

**California State University, Northridge**  
**Department of Health Sciences**  
**HSCI 466: Health Issues of the Adolescent (Online)**  
**E-mail: [Kathleen.young@csun.edu](mailto:Kathleen.young@csun.edu)**  
**Spring 2025 4/13/2025**

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

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**Course Meeting Dates:**

**Sections 1-2: February 1-10, 2025.**

**Section 3: February 10-19, 2025.**

**Online (Optional) Office Hours:**

- **Section 1-2: 2/1/25: 4-5 p.m.**
- **Section 3: 2/10/25: 4-5 p.m.**

**E-mail: 9:00-3:30 p.m.: During your specific sections dates.**

**Required Zoom Course Orientation:**

- **Sections 1-3: 1/26/2025 5-5:30 p.m.**

### **COURSE DESCRIPTION**

The course addresses health concerns of adolescents and teens in a secondary school setting. Emphasis is placed on the role of the teacher as model and observer for students and their unique needs. Topics are in alliance with the California Health Framework and the California Health Education Standards, under the guidance and theme of a holistic approach to education with a “whole school,” “whole community,” and “whole child” model. Students’ cognitive, physical, social, and emotional health are also addressed. This course is required for the Single Subject Credential.

### **Recommended Readings:**

There is no textbook required for this one unit course.

- **(Optional) rental: Meeks, L., Heit, P., Page, R., & Ward, P. 10<sup>th</sup> Edition, 2024) Comprehensive School Health Education. McGraw-Hill Education Publishing Company.**
  - Please contact the CSUN Bookstore directly for further information.

### **COURSE OBJECTIVES**

1. Describe the organization of a comprehensive school health program in terms of the health services and healthful and safe environment (
2. Identify and discuss the California State Board of Education (March 2008) Health Education Content Standards (“Overarching Health Education Content Standards” pages vii-viii) for California Public Schools.
3. Apply the California State Board of Education Health Education Standards (“Overarching Health Education Content Standards”) in their school setting.
4. Recognize the legal responsibilities that school personnel have for the health and safety of students.

5. Describe measures that school personnel and parents can take to promote a healthful and safe learning environment.
6. Describe the nature and extent of child abuse, sexual harassment, and substance abuse and their impact on adolescent health.
7. Recognize how positive nutritional practices can help to prevent obesity, heart disease, and Type II diabetes in adolescents.
8. Describe morbidity and/or mortality associated with chronic and infectious diseases.
9. Identify the elements of emergency health care and disaster preparedness in the secondary school.
10. Identify school and community resources that deal with health problems and concerns of adolescents.

### **COURSE OUTLINE (Tentative)**

#### **A. Introduction to a Comprehensive School Health System (CSHS)**

1. Overview of the Department of Education Health Education Content Standards ("Overarching Health Education Content Standards" pages vii-viii (March 2008)):
2. Organization & administration
3. The secondary school teacher's role

● **Introduced in lecture materials A. 1-3: (2.1; 2.3, 4.2)**

#### **B. Legal mandates/psychosocial issues:**

1. Child abuse/sexual harassment
2. Substance abuse
3. Prevention and control of communicable diseases
4. Health screenings.

● **Introduced in lecture and resource materials B1-4 (Introduced 2.4; 6.4; 6.5, 6.6).**

#### **C. Emergency health preparedness in the school setting**

1. Planning for emergencies and disasters
2. Responsibilities of school health personnel
3. Intervention and actions to be taken.

#### **D. (Selected) concerns and anomalies among adolescents/etiology, characteristics, prevention and control:**

1. Obesity
2. Diabetes mellitus
3. Vision acuity disorders and other ocular conditions
4. Conductive/sensorineural hearing loss and other problems of the ear
5. Postural disorders
6. Seizure disorders
7. Oral health and disease.

#### **E. Nutrition and Physical Activity (PA) considerations**

1. Importance of Nutrition in the school setting.
2. Importance of PA in the school setting.

Syllabus subject to change based on the course needs.

### **Course overview and 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. Please review your section number to determine when your class session begins.**

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 are located on Canvas in both the assignment section and announcements, and in the Course Syllabus**). Students are also required to participate in other activities (film, discussion questions, case studies, etc.) as posted on Canvas and the course syllabus. You should be online and active in the course during the session period reading lectures, working on assignments with your partner, the group project, and checking the **class announcements on the Canvas course site. Please check the Canvas site often for any updates.** I will also send out periodic reminders. Assignments, discussions (Asynchronous), chats (Synchronous group meetings (as needed)) will be available on the Canvas HSCI 466 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.**

**There will be a required Zoom orientation session, please locate your section, date, and time of Zoom session:**

- **Please see at top of page one, you must know your section number.**

**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 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 contact me via Canvas mailing site (only). Please insert in the subject line HSCI 466ado and your section number** when contacting me, thank you.

**Academic integrity:** Please refer to [catalog.csun.edu/policies/student-conduct-code/](http://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** and 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 1<sup>st</sup> week of class regarding any religious observances and accommodations that may conflict with due dates of course assignments and/or exams.

**Statement for no AI use:** A Note about Artificial Intelligence (AI) Tools: Generative artificial intelligence tools—software that creates new text, images, computer code, audio, video, and other content—have become widely available. Well-known examples include ChatGPT, Google Gemini, and Microsoft Copilot/Bing for text and Adobe Express/Adobe Firefly, Dall-E, and Night Cafe for images. This policy governs all such tools, including those released during our semester together. A more complete statement of my AI policy for this will be provided in the first Zoom session, but my policy can be summarized as:

- You may not use these tools to write or do research for your assignments.
- Tools that only check grammar and writing mechanics may be used, but only for grammar/spelling/writing mechanics. Some of these tools have Generative AI features, which may not be used.
- Use of AI tools to write your papers or other assignment submissions will be treated the same as any other kind of academic dishonesty (see information above ABOUT APPROPRIATE ACADEMIC CONDUCT in this syllabus), thank you.

**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.

**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.

CSUN's Title IX Coordinator is: Barrett Morris, University Hall, Room 285, and Phone: (818) 677-2077 E-Mail: [equityanddiversity@csun.edu](mailto: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, 2<sup>nd</sup> floor, room 201

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

**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>

### **List of Support Services for Students:**

**Learning Resource Center:** <http://www.csun.edu/lrc/>, 818.677.2033, University Library 3<sup>rd</sup> 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.

**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.

**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.

**The Career Center:** <http://www.csun.edu/career/students/>, 818.677.2878, Bayramian Hall 413. Need some help in deciding on a career? Or 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 assignments:

- 1. Discussion question: In your pair (2), please review the questions in Canvas-Module-Topic area 8- Please discuss with your partner and submit responses for both questions (individually) in the assignment link.**

**Questions:** Please take a few minutes and answer the following with your partner:

(1) What health services, information, and/or support do you need as a teacher in the school setting as teachers and students are transitioning back to the face-to face environment?

(2) As you each reflect back (Covid-pandemic 2020-present) what have you learned about your self as an educator dealing with various challenges in the learning environment (then and now) for student success?

- **Due: upload by day 10 of the course 4 p.m. PST.**

- 2. Film clip assessment: In your pairs team please review 2 of the 3 film clips below (as a pair) and address the questions in Topic area 8. Please discuss with your partner and submit your responses in the assignment link: upload by day 10 of your section, 4 p.m. PST.**

- a. Questions: After review one of the 3 film clips (1 per person), please respond to the follow question: In what ways do you agree or disagree with the purpose of the film clip? And (2) what additional comments and/or concerns to you experience in a classroom setting?**

**CDC: Making the Case for Prevention: Community Partnerships Benefit Students, Schools & Health**

- <https://www.youtube.com/watch?v=baJxYum63l4>

**Introduction to Physical) & Health Literacy**

- <https://www.youtube.com/watch?v= okRtLv-7Sk>

**Why Physical Health is Important to Your Success at University**

- <https://www.youtube.com/watch?v=78gPub1UA8k>

- APA 7<sup>th</sup> Edition formatting; length: ½ -page, student discretion.

- 3. Power point pair's assignment (1):** Pre-assigned (located in the People's section of Canvas under P-point assignment) and will discussed in the pre-course required Zoom



session meeting. Requirements **and grading matrix** for this presentation will also be discussed during this meeting. A presentation example will also be distributed.

**Please note, you must use the format/template of the power point example on canvas.**

**(2): Pairs group discussion question Note: all specific information is also located in the assignment section of canvas.**

**Pair's presentation: each pair of students (2) will develop a Power point presentation (22-24 slide limit) (APA 7<sup>th</sup> Edition formatting required) including the following:**

**Title slide** (insert names of each member of group, date, and course name and number, and, section of the course number please).

**1. Presentation objectives (3+ Obj.)(10 pts.):** "At the conclusion of the presentation, participants will be able to:

Objective 1: "Define ..."

Objective 2: List the three things that

Objective 3: Discuss the importance of...." **Please note: Minimum 3 objectives including the standards used for each objective. Example: Define Breast self-awareness according to the American Cancer Society Standards, 2023.**

**Please note: Objectives must be written in measurable language.**

- **Example: Define Breast self-awareness according to the ACS standards, 2023.**

**2. Overview and description of the adolescent health issue (25 pts):**

a. Overview and description of the health issue

b. Mortality/Morbidity rates of the health issue

c. Incident/prevalence rates of the health issue

**Each subheading required to be labeled and addressed on the slides for section 2a-c. Please note: 2021-present data.**

**3. LAUSD's Policy & Procedures concerning the adolescent health issue (20pts.):**

a. Current policy & procedures regarding the health issue.

b. The teacher's specific role & procedures regarding the health issue.

c. Legal ramifications of the health issue.

- **Each subheading required to be labeled and addressed on the slides for sections 3a-c.**

**Please note: section 3 should be completely cited from LAUSD's website.**

**You are to research each of the 3 areas to then provide the information for each section 3.a-c directly from LAUSD's website concerning your group's health issue.**

**4. Current Effective Program (20 pts.)**

- One example of a current effective **program in process** (First preference is a program example **within the LAUSD** but if it's not available, groups may then use programs throughout the state of California (please also see California Department of Education Sacramento. Example: Current and effective anti-cyber-bullying program.



- You must provide an actual program in place and describe it.

#### 5. Specific teacher resources about the health issue (15 pts.).

- **Provide a resource guide (minimum 5 resources) for your colleagues** (on the power point slide). Examples: online websites, social media sites, texts/journals, online communities (Webinars), resource experts, etc.

**6. Reference slide (10 pts.) APA 7<sup>th</sup> Edition for Power point.** If you cite from online sources you must provide the correct APA electronic citation. Please make sure you cite each slide (each **actual** slide and then full reference in the reference section) appropriately using APA formatting. You must use all **subheadings in the order above** in your power point and address **each bullet point underneath each subheading**. Please note: All assignments sent as regular power point and word documents. No google documents allowed, thank you.

**Please Note: Make sure to use/label each of the subheadings from the format and in the order listed above.**

#### **Grading Percentage Scale**

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

**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 as well as on the course syllabus below.**

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.

#### **Project Due Dates:**

- **Sections 1-2: 2/10/25 p.m. PST. Section 3: 2/19/25 4 p.m. PST.**

**Upload on Canvas please, one per pair. Please note: All assignments sent as regular power point and word document. No google documents allowed.**

**One submission upload allowed per pair group. Once your group has uploaded this is your one and final upload submission.**

**Failure to do so (and lack of proper citation) will deduct points accordingly for each section listed above.**

**FINAL COURSE GRADE IS BASED ON TOTAL POSSIBLE POINTS (100).**

**HSCI 466ADO Health Issues of the Adolescent TPE Index**

Pages on which TPEs are **Introduced are in yellow**, **Practiced in teal**, and **Assessed in green**.

**TPE 2 Creating and Maintaining Effective Environments**

2.1 p. 2  
2.3 p. 2  
2.4 p. 2

**TPE 6 Developing as a Professional Educator**

6.4 p. 2  
6.5 p. 2  
6.6 p. 2  
6.7 p. 2

**TPE 4 Planning Instruction and Designing Learning Experiences for All Students**

4.2 p. 2