

FNH 8623 CURRENT ISSUES IN SCHOOL HEALTH
CLASS SYLLABUS

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CATALOG DESCRIPTION

FNH 8623 Current Issues in School Health. (3). Three hours lecture. Examination of the role of the health educator in the Coordinated School Health Program. Review of current curricular issues and approaches in school health

LEARNING OUTCOMES

Upon completion of FNH 8623 the student will be able to:

1. Discuss the historical development of school health programs in public schools.
2. Discuss the major research initiatives that form the basis for curriculum development in school health education.
3. Describe the impact of school health research on the evolution of comprehensive school health programs.
4. Describe the major historical trends in approaches to school health education.
5. Describe the components of the Coordinated School Health Program model.
6. Analyze the relationship between the Coordinated School Health program model and the National Health Education Standards.
7. Identify the National Health Education Standards performance indicators at various grade levels.
8. Discuss the impact of the School Health Policies and Procedures Study (2000) on the nature of Coordinated School Health Programs.
9. Identify a variety of Internet resources related to Coordinated School Health Programs

10. Assess the usefulness of school health education curricula available from voluntary health agencies.
11. Describe curricular packages developed by federal health agencies.
12. Describe outcomes of evaluation of the Child and Adolescent Trials for Cardiovascular Health (CATCH).
13. Discuss the importance of school-community linkages in the development of effective Coordinated School Health Programs.
14. Identify a variety of potential source of grant money to support Coordinated School Health program development in public schools.
15. Compile a literature review on a Coordinated School Health Program related topic selected by the student.
16. Discuss the outcomes of a literature review as part of a student-led presentation to the class.

COURSE OUTLINE

1. School Health in the United States (9 hours)
 - a) Malden Study
 - b) Cattaragus County project
 - c) School Health Education Evaluation Study
 - d) School Health Education Study
 - e) Comprehensive School Health Instruction
 - f) Comprehensive School Health Program
2. Historical Aspects of Approaches to School Health (4 hours)
 - a) Moralistic – cognitive focus
 - b) Values Clarification
 - c) Problem Solving
 - d) Social Cognitive Approach
3. The Coordinated School Health Program (7 hours)
 - a) CDC Model of Coordinated School Health
 - b) School Health Policies and Procedures Study (2000)
4. National Health Education Standards (7 hours)

- a) Relationship of CSHP content areas to National Standards
- b) Examination of standards
- c) Performance indicators at various grade levels
- d) “Opportunity to Learn” Standards

5. Internet Resources for Coordinated School Health Programs (3 hours)

- Examination of a variety of sites related to school health

6. Evaluation of Curricular Approaches to School Health (9 hours)

- a) Child and Adolescent Trials for Cardiovascular Health (CATCH)
- b) Curricular approaches from voluntary health agencies
 - i. American Cancer Society
 - ii. American Heart Association
 - iii. American Lung Association
- c) Federally developed programs
 - iv. Centers for Disease Control and Prevention
 - v. Division of Adolescent and School Health
- d) Other curricula identified through student research

7. Coalition Building in Coordinated School Health Programs (6 hours)

- a) School-community linkages
- b) Availability of grant funds to support program development

METHOD OF EVALUATION

Background information will be presented through lecture and discussion formats. The discussions are held via WebCT on a weekly basis. Each Monday during the semester the instructor will post a discussion question/topic. In most cases the topics will relate to readings contained in the course. Students will then respond to the discussion question via WebCT. Over the course of the week, students are expected to post initial reactions to the weekly topics as well as to comments made by the instructor and/or other students in the course. Midterm and final exams will be given to assess knowledge of course content. Students will also be expected to:

- a) produce a research paper addressing a current school health issue. Research papers must be a minimum of 10 typed, double spaced pages in length and be prepared in accordance with current APA style guidelines. A minimum of 10 professional scholarly journal references is also required. Topics are not specified but must be

approved by the instructor and are expected to facilitate further exploration of instructional objectives by the student.

b) Students will be required to present the results of the research papers in a formal 20-30 minutes classroom presentation. It is expected that presentations will be conducted using Power Point or similar technology. Distance learning students will post their presentations on WebCT on an assigned date.

c) Students will also be required to conduct background research on funding opportunities available to facilitate Coordinated School Health Program initiatives. Each student will be expected to identify potential funding agencies for programs of interest to them. Sources may include, but are not limited to: federal agencies (i.e. Centers for Disease Control and Prevention Division of Adolescent and School Health) state agencies (i.e. Mississippi Alliance for School Health), foundations (i.e. Robert Wood Johnson), not for profit agencies with school health related funding opportunities (i.e. Partnership for a Healthy Mississippi; American Cancer Society) and other agencies. Priority will be placed on grant opportunities incorporating the use of technology and/or those targeting underserved youth populations.

Grading Scale

Midterm Exam	100 points
Final Exam	100 points
Research Paper	100 points
Student Presentations	50 points
Grant Assignment	50 points
Total	400 points

A = 400 – 360 points

B = 359 – 320 points

C = 319 – 280 points

D = 279 – 240 points

F = 239 points or less