

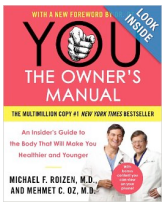
**Salish Kootenai College**  
**EDUC 207: Health, Safety and Drug Awareness in Education**  
**Spring 2013**

**Course Information:**

Course Number: EDUC 315  
 Credits: 3  
 Prerequisite: None  
 Schedule: MW 12:30-1:50  
 Location: Education Building, Rm 113

**Instructor Information:**

Instructor: Amy Burland  
 Office: Education Building, Room 131  
 Telephone: (406) 275-4761  
 Office hours: Mon. 9-12 and Wed. 9-12  
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**Required Materials:**

Roizen, Michael F. & Oz, Mehmet (2005) or newer edition - either works. *You: The owner's manual*. New York: Harper Collins Publishers Inc.  
 Work-out clothing & shoes for stretching, cardiovascular, and strength/resistance training.

**Course Description:**

**Health, Safety and Drug Awareness in Education** focuses on nutrition, health, and safety practices and procedures appropriate for use when teaching children. This course includes state and local regulations concerning abuse and neglect, drug risk factors, emergencies, disease-poison prevention, healthy classroom environments, and self-care.

**INTASC Principles Addressed**

Indicators:	Type	Assessments
<b>INTASC Principle 2: Development of Learners</b> 2d. The candidate brings multiple perspectives to the discussion of subject matter, including attention to students' personal, family, and community experiences and cultural norms.	Dispositions	Public awareness project. Family health history project. Exams. Food Pyramid Project
<b>INTASC Principle 5: Motivation and Behavior</b> 5b. The candidate can use knowledge about human motivation and behavior to develop strategies for organizing and supporting individual and group work.	Knowledge	Public awareness project. Family health history project. Food Pyramid Project
<b>INTASC Principle 7: Instructional Planning</b> 7c. The candidate designs and implements lessons that align with curriculum goals and demonstrates knowledge of subject matter while providing opportunities for students to explore relevant cultural aspects of the community.	Skills	<b>Public awareness project</b> Food Pyramid Project
<b>INTASC Principle 10: School, Families, and Communities</b> 10b. The candidate understands how factors in the students' environment outside of school (e.g. family circumstances, community environments, health and economic conditions) may influence students' life and learning.	Knowledge	Public awareness project Food Pyramid Reflections

## **Course Objectives:**

At the end of the quarter, students will:

1. Demonstrate knowledge of health related consumer issues: identifying criteria for evaluation health products and services; describing the criteria for evaluating consumer information; and identifying resources for consumer information or assistance. Assessed through class discussion, reflection papers and final project.
2. Evaluate environmental and social influences in use of prescription, over the counter, and chemical substance use/abuse.
3. Make proactive choices that lead to a healthier lifestyle. Assessed through class discussion, reflection, health screening, food pyramid tracking, personal history and final project/exam.
4. Analyze how cultural beliefs affect health behaviors. Assessed through class discussion, reflective journals, and public awareness project.
5. Evaluate the effect of media on personal, family, and community health. Assessed by reflection papers, public awareness project, and final project.
6. Analyze school practices and their impact on student education and lifestyles. Assessed by class participation.

## **Course Requirements:**

1. Class Participation: 90 pts (18 meetings x 5 points each)
  - a. Requires BEING ON TIME
  - b. Requires participation in class activities (if need be - can be modified for adversary health - we will be trying different work-outs and healthy living activities)
2. Moodle Chapter Responses: Moodle forum discussions/reflections for reading assignment 10 chapters x 5 pts = 50 pts posted to Moodle assignment is due by Sunday night at midnight each week. Those submitted past the deadline will be docked 20% if submitted no later than one week past the due date. After one week - no credit will be given.
3. Food Pyramid Nutrition Analysis: 80 points - 8 recordings and analysis saved and submitted by midnight each Sunday night on Moodle as a Word Document with a summary of what your deficiencies are for the day that was tracked in the report. Those submitted past the deadline will be docked 20% if submitted no later than one week past the due date. After one week - no credit will be given.

The address is: <https://www.supertracker.usda.gov/default.aspx>. The reflection focus is on what nutrients are deficient and exactly which foods added to that day's diet that would have met the USDA daily recommendation. It also includes analyzing calorie intake and overall balance of eating habits including adjustments being made. Please refer to the sample report that is posted on Moodle.
4. Family Health History: 20 points
5. Small Group Public Awareness Presentation on substance abuse topic of student choice. 30 points

6. Final exam/project based on the nutrition assessments, reading assignments, family health history, and food preparation activity: 20 points.
7. Small Group food preparation with a partner: 10 points
  - a. Requires preparing a healthy meal with a partner, nutrition print-out, and presentation. Grocery list will be due during the second week of class.

### **Cultural Component:**

Compare similarities and differences with the Native American "model" (view) of health and wellness to the environmental model, holistic model, and medical model. Investigate personal family medical history to become aware of medical hereditary tendencies.

### **Critical Thinking:**

Describe the Mind-Body Connection in health and wellness.

Analyze personal health and develop a philosophy of health that reflects the holistic model.

### **Communication:**

Participate in class discussions and debates over contradictory media and societal practices in relation to health.

Work cooperatively with a small group in developing and delivering a presentation on a chosen public health topic.

### **Grading System:**

Participation/Attendance: 18 meetings @ 5 points each = 90 points

Food Preparation: 10 points

(8) Food Pyramid Nutrition Analysis (report and summary): 80 points

Public Awareness Presentation: 30 points

Chapter Responses: 10 chapters @ 5 pts per chapter = 50 pts

Family Health History: 20 points

Final Project: 20 points

Volunteer 2 hours for Women's Health Fair (in place of meeting one day) - 20 pts

\*Bonus Points: Wellness Assessments from Fair (blood pressure/bone density/cholesterol/hearing): 5 points per health test = 20 point maximum. Submit copies of the printout as a Moodle.

### **Criteria for Letter Grades**

A = 90%-100% or 270 to 300 points

B = 80%-89.9% or 240 to 269 points

C = 70-79.9% or 210 to 239 points

D = 60% - 69.9% or 180 to 209 points

F = 50% - 59.9% or anything below 180 points

### Attendance Policy:

Attendance is mandatory due to the nature of this course. As an adult learner in this class, you are a co-creator in the content of the course. To bring meaning to the course content you will be asked to participate in discussion, group work, presentations and other class activities. A variety of class activities, discussions and presentations will be conducted throughout the course. These cannot be made up; therefore, your absence forfeits the opportunity to learn from the activities. Additionally, your absence represents a limitation in the ability of others to learn from you.

Students are expected to be on time for class and stay until the designated time set for dismissal. If a student must leave early he/she must inform the instructor at the beginning of class. Communication with the instructor is very important in this class; if students know that they will have to miss a class, they must contact the instructor ahead of time.

Students must keep cell phones in the off position during class. If a student is expecting an emergency call, he/she is asked to inform the instructor before class.

The instructor will exercise her right to fail students who engage in academic dishonesty, including plagiarism.

### Credit Hours:

Following the SKC Credit Hour policy, to meet the identified student learning outcomes of this course, this course, delivered over a 10 week term, will approximate: 3 hours/week classroom or direct faculty instruction. In addition, out-of-class student work will approximate a minimum of 3 hours each week to complete the weekly assignments on Moodle. This includes reading weekly the text material and completing an online food analysis. Some weeks will require a minimum of two extra hours to complete the two group assignments (food preparation and presentation). An additional 2 to 3 hours will be required to complete the Family History & summary and another 2 to 3 hours to complete the final project paper describing a perfect day using the different assignments completed in the course.

### Reasonable Accommodations

Accommodations are provided to students with diagnosed disabilities through the access office in the basement of the BigKnife building; contact Stan Flemming; 275-4968. It is important that students with disabilities inform their instructors of their disabilities at the beginning of the quarter, in order to facilitate the process of determining appropriate and reasonable accommodations for the individual student.

### Assignment Point Distribution

(all assignments are submitted on Moodle and due on Sunday night at midnight)

#### 1. Food Preparation (10 points)

- Grocery list to Amy during the second week of class (2 pts)
- Food pyramid printout included at time of class period (3 pts)
- Preparations made ahead of class time and ready to feed the class at the start of the class period (2 pts)
- New and inviting nutritional selection (a traditional diet trait would also be appreciated) (3 pts)

#### 2. Weekly Chapter Responses (10 pts each) - emailed to the instructor.

- 5 points of interest - new knowledge attained and explanations for each point. (5 pts)
- Consistencies and new tips noted based on previous chapters studied along with other course materials and speakers. (3 pts)
- Grammar, spelling and punctuation. (2 pts)

#### 3. Weekly Food Pyramid Analysis from USDA Choose My Plate Supertracker online tool:

<http://www.choosemyplate.gov/supertracker-tools/supertracker.html>

(10 pts each - 8 completed throughout the quarter)

- Printout of Nutrition Intake report (1 pts)
- Summarize the analysis -
  - Compare recommendation to recorded calorie comparison and nutritional information (deficiencies or high intake observations made) (3 pts),
  - Improvements that could be made and with what specific foods (3 pts),
  - Consistencies noted - what shows up each week in your diet including good and poor nutritional habits. In addition, note any changes that have been made and awareness that has been made to encourage changes made (3 pts).

4. Volunteer a minimum of 2 hours for the Women 4 Wellness Health Fair scheduled for May 15th (Replaces class meeting for May 14th). Besides volunteering for the 20 points, extra credit may be earned by going to the fair and going through the health assessments available. Students may earn 5 points - for each assessment (blood pressure, cholesterol, etc.). This information should also be used in the final project and family health assessment summary.

#### 5. Public Awareness Project (30 points)

- Present both sides of the issue (one person in the group can provide one side while another person may present the contradictory side of the topic). The information must be factual - not a presentation of a personal opinion. In fact, this is not a presentation to show what you already know but must be about information that you found to expand on personal experience or a new topic that you have wanted to learn

more about. Personal experience may be included at the end but must be brief - the objective of this assignment is to learn more about the topic. 8 pts)

- Engaging - requires audience participation and visual(s). (8 pts)
  - powerpoint, experiment and/or demonstration engaging the audience.
- New information presented - up-to-date and relevant to health, nutrition and drug awareness. Professional and reliable works/resources cited throughout the presentation with a bibliography provided (at least 5 sources). 7 pts
- Professionally presented (written materials and professional presentation is on time as scheduled). (7 pts)

#### 6. Family History (20 pts)

- Provides a summary analysis of findings related to research and course materials.
  - demonstrates research on family members at least to grandparents' generation on paternal and maternal sides of family (if possible) - computer printout. (5 pts)
  - Summary is based on course information, what precautions and preventive actions that should be taken to control any findings that are adverse to health or genetic make-up. (10 pts)
  - Summary is professionally submitted (typed, organized and edited - correct grammar, spelling, and punctuation; at least 3 sources cited with APA format - i.e. textbook, website for family medical history printout and one other reliable source). (5 pts)

#### 7. Final Project 20 points:

Demonstrates a deeper understanding of a healthy lifestyle based on what was learned through the following:

- Family Medical History (certain diseases and/or conditions found to be in your family and how to combat the negative effects). (6 points)
- Life-style practices that promote health. (6 points)
- Nutritional Intake printout of food intake. (5 points)
- Comprehensive and realistic based on personal family make-up. (6 points)
- Professionally submitted (grammar, spelling, punctuation). (2 points)