

UNIVERSITY OF KENTUCKY
KINESIOLOGY AND HEALTH PROMOTION
KHP 380
HEALTH EDUCATION IN THE ELEMENTARY SCHOOLS

82599

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TEXTBOOK: MILLER AND TELLJOHAN, HEALTH EDUCATION IN THE ELEMENTARY SCHOOL.

COURSE DESCRIPTION: This is NOT a methods course. KHP 380 is a content course. The purpose of this course is to present current and accurate health information in health education content areas that should be included in an elementary school health education curriculum. The course should help students become more effective "reflective decision makers" as one of the many roles that teachers fulfill as educators. Being a reflective decision maker refers to the process of gaining knowledge of health education and healthy lifestyles, learning how to apply health knowledge to personal and teaching situations, making changes in one's lifestyle as well as in teaching situations, evaluating learning processes involved, and making adaptations to improve the quality of teaching and learning that occurs.

LEARNER OUTCOMES:

I. FOUNDATIONS OF HEALTH EDUCATION

1. Define health, wellness, holistic health, health education, and health promotion.
2. Compare and contrast health and wellness.
3. Formulate a justification for the inclusion of health education in schools.
4. Explain the importance of health education at the elementary school level.
5. Describe the function of each one of the eight components of the comprehensive school health program.
6. Describe roles of the classroom teacher in the comprehensive school health program.
7. Formulate immediate, intermediate, and long-term outcomes for health education.
8. Describe the effects health education may have on health behavior.
8. Describe common health problems of children and young adults.
9. Explain the concepts of primary, secondary, and tertiary prevention.

II. ORAL HEALTH

1. Explain the importance of oral health programs.
2. Define the following: dental plaque, calculus, dental decay, gingivitis, periodontal disease, malocclusion
3. Explain the role of each component of a comprehensive oral health program in the prevention of oral health diseases and disorders.
4. Demonstrate proper tooth brushing and flossing of teeth.
5. Explain how to protect the teeth and gums from unintentional injury and describe action to take if injury does occur.

III. PHYSICAL FITNESS / EXERCISE

1. Define physical fitness.
2. Demonstrate an exercise that would contribute to muscle strength, muscle endurance, joint flexibility, and cardiorespiratory endurance.
3. Compare and contrast anaerobic exercise and aerobic exercise.
4. Explain each one of the following principles of physical fitness: overload, specificity, individual differences, and reversibility.
5. Calculate maximal heart rate and target heart zone/training zone.
6. Develop an aerobic program that addresses: type of exercise to select, frequency of exercise sessions, intensity of an exercise session, and length of time/duration for an exercise session.
7. Summarize the physical, mental, emotional, social, and spiritual benefits of exercise on the human body.
8. Propose advice you would give to parents to encourage physical activity by their children.
9. Define MET and identify intensity level of METS for health benefits, minimum amount of METS time one should accumulate for each exercise session, and total amount of METS one should accumulate over one day of exercise

IV. COMMUNICABLE DISEASE

1. Describe the components of the chain of infection.
2. Describe characteristics of the following causal agents and explain how each causes human disease: viruses, rickettsiae, bacteria, fungi, and metazoa.
3. Explain how pathogens can be transmitted from a source to a new host.
4. Identify portals of entry and portals of exit for pathogens.
5. Explain how the body defends itself against pathogens.
6. Identify the factors that determine whether or not sickness will occur if a pathogen enters the human body.
7. Explain the stages of a communicable disease.
8. Define the following; antigens, antibodies, naturally acquired active immunity, naturally acquired passive immunity, artificially acquired active

immunity, artificially acquired passive immunity, herd immunity, booster, natural booster,

9. Recommend a variety of communicable disease preventive measures that can be employed at different stages in the chain of infection.

V. CARDIOVASCULAR AND CEREBROVASCULAR DISEASE

1. Summarize the significance of cardiovascular diseases and cerebrovascular disease as they affect infants, children, adolescents, adults, and older adults.

2. Define the following: atherosclerosis, thrombus, embolism, ischemia, infarction, myocardial infarction, atherothrombotic infarction, cerebral hemorrhage, congestive heart failure, congenital heart disease, angina pectoris, rheumatic heart disease,

3. Explain the risk factors for cardiovascular disease that cannot be controlled, those that can be controlled, and contributing risk factors.

4. Assess personal risk for cardiovascular and cerebrovascular diseases at present and in future.

5. Plan a personal cardiovascular and cerebrovascular risk reduction program (If not presently at risk, plan a personal cardiovascular and cerebrovascular prevention program to maintain a low risk status.)

VI. CANCER

1. Summarize the significance of cancer as it affects infants, children, adolescents, adults, and older adults.

2. Define tumor, neoplasm, carcinogen, metastasis, cancer

3. Compare and contrast normal cells with cancer cells.

4. Describe and give examples of disturbances in cellular growth (hyperplasia, metaplasia, dysplasia, and anaplasia).

5. Compare and contrast benign tumors and malignant tumors.

6. Identify the major types of cancer.

7. Explain how the following categories of carcinogens may cause cancer: chemicals, heredity, radiation, and viruses.

8. Identify common cancer sites and leading cancer deaths for males and females.

9. Specify selected carcinogens with common cancer sites and common cancer deaths for males and females.

10. Plan a personal primary, secondary, and tertiary cancer prevention program.

11. Recognize the 7 warning signs of cancer.

VII. MENTAL AND EMOTIONAL HEALTH AND STRESS

1. Define mental health, emotional health, self-actualization,

2. Summarize characteristics of people with high quality mental health.

3. Recommend measures to improve the self-esteem of others.
4. Define stress, eustress, distress, stressors, stress response,
5. Identify common stressors for children, adolescents, and adults.
6. Describe the stress response (physiological reactions to stressors).
7. Demonstrate a variety of healthy, effective measures to employ to intervene/prevent stress responses using the following stress model: Life Situation (Potential Stressor); Perception of Life Situation as Stressful; Emotional Arousal; Physiological Reactions; and Illness.

VIII. NUTRITION

1. Define nutrient.
2. Identify the six nutrients.
3. Identify energy nutrients and calories that each contain per gram.
4. Describe the functions of fats, proteins, carbohydrates, vitamins, minerals, and water in the human body.
5. Explain the food grouping pyramid and identify the recommended food servings per food group for children and young adults.
6. Recommend healthy food choices and intake amounts of foods for the nutrient categories.
7. Apply the seven (7) Dietary Guidelines for Americans to one's own health practices.
8. Evaluate scientific and unscientific methods of determining body fat.
9. Critique various diet plans to identify the most effective ways to either maintain desired weight, lose body fat, or gain weight.
10. Analyze a food label for its nutritional information.
11. Calculate the caloric values for various nutrients from a food label.

IX. UNINTENTIONAL INJURY

1. Summarize the significance of unintentional injury as a cause of premature death, disability and injury for infants, children, adolescents, adults and older adults.
2. Define unintended event; unintended injury; accident prevention, injury control, chance event, accident proneness, calculated risk,
3. Plan an unintentional injury prevention program to address the most common accident types for children, adolescents, and adults.

X. DRUGS, ALCOHOL, AND TOBACCO

1. Define the following: drug, physical dependence, psychological dependence, drug dependency, tolerance, withdrawal,
2. Explain why people misuse and abuse drugs, alcohol, and tobacco.
3. Describe the general factors that determine how a drug will affect the human body.
4. Identify the most commonly used drugs by youth and young adults.

5. Describe the mental, emotional, and economic effects of drugs, alcohol, and tobacco on the individual, family and society.
6. Describe the immediate, intermediate and long term health effects of tobacco on the human body.
7. Describe the social effect of tobacco use.
8. Describe the effects of secondhand smoke on the human body.
9. Explain how the use of smokeless tobacco is harmful to the human body.
10. Describe factors that influence how much of the chemicals and gases emitted from tobacco enter the human body.
11. Describe the effects of alcohol on the nervous system, skin, digestive system, and liver.
12. Predict whether or not a physical dependency, psychological dependency, tolerance, or withdrawal develops with the abuse of alcohol.
13. Describe factors that influence Blood Alcohol Levels (BAL) and explain how they affect BAL.
14. Define alcoholism and describe symptoms of alcoholism.
15. Prescribe low-risk alcohol choices for people who have a family history of alcoholism and those with no family history of alcoholism.
16. Describe the effects of marijuana on various body systems as well as the behavioral and psychological effects of marijuana (including the effects on driving performance).
17. Demonstrate a variety of effective refusal skills.
18. Explain characteristics of research based effective drug education program components.

XI. FAMILY LIFE

1. Describe the function for the following:

A. Male Reproductive System: scrotum, testes, seminiferous tubules, epididymis, vas deferens, seminal vesicles, prostate gland, Cowper's gland/bulbourethral gland, urethra, penis, and semen.

B. Female Reproductive System: ovaries, fallopian tubes, uterus, endometrium, cervix, vagina, labia majora, labia minora, hymen, Bartholin glands, clitoris, and urethra.

2. State several justifiable reasons to include sexuality and family life education in schools.
3. Explain characteristics of research based effective sexuality education programs components.
4. Describe ground rules for handling sexuality education.
5. Correctly answer typical student questions about sex and sexuality.
6. Explain why AIDS and other STDs continue to be a health problem.
7. Define HIV and AIDS.
8. Describe ways that HIV can and cannot be transmitted.
9. Analyze behaviors that place one at risk for HIV/STD infection.

10. Describe symptoms that characterize HIV Related Conditions and AIDS.
11. Formulate a comprehensive personal prevention program against HIV/AIDS and other sexually transmitted diseases.

COURSE REQUIREMENTS:

1. Attend class and be actively involved in all class activities.
2. Complete examinations 1, 2, and 3
3. Complete the following performance assessment task:

PERFORMANCE: Demonstrate the necessary knowledge and skills to change a personal health behavior.

RELATED CONCEPTS: Nutrition, physical fitness, mental/emotional health, sexuality, interpersonal relationships, disease prevention, tobacco, alcohol and drugs.

INFORMATION: Knowledge of the process of self-monitoring
Methods of changing behavior
Health knowledge related to the behavior of interest

SKILLS AND PROCESSES:

Ability to self-monitor own behavior
Ability to assess healthy and unhealthy aspects of own behavior
Other specific skills related to the behavior selected
Ability to construct a behavior change plan

INSTRUCTIONAL SEQUENCE:

Prior to conducting the performance assessment, the teacher will follow this instructional sequence:

1. Discuss a number of health-related concepts including nutrition, physical fitness, mental/emotional health, sexuality, interpersonal relationships, disease prevention, and tobacco, alcohol and drugs.
2. Demonstrate a method of self-monitoring personal behavior.
3. Discuss various methods of changing behavior.
4. Present components of a behavior change plan.
5. Brainstorm with the class various health behaviors that could be changed.

PERFORMANCE ASSESSMENT:

Using the knowledge about healthy behaviors that they have learned in class,

students will select a health behavior that they would like to change.

Students will:

(1) Select a health behavior they would like to change, and state that behavior in specific terms.

(2) Monitor that behavior for a period of one week using the self-monitoring method described in class. Detailed records should be kept.

(3) Using material from the textbook, material discussed in class and material from outside resources, write a rationale for why this behavior needs to be changed.

(4) Design a plan for changing the behavior using one of the methods described in class. Write a detailed description of the plan.

(5) Implement the plan for a two-week time period, keeping daily records on the behavior. Other details concerning the implementation of the plan should be recorded as well.

(6) At the end of the two-week period, write a summary of what has occurred during the implementation. Compare the baseline behavior to the behavior at the end of the two-week period. Evaluate whether the behavior change plan was successful. If it was successful, explain why. State what actions will be necessary to maintain the new behavior. If the behavior change plan was not successful, identify why not. Then make suggestions as to how future behavior change plans could be improved. Also state what you learned as a result of completing the performance assessment task.

PERFORMANCE CRITERIA: Students will:

Specifically state the behavior that will be addressed, along with the specific goal of the behavior change.

List the health benefits of changing this behavior, using reference materials from inside and outside class.

Keep detailed records about the occurrence (baseline data) of the behavior over a one-week period, using the self-monitoring procedure presented in class.

Design and write a specific behavior change plan using at least one of the behavior change plans presented in class.

Implement the plan and keep detailed records of the implementation over a two-week period.

After the implementation phase, evaluate the plan for its effectiveness.

If successful state why and what will be needed to maintain the new behavior. If not successful state why and make suggestions as to how future plans could be improved.

Utilize organized, coherent writing skills, including good grammar and spelling.

Present the behavior change plan in a well-organized fashion.

Include a written narrative and charts or other visual aids in the behavior change report.

Discuss their behavior change plan during a class discussion.

COURSE EVALUATION

1. Class Attendance and Participation	10%
2. Performance Assessment Task	15%
3. Examination 1	25%
4. Examination 2	25%
5. Examination 3	25%