

Salish Kootenai College

EDUC 207: Health, Safety and Drug Awareness in Education

Course Information:

Course Number: EDUC 207

Credits: 3

Prerequisite: None

Schedule: MW 12:30-1:50

Location: Education Building, Rm 113

Instructor Information:

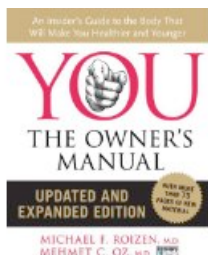
Instructor: Amy Burland

Office: Education Building, Room 131

Telephone: (406) 275-4761

Office hours: Mon. 9-12 and Wed. 9-12

E-mail: amy_burland@skc.edu



Required Materials:

Roizen, Michael F. & Oz, Mehmet (2012). *You: The owner's manual*. New York: Harper Collins Publishers Inc.

Notebook and pen for taking notes on numerous presenters and activities.

Pedometer (available at the bookstore) or any activity monitor.

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.

Credit Hours:

Following the SKC Credit Hour policy, to meet the identified objectives of this course, this 3 credit course, delivered over a 10 week term will approximate: 3 hours/week classroom or direct faculty instruction for a total of 30 hours of seat time. In addition, out-of-class student work will be approximately 6 hours each week.

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, family medical history, speaker presentation notes and written assignments.

5. Evaluate the effect of media on personal, family, and community health. Assessed by reflection papers, family medical history, and final project.
6. Analyze school practices and their impact on student education and lifestyles. Assessed by class participation.

Montana PEPP / InTASC STANDARDS **SUPPORTED IN THIS COURSE**

MT PEPP Standards	INTASC Principles	Assessment
PEPPS 10.58.531 Early Childhood Education (q)(vi) demonstrating knowledge, understanding, and use of the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health for all young children. SKC Division of Education Guiding Principles and Beliefs of the Teacher Education Program: B. Learning communities foster the construction of knowledge. E. Effective communication, critical thinking, cultural understanding and citizenship are essential to effective teaching.	INTASC Principle 1: Learner Development 1(c) The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.	Weekly assignments, family medical history and final project.
	INTASC Principle 3: Learning Environments 3(n) The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.	

Course Requirements:

1. Class Participation:
 - a. Requires BEING ON TIME
 - b. Requires participation in class activities
2. Schoology Chapter Responses: Schoology forum discussions/reflections for weekly reading assignments.
3. (6) Supertracker Nutrition Analysis of one day per week nutrition intake
4. Family Medical History
5. Final Project based on the reading assignments, presenters, and activities.
6. A minimum of 6 hours of participation in the Indigenous Games, River Honoring, Women 4 Wellness Health Fair, Campus Spring Fling events, assist in the SKC Greenhouse, or other instructor approved campus events that promote wellness on the SKC Campus.

Cultural Component:

Compare similarities and differences with the traditional 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.

Provide weekly reflections on personal and family health and nutritional daily routines.

Discuss and participate in wellness activities.

Summarize new information learned from course materials and speakers.

Grading System:

Participation/Attendance: 16 meetings @ 5 points each = 80 points

Supertracker Analysis (report and summary): 6 reports @ 10 points each = 60 points

(10) Chapter Responses: 9 chapters @ 10 pts per chapter = 90 pts

Family Health History = 25 points

Minimum of 6 hours participation in campus wellness events and Reflective summary = 20 pts

Final Project: 25 points

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, attend to presenters 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.

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 and be extra subtle in exiting in respect to presenters. 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. It is not acceptable to be texting or using your phone in any capacity in class.

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

Reasonable Accommodations

Reasonable accommodations are provided for eligible students with identified disabilities. The College complies with Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act. Students may contact the Disability Services Coordinator, Linda Pete, at 275-4968, linda_pete@skc.edu, or consult the SKC web page for Students with Disabilities for more information.

Title IX Accommodations Title IX: The U.S. Department of Education's Office for Civil Rights (OCR), enforces Title IX of the Education Amendments of 1972. Title IX protects people from discrimination based on sex in education programs or activities that receive Federal financial assistance. Title IX states that:

No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.

All employees at SKC are considered "Responsible Employees" which requires them to report incidents of gender-based discrimination (sexual violence, sexual harassment, rape, sexual assault, domestic violence, and/or stalking). In accordance with Title IX laws, students must be made aware of the following: If any employee of SKC, including instructors, learns of any potential gender-based discrimination, they are required to notify the Title IX Coordinator, Rachel Andrews-Gould (275-4985, located in BigKnife Building), immediately. Once an incident is reported to Title IX, the student will be contacted by the Title IX Coordinator for follow up. Students can also report directly to the Title IX coordinator in regards to any gender-based discrimination.

If any student wants to speak with someone confidentially, the following resources are available:

Center for Prevention and Wellness Agnes Kenmille Building Building #51 406.275.4913 or 406.275.4744	SAFE Harbor Advocacy Services 24-Hour Advocacy 406.676.0800
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Speaking with a confidential resource does not preclude students from making a formal report to the Title IX Coordinator if and when they are ready. In the confidential setting, students will be made aware of available resources and reporting options. An advocate is available for all students upon request through the Center for Prevention and Wellness.

Assignment Point Distribution

1. **Weekly Reading Assignment & Online Discussions** (10 pts per chapter) - posted on Schoology. A minimum of 3 points of new knowledge attained per chapter and expanded to include complete thoughts. These online discussions allow you and your classmates to discuss the material together and help each other make relevant connections to other ideas. Participating in discussion boards not only represents your learning, but actually supports your learning. The objective of the discussion board is to give you the opportunity to take what you have learned in this chapter and put it into your own words. The ability to do this demonstrates that you have made meaning of the material and from your peers' discussions. For full credit, you must also thoughtfully respond to at least one of your classmate's posts. Thoughtfully is done in one or two full sentences (not just - "I didn't know that." Or "I liked that too.") The written discussion should include:
 - a. Paragraphs 1,2, and 3 - a different topic for each that relates to new information that you got from the text. These 3 paragraphs discuss new information - not your experience or opinion of the information (that is for paragraph 4). Each paragraph should be a new topic with a minimum of 3 sentences. (See example below.)
 - b. Paragraph 4 - concludes with your opinion of the reading or experiences that you are willing to share with the group. Only in this last paragraph do you discuss your own views and reflect on the new information that you learned.

Chapters of Choice for weeks 5-10:

Chapter 4: Motion Control: Your Bones, Joints, and Muscles

Chapter 6: Gut Feelings: Your Digestive System

Chapter 7/8: Sex Marks the Spot: Your Sexual Organs

Chapter 8/9: Common Sense: Your Sensory Organs

Chapter 10/11: This Gland is Your Gland: Your Hormones

Chapter 11/12: Hell Cells: Cancer

- ***Community Awareness Project (20 points - *Portfolio Artifact).** Participate for a minimum of 6 hours of campus wellness activities or other related activities of your choice including Indigenous Games Training (April 6-8), CS&KT River Honoring (May 8th at 4:00 pm for community and elementary students attend on May 9th & 10th from 9 to 3), Bitterroot Dig (April or May) and/or Women 4 Wellness Fair (May 17th -setup and May 18th - attend the fair).
 - Six (6) hours attendance documented on attached form and a written report that summarizes:
 - describes how you spent your time, how you benefited, how this benefited someone else, and what you learned (6 pts):
 - describes a minimum of 3 educational connections with teaching K-12 students. (6 points)
 - is written with professional grammar, punctuation, and spelling and submitted through Schoology by May 31st (3 points).

4. Family Medical History (25 pts) due May 8th in class by hard copy or via Schoology.

Provides a summary analysis of findings related to research and course materials.

- Family tree diagram (computerized or hand drawn of both sides of the family) 10 pts.
- demonstrates research on family members at least to grandparents' generation on paternal and maternal sides of family (if possible) through **description of relatives interviewed.** (10 pts)
- Based on course information, what precautions and preventive actions should be taken to control any findings that are adverse to health or genetic make-up? (15 pts)
- Professionally submitted on Schoology or by handing in as a hard copy on May 8th (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). (4 pts) Feel free to use MicroSoftWord citation feature, www.citationmachine.org or www.bibme.com or www.citefast.com for bibliography.

5. The Perfect Summer Day (Final Project) (25 points) due the last day of class - will share with the rest of the class at that time.

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

- Notes a minimum of 5 life-style practices that promote health reinforced with course citation. (5 points)

- Family Medical History (diseases and/or conditions found in your family and how to combat the negative effects). (5 points)
- Nutritional Intake printout of food intake and summary of the nutritional choices you made. (5 points)
- Comprehensive and realistic based on personal family make-up and citing a minimum of 3 sources from the class, which can include textbook material, speakers, and experience from class activities. (5 points)
- Professionally submitted and shared on the last day of class (works cited, grammar, spelling, punctuation). (5 points)