit written permission.

What does this mean? It means you cannot post any of the course materials to an external source (such as Course Hero, Chegg, etc.). You cannot post anything that was created by the instructor. Posting of quizzes or exams not only violates Copyright but is also considered Academic Dishonesty and will lead to failing this course, being reported, and receiving a cheating mark on the student's transcript. This could ultimately impact the ability to get accepted to graduate programs or obtain successful employment.

Please Note: Students are advised to notify the course instructor the 1st week of class regarding any religious observances and accommodations that may conflict with due dates of course assignments and/or exams.

Campus Community Values:

The university is committed to maintaining a safe and healthy living and learning environment for students, faculty, and staff. Each member of the campus community should choose behaviors that contribute toward this end. Students are expected to be good citizens and to engage in responsible behaviors that reflect well upon their university, to be civil to one another and to others in the campus community, and contribute positively to student and university life. Grounds for Student Discipline are listed, Procedures for Enforcing the Code are referenced and Application of This Code is also referenced. [TPE 2.4]

Sexual Misconduct Disclosure and Maintaining a Respectful Learning Environment:

Students and faculty each have responsibility for maintaining a safe and respectful space to especially important with respect to topics dealing with differences in race, color, gender and gender identity/expression, sexual orientation, national origin, religion, disability, and age. In this class, you will select your own writing topics. Please keep the following in mind as you develop new topics throughout the course of the semester: consider all your writing for this class as public. You are encouraged to write on topics that matter to you, and while this can elicit writing and reflection that may be deeply personal, you must always be prepared that you may be asked to share your work with others.

As your instructor, one of my responsibilities is to help maintain a safe learning environment on our campus. In the event that you choose to write, speak or otherwise disclose about having experienced sexual misconduct/sexual violence, including rape, sexual assault, sexual battery, dating violence, domestic violence, or stalking and specify that this violence occurred while you or the perpetrator were a CSUN student, federal and state laws require that I, as a “responsible employee,” notify our campus Title IX Coordinator. The Title IX Coordinator will contact you to inform you of your rights and options as a survivor and connect you with support resources, including possibilities for holding accountable the person who harmed you. Know that you will not be forced to share information and your level of involvement will be your choice. [TPE 2.4]

CSUN’s Title IX Coordinator is: Barrett Morris, University Hall, Room 285, and Phone: (818) 677-2077 E-Mail: equityanddiversity@csun.edu

If you do not want the Title IX Coordinator notified, instead of disclosing the experience to me, you can speak confidentially with our Campus Care Advocates*

CSUN’s Campus Care Advocates:

Alexis Mendez (Registered Associate Marriage and Family Therapist)

Hannah Slicton-Williams (Registered Associate Marriage and Family Therapist)

Suzanne Mendez (Prevention and Outreach Specialist)

Klotz Student Health Center, 2nd floor, room 201

Phone: (818) 677-7492 and E-Mail: careadvocates@csun.edu

For more information regarding your university rights and options as a survivor of sexual misconduct/sexual violence, please visit the University’s Title IX website at:

<http://www.csun.edu/shinealight>

Note: If it is determined, that an alleged perpetrator poses an imminent threat to the broader campus community or if person(s) under 18 years of age are involved, our Campus Care Advocate is required to notify our Department of Police Services[TPE 2.4]

Administrative Drops: Students are expected to attend all class meetings. Students who are absent from the first two meetings of a class that meets more than once a week, or from the first meeting of a class that meets once a week, lose the right to remain on the class roll and must formally withdraw from the class, following University procedures and deadlines. Failure to formally withdraw from a class will result in the instructor assigning to the student a grade of "WU" (Unauthorized Withdrawal), which, in computing a student's GPA, counts as a grade of "F." In a compressed term or session of fewer than 15 weeks, the rule applies if the first class

meeting is missed. An instructor may allow a student to continue in the class if the student notified the instructor that the absence would be temporary. If no instructor was assigned to the course in advance, students must notify the department chair that their absence from the class will be temporary.

COVID-19 PROTOCOL: CSUN is following guidelines from the California Department of Public Health and Los Angeles County Department of Public Health to promote safety during the COVID-19 pandemic for all students, employees, and visitors. Please see the University's website for health and safety protocols and procedures: <https://www.csun.edu/matadors-forward/health-and-safety> [TPE 2.4]

List of Support Services for Students:

Learning Resource Center: <http://www.csun.edu/lrc/>, 818.677.2033, University Library 3rd Floor. The mission of the LRC is to enable students to improve their academic performance through a variety of learning programs including workshops, one-on-one and group tutoring, Supplemental Instruction classes and interactive subject area computer programs and videos. Students who use LRC learning programs will develop and strengthen their critical thinking skills, study strategies, writing skills and performance in subject matter courses.

Academic Advisement: <https://www.csun.edu/advising>, 818-677-2969 (Undergraduate Studies) and 818-677-2900 (The Matador Advising Hub), The college-based academic advisement centers are available to assist students in selecting courses and programs of study and in choosing or declaring a major or minor. Visit the website to locate the advising center for your major, or for undeclared majors. [TPE 2.4]

University Counseling Services: <http://www.csun.edu/counseling/>, 818.677.2366, Bayramian Hall 520. UCS provides resources and information to assist students in dealing with a variety of large and small psychological obstacles that may interfere with academic progress and/or relationship satisfaction. Services include individual, group and crisis counseling. [TPE 2.4]

Disability Resources & Educational Services: <http://www.csun.edu/dres/index.php>, 818.677.2684, Bayramian Hall 110. Disability Resources & Educational Services (DRES) serves students with a wide range of visible and hidden disabilities, in a confidential environment. Students are encouraged to meet with the professional staff and explore the services available to support their academic, career and personal goals. Discover accommodations and strategies for help with disabilities in an academic setting. Students who are approved for testing taking accommodations must provide proctor form to their faculty member signed by a counselor in the (DRES) prior to making testing arrangements.

If you have any need for disability-related accommodations, please inform your instructor during the first week of class and show evidence from the University through the Students with Disability Resources Office. Reasonable and effective accommodations and services will be provided to students if the requests are made in a timely manner and with appropriate documentation in accordance with federal, state, and university guidelines. As stated in the CSUN catalogue, "The California State University does not discriminate on the basis of disability in admission or access to, or treatment or employment in, its programs and activities. Sections 504 and 508 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of

1990, and various state laws prohibit such discrimination. “If you need extra assistance with aspects of this course, please contact the Center on Disabilities (818) 677- 2578 or Disability Resources and Educational Services at (818) 677- 2684. Please let me know if you need further information or assistance from me in order to facilitate your learning experience. [TPE 2.4]

The Career Center: <http://www.csun.edu/career/students/>, 818.677.2878, Bayramian Hall 413. Need some help in deciding on a career? Alternatively, do you know your career and need to meet employers? Perhaps your resume needs some sprucing up? The Career Center offers a variety of services for students, from those new to the University to those about to graduate into the world of work.

Course Schedule & Reading Assignment: (Tentative Schedule)

Topic Area One:	Introductions and Course Overview.
Topic Area Two:	Introduction and Why the Need for School Health, The Health Education Content Standards Based Planning and Assessment, CA. Health Ed. Framework 2019, Coordinated School Health Education, and Comprehensive School Health.
Topic Area Three:	Promoting Health Behaviors: Personal Health & Wellness, Nutrition, Physical Activity, and Mental & Emotional Health.
Topic Area Four:	Safety and Unintentional Injuries, Intentional Injuries and Violence, Tobacco, Alcohol, and Other Drug Use, and Sexual Health.
Topic Area Five:	Power point and Lesson Plan Due. Please locate your section number and deadline date.
Topic Area Six:	HSCI 465elm course resources.

Please note: the instructor reserves the right to modify the class schedule as needed.

Legend:

TPE	I, P, A	Syllabus Location
1.2	I	Session 4, page 2
1.3	I	Session 2, page 2
1.5	A	Lesson Plan, page 4
2.1	I	Session 4, page 2
2.4	P	Session 3, page 2
2.4	A	Lesson Plan, page 4
4.3	I	Session 2, page 2
5.3	P	Session 8, page 3
6.3	I	Session 1, page 2
6.4	I	Session 5, page 3
6.6	P	Session 8, page 3