

**CUYAMACA COLLEGE**  
**COURSE OUTLINE OF RECORD**

**HEALTH EDUCATION 105 – HEALTH EDUCATION FOR TEACHERS**

1 hour lecture, 1 unit

**Catalog Description**

Designed for multiple or single subject teacher candidates. Provides introductory knowledge of broad health-related issues relevant to K-12 curriculum. Topics include primary and secondary school health education curriculum design, basic legal issues of health education in California, discussion of community resources, behavior modification techniques, stress management, benefits of regular exercise, nutrition and eating disorders, disease prevention, childhood obesity, sexually transmitted diseases, contraception, substance abuse including alcohol and tobacco, safety in the home and school, and violence including gang and domestic violence. Meets the state of California health education requirement for the K-12 teaching credential.

**Prerequisite**

None

**Course Content**

- 1) Stress Management
  - a. Symptoms and causes of the adaptive stress response
  - b. Techniques for stress reduction and management
- 2) Nutrition
  - a. Carbohydrates, fats, proteins, vitamins, minerals, water
  - b. How to read labels, the My Plate, and make educated choices
  - c. Nutrition's role in disease causation or prevention
  - d. Disordered eating patterns and eating disorders
- 3) Exercise
  - a. Anaerobic and aerobic exercise
  - b. Health benefits of exercise as "medicine"
  - c. Weight management
  - d. Strength, flexibility and body composition
  - e. Cardiovascular exercise
  - f. Incorporating regular exercise into one's lifestyle
- 4) Sexuality and Teen Pregnancy
  - a. Pregnancy prevention/contraception
  - b. Making educated choices in sexual expression
  - c. "Safe" sex
- 5) Sexually Transmitted Diseases
  - a. Bacterial infections: Chlamydia, Syphilis, Gonorrhea
  - b. Viral Infections: HPV, Herpes (HSV), HIV
  - c. Prevention and treatment
- 6) Substance Abuse
  - a. Process of addiction development
  - b. Alcohol and tobacco
  - c. Potential abuse of over the counter and prescription drugs
  - d. Illicit drug use
  - e. Prevention and treatment of substance abuse
- 7) Violence

- a. Gang issues
  - b. Rape/sexual assault including acquaintance/date abuse
  - c. Domestic violence
- 8) School Safety
- a. Recognizing and reporting suspicious behavior
  - b. Safety in the classroom and on campus
- 9) Curriculum Development
- a. Lesson planning
  - b. Teaching methods
  - c. Age appropriate curriculum that will effectively influence youth to embrace healthy lifestyle choices
- 10) Community Resources
- a. How to identify programs, services and networks that are available to assist in health promotion
- 11) Legal Issues
- a. Laws specific to the providing of health education in California's public schools
- 12) Social and Cultural Influences
- a. Investigate differences that can impact health and lifestyle choices

### **Course Objectives**

Students will be able to:

- 1) Analyze risk and preventive factors for health problems that affect youth in the United States including: stress management; nutrition and eating disorders; exercise; sexuality, teen pregnancy and contraception; sexually transmitted diseases; substance abuse including alcohol and tobacco; violence; school safety.
- 2) Discuss and design appropriate grade-level curriculum, lesson planning and teaching methods, as defined by state mandated scope and sequence guidelines, that will effectively influence youth to embrace healthy lifestyle choices.
- 3) Evaluate community resources, programs, services and networks (such as the Red Cross, free clinics, etc.) and explain how they are used to assist in health promotion with students and their families.
- 4) Discuss the legal issues of health education in the public schools in California such as the operation of free clinics in schools, parent reporting laws, etc.
- 5) Analyze social and cultural influences that can impact health and lifestyle choices including nutrition and exercise patterns, access to health care, etc.
- 6) Compare and contrast the effects of optimal health and poor health on student learning and academic performance including childhood nutrition, sleeping patterns, exercise habits, etc.

### **Method of Evaluation**

A grading system will be established by the instructor and implemented uniformly. Grades will be based on demonstrated proficiency in subject matter determined by multiple measurements for evaluation, one of which must be essay exams, skills demonstration or, where appropriate, the symbol system.

- 1) Written quizzes that measure students' ability to analyze risk and preventive factors for health problems as well as social and cultural issues in health, and compare and contrast the effects of health choices on academic performance.
- 2) Individual and group projects that require students to describe legal issues involving health education in public schools and/or evaluate the effectiveness of community health promotion resources in assisting students and their families in achieving better health.
- 3) Lesson plan development projects that require students to explain and present age appropriate curriculum, materials and teaching methods.
- 4) Written final exam that measures students' ability to identify preventive factors in health, design appropriate grade level curriculum, and analyze social and cultural influences that impact healthy lifestyle choices.

**Special Materials Required of Student**

Electronic storage media

**Minimum Instructional Facilities**

Smart classroom

**Method of Instruction**

- 1) Lecture and discussion
- 2) Group projects and interaction
- 3) Research projects and hands-on lesson planning

**Out-of-Class Assignments**

- 1) Assigned reading
- 2) Research projects
- 3) Lesson plan development
- 4) Evaluation of public school programs

**Texts and References**

- 1) Required (representative example): Meeks, Heit and Page. *Customized Comprehensive School Health Education*. 8th edition. McGraw-Hill, 2013.
- 2) Supplemental: None

**Student Learning Outcomes**

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

- 1) Analyze risk and preventive factors for health problems that affect youth in the United States.
- 2) Discuss and design appropriate grade-level curriculum that will effectively influence youth to embrace healthy lifestyle choices.
- 3) Evaluate community resources, programs, services and networks and explain how they are used to assist in health promotion with students and their families.
- 4) Discuss the legal issues of health education in the public schools in California such as the operation of free clinics in schools, parent reporting laws, etc.
- 5) Analyze social and cultural influences that can impact health and lifestyle choices.
- 6) Compare and contrast the effects of optimal health and poor health on student learning and academic performance.