



**Course Syllabus: HSc 411B
Health Science for Secondary Teachers
Spring, 2012**

California State University, Long Beach
College of Health & Human Services (HHS)
Department of Health Science
Nathan Matza, MA, DrPH^(c), CHES

General Information

Units:	Three units, meets California State Teacher Credential Requirement. Commission on Teacher Credentials (CTC)	
Professor:	Nathan Matza MA, DrPH ^(c) , CHES	Email: nmatza@csulb.edu or nathan.matza@csulb.edu Website: nmatza.net Important: please include 'section' in subject of emails, e.g., F. Jones, Wed 7 pm
Office:	Professor Matza's office is FOA #14, south of gym/patio area, lower campus	
Office hours:	Tuesdays: 11:30-12:30 & 4- 5 PM Wednesday 6-7 PM & by appointment. Send email for appointments.	
Health Science Department	Emergency Messages Only: 562-985-4057	Dept. Fax: 562-985-2384 Prof. Matza Phone: 562-985-8192

Teachers: Please read this syllabus thoroughly, arrive on time, be responsible for your work and turn in assignments on the due dates. Expect the same from your students.

Catalog Description

Prerequisite: Upper division standing. Co-requisite: Current CPR certification required. Contemporary teaching of health education in the secondary schools; emphasizes coordinated school health, integrating health content and instruction into other subjects, drugs, sexuality, nutrition, child abuse prevention, violence, community and human ecology. Includes practical classroom problem solving. Based upon California Health Framework and health standards, meets credential requirements. **Not open to health science majors or minors.**

Attendance

This course is required to complete the teaching credential, and students are expected to attend all sessions and **arrive on time. Please turn off or mute cell phones/pagers/gizmos and avoid texting during class.** Call and leave messages should any genuine emergency arise. Pop quizzes may occur unannounced, **anytime** during class (20-30 points).

Textbooks: Required Reading

Matza, N. (2013). *Health Science for Teachers, 5th Ed.* Hygiapedo Publishing, Long Beach, CA. ISBN: 978-0-615-12320-2. The textbook is available **online @ Book Workshop Publisher** ([click here](#)) & University bookstore. (Copies also on reserve in library).

California Department of Justice. (2000). *Law in the School.* California Attorney General's Office. ISBN: 0-8011-9718-X. Click on [Laws](#) for PDF version. (Free download). (Readings listed below).

California Department of Justice. (2007). *Child Abuse: Educator's Responsibility*. California Attorney General's Office. Click on [Laws](#) for PDF version. (Free download).

For Your Professional Library: Highly Recommended

Barrett, S. Jarvis, W. Kroger, M. (2006) *Consumer Health*. McGraw-Hill. New York, NY. ISBN: 978-0072972238.

California Department of Education. (2003). *Health Framework for California Public Schools: Kindergarten Through Grade Twelve*. California Department of Education. Free Download: [Click here](#).

DiClemente, R., Santelli, J., Crosby, R. (Ed). (2009). *Adolescent Health: Understanding and Preventing Risk Behaviors*. Josey Bass. San Francisco. (Outstanding Research). ISBN: 13-978—0-4701-7676-4.

Edell, D. (1999). *Eat Drink and be Merry*. Harper Collins, New York. NY. ISBN: 0-06019-1955-4.

Edell, D. (2004). *Life, Liberty and the Pursuit of Healthiness: Dr. Dean's Commonsense Guide for Anything that Ails you by Dr. Dean Edell*. ISBN: 0-06-057-7231.

Kremerer, F., Sansom, P. (2009) *California School Law, 2nd Ed*. Stanford University Press. Stanford, CA. ISBN: 978-0-8047-6038.

Lewis, K., Bear, B. (2009). *Manual of School Health, 3rd Ed*. Saunders/Elsevier. Philadelphia. ISBN: 978—1-4160-3778-1.

Nestle, M., (2002). *Food Politics*. University of California Press. Berkeley, CA. ISBN: 0-520-22465-5.

Nestle, M. (2006). *What to Eat*. North Point Press. New York. ISBN: 13-978-0-86547-704-9.

Online reading required

On the Internet: Several sites will be used throughout the course. The following URLs will be used for reference and review before each exam. Click on Matza's webpage [recent data](#). Other important links include: www.nmatza.net, Healthy Kids Resource Center ([Calif. Healthy Kids Resources](#)) and California Laws <http://www.leginfo.ca.gov/calaw.html>.

Objectives

The course objectives are based on the Commission on Teachers Credentials (CTC/S). These objectives are referenced with the CDC standards. This course stresses that teacher candidates will practice (a) Lifelong Learning, (b) Professional Growth, and (c) Social Responsibility, as they enter the teaching profession. (Numbers below after each objective refer to the CTC state objectives).

At the completion of the course students will:

1. Explain contemporary concepts of coordinated health education. (10c, TPE11).
2. Identify major causes of adolescent student morbidity and mortality. (10c, i, TPE 8).
3. List practical management techniques for the secondary school classroom. (10a, i, TPE12).
4. Anticipate, recognize and diffuse situations leading to student conflict. (10c, 10e, TPE12).
5. Locate appropriate community health resources. (10a, v; 10c, ii. 10e, TPE 5,8,11,12).
6. Describe risk factors, physiological and sociological effects for abuse of tobacco, alcohol and other drugs. (10a,v;10C, iv, TPE8,9,11).
7. Classify psychoactive drugs, define their use, abuse and effect on human potential. (10a,v; 10C, iv, TPE 8,9,11).
8. Describe the impact of nutrition on learning related to youth. (10c, I, iii, TPE 6B, 6C, 8,9).

9. Research online databases related to adolescent health. (10a,i; 10C, (i), iii).
10. Analyze positive, negative and political aspects of family life and sex education. (10a, iii, iv; 10C, iii, iv; 10D, TPE 11,12).
11. Apply problem-solving techniques related to student health. (10d, TPE 6B, 6C, 12).
12. Identify symptoms, treatment and prevention of sexually transmitted disease (STD) related to the adolescent population. 10C, ii, 10e; TPE 8,9, 11).
13. Describe the anatomy and physiology of human reproduction as it relates to sexual responsibility. (10a,(i), iv, v; 10D, iv, TPE 11, 12).
14. Discuss family planning methods, techniques and devices. (10a, iii, iv, v; 10e, TPE 11).
15. Clarify the educator's role pertaining to child abuse prevention. (10a, iii, iv, v; 10C, (i), TPE 11,12).
16. Describe methods to prevent teen pregnancy. (10a, (i) iv, v; 10e, TPE 11).
17. Analyze major California laws, concepts and principles related to student health and safety. (10C, 10E, TPE 12).
18. Distinguish between situations likely and those unlikely to result in litigation within the school setting. (10C, 10E; TPE 12).
19. Synthesize practical teaching methods, techniques and management skills. (10c, ii, 10e; TPE 8).
20. Identify common chronic and communicable diseases of adolescents and locate specific referral sources when these diseases are recognized at school. (10a, iii, iv, v; TPE 8,9).
21. Discuss how culture, heritage, race, gender and heredity influence health behaviors. (10a, iii, iv, v; TPE 8,9).
22. Practice situations related to student health literacy, culture, heritage, race and gender. (10a, iii, iv, v; TPE 8,9).
23. Develop a lesson plan or activity incorporating health education, including state health standards information within a designated subject matter area. (TPE 4, 6C, 8, 13).

Course Outline & Assigned Readings (Also see [recent data link on nmatza.net](#))

Unit 1 The Art of Teaching (Matza, Chapters 1,2,3,4)

- A. Introduction, Trends/Adolescent Health
- B. Communicating, cultural implications
- C. Listening, modeling
- D. Motivation and student self esteem
- E. Classroom management techniques, discipline
- F. Coordinated health education, state health standards
- G. Professionalism-teacher role modeling
- H. Practical tips for secondary educators

Unit 2 Tobacco, Alcohol & Other Drugs (Matza, Chapters 5,6,7)

- A. Motivations for use, abuse and risk factors
- B. Classification, use and abuse of psychoactive drugs
- C. Problem solving techniques, conflict resolution
- D. Prevention, treatment, referral services
- E. Political implications of tobacco, alcohol and drug addiction

Unit 3 The School Health Program (Matza, Chapter 8)

- A. Overview, student health services, instruction, State Framework
- B. Teacher's role and health problems: identification vs. diagnosis
- C. Selected health problems:
 1. Nutrition
 2. U.S. obesity epidemic, eating disorders
 3. Teen suicide
 4. Unplanned pregnancy
 5. Homosexuality and gender issues
 6. Chronic and communicable diseases

- 7. Confidentiality and student rights
- D. Legal implications
- E. Problem solving techniques
- F. Health Framework for California Schools, state health standards/ State Mandates:
 - 1. Personal health, consumer and community health
 - 2. Injury/violence prevention
 - 3. Tobacco, alcohol and other drugs
 - 4. Nutrition
 - 5. Environmental health
 - 6. Family living, individual growth and development
 - 7. Communicable and chronic disease

Unit 4 Human Sexuality and Family Living (Matza, Chapters 9,10)

- A. Fundamentals-anatomy, physiology, student sexuality issues
- B. Adolescent sexuality, abstinence and mixed media messages
- C. Family planning methods, techniques, devices
- D. Sexually Transmitted Diseases (STDs)
- E. **Hot Topics and the role of the teacher**
controversial issues, condom education, homosexuality and gender issues, abortion, politics in the school setting

**Unit 5 Health Education and the Law (Matza, Chapter 11, 12)
Law in the School, (See selected reading below)**

- A. Teacher and administrative responsibility: *in loco parentis*
- B. The school setting, physical and health environment
- C. Legal aspects: computer lab research of “Healthy Laws”
- D. Campus safety, cyberbullying, electronic aggression, violence prevention
- E. Child abuse, sexual abuse and the law, prevention methods
- F. *The Health Framework for California Schools*
- G. Education code requirements- **Health mandated topics:**
family life education, morals manners, citizenship, personal and public health, tobacco, alcohol and drug education, excuse from health instruction, sex education notification, STD & HIV/AIDS education, nutrition, birth defects, personal beliefs, parenting education, environmental health, anabolic steroids, gang violence prevention, sexual assault and rape prevention, mental health, personal beliefs and comprehensive school health

Reading: Law in the School (Free Download [Laws](#))

Total is 152 pp. Required reading from this document is listed below. This is not reading in Matza text.

Chapter	<i>Law in the School</i>	Titles
1	All, important pp. = 13-15,22-24	Duty to protect students
2	Read only pp. 31-33 & 38-39	School attendance
3	All, Important pp. = 47,51,54-57	Disciplining students
4	All, Important pp. = 64,69, 72-73	Limits of discipline
5	All	Crime on campus
6	Read only pp. 99,100,102, 105-108, 117-118,120,123,125-126	Criminal procedures
7	Read only pp. 146, Duty to inform	Collaborations, confidentiality

Evaluation and Grading/Assignments-Note: Guest lecture, videos, all included on exams.

Assignments & Points

A. Exams	Points	My Score
Exam 1. Objective/Essay format (Chapters 1-5 Matza) Scantron # 886	150	
Exam 2. Objective/Essay format (Chapters 6-9 Matza) Scantron # 886	150	
Final Exam. Objective only/no essays (Chapters 10,11,12, Law in the School, Cp. 1-7) Plus 15-20 % review Cp. 1-9	150	
Participation in class (5 pts./session)	80	
Projects Regular session-3 projects from below. (Summer only 2) Project B (Legal research) required for all students	150	
CPR Certification (Photocopy both sides) must be valid this semester. Online CPR not accepted.	25	
Pop quizzes (30-50 pts.)	pop quiz 1 pop quiz 2 pop quiz 3	30 30 30
Total Points = 700-800		

Grading Scale (%): 90 = A, 80 = B, 70 = C, 60 = D, 59 = F. (Credit/no credit **not** available).

Projects-Students are to select any two from the group listed below. The third project (Project B) is required of all students. (Summer session only select one plus Project B (50 points each).

Group A- Select any two from the list below and turn assignment in on scheduled dates below. Project details are reviewed below.

HIV Lab test
Internet Research
Child Abuse Report
Consumer Health/Quackery
Wheelchair Assignment
My Pyramid Tracker (Interactive) Make an appointment with professor for this assignment. See MyPyramid Tracker.doc .

Group B- Health Legal Research (required of all students) Details below.

CPR Certification State mandated required to pass this course (25 pts.).

California state law requires that students complete Cardiopulmonary Resuscitation (CPR) training that meets standards established by the American Heart Association (Heartsavers) or the American Red Cross (Community CPR). [Click here for American Heart Association](#), or [here for American Red Cross](#) links. Must include child, infant and adult CPR training for teachers. Photocopies of both side required. CPR must be **valid through this semester**. Call Quality Health Educators for special CSULB rate (\$30). 562-493-0170. Lack of CPR certification will result in a grade of Incomplete. **Online CPR not accepted.**

Assignment/Withdrawal Policy Statement

- All assignments are to be typed, 12 font, double-spaced, word-processed. Email preferred!
 - Late work will not be accepted, without special verification.* Please plan accordingly.
 - Spelling errors will be subtracted (-1) on all assignments. Be a role model for your students.
 - Do not use plastic covers, binders, bluebooks or notebooks. Staple papers and save trees.
 - Follow [APA](#) format for all reference citations. Samples are on nmatza.net in course docs.
 - Please do not submit photocopies of original articles, Internet, etc.
- *Doctor or medical emergencies must be verified.

CSULB University Policies

Students with Disabilities

Students with disabilities that need reasonable modifications, special assistance, or accommodations in this course should promptly direct their request to the course professor. If a student with a disability requires that modifications, special assistance, or accommodations offered are inappropriate or insufficient, they should seek the assistance of the Director of Disabled Student Services (DSS) on campus. Please contact DSS before exam dates. DSS is equipped with hardware and software that meets the needs of students with disabilities. Assistive devices include raised tables, JAWS (screen readers) Zoomtext (large screen enhancement), closed circuit televisions, alternative keyboards, Braille embossers, scanners with Kurzweil 1000, and Dragon Naturally Speaking. Contact Disabled Student Services, Office: BH-270. 562-985-5401 for assistance.

Withdrawal Policy: *Withdrawal Between the 3rd and 12th Weeks of a Semester – Withdrawals during this period semester are permissible only for "serious and compelling reasons."*

1. The definition of "serious and compelling reasons" as applied by faculty and administrators becomes more narrow as the semester progresses.
2. Please be advised that doing poorly in a class does **not** constitute a serious or compelling reason. The "W" is not intended to be used as a mechanism to escape being awarded the grade that a student has been earning. Thus, the instructor and Department Chair will generally not authorize a withdrawal from this course unless the student seeking to withdraw (a) has been regularly attending classes; (b) has been performing at the level of a "C" or higher in the course; and (c) has a serious and compelling reason for seeking withdrawal.
3. To withdrawal during this period you will need both the signature of the course instructor **and** the signature of the Department Chairperson. Please note that the Department Chair may apply more stringent criteria than your instructor for assessing whether your reasons for seeking to withdraw are "serious and compelling."

Withdrawal During the Final 3 Weeks of a Semester – Withdrawals after the 12th week of instruction are not granted absent the most serious and compelling of reasons, such as the documented death of an **immediate** (not extended) family member; a documented, serious medical condition that requires withdrawal from all courses; a call from reserve to active military service; etc. The procedures for withdrawal during this period are the same as in above, but also require the approval and signature of the Dean or Associate Dean of the College of Health and Human Services. Moreover, the Office of the Provost will review all such requests before they are formally approved.

Cheating and Plagiarism (CSULB Catalog, AY 2010-2011, pp.50-52)

“**Plagiarism** is defined as the act of using the ideas or work of another person or persons as if they were one’s own, without giving credit to the source. Examples of plagiarism include, but are not limited to, the following; the submission of a work, either in part or in whole, completed by another; failure to give credit for ideas, statements, facts or conclusions [which] rightfully belong to another; in written work, failure to use quotation marks when quoting directly from another, or close and lengthy paraphrasing of another’s writing or programming.”

“**Cheating** is defined as the act of obtaining or attempting to obtain or aiding another to obtain academic credit for work by the use of any dishonest, deceptive or fraudulent means. Common examples of cheating during an examination would include, but not be limited to the following; copying, either in part or in wholes, from another test or examination; giving or receiving copies of an exam without the permission of the instructor; using or displaying notes; “cheat sheets,” or other information or devices inappropriate to the

prescribed test conditions; allowing someone other than the officially enrolled student to represent the same.”

“Faculty choices for confirmed plagiarism include; Review- no action; and/or An oral reprimand with emphasis on counseling toward prevention of further occurrences; and/or A requirement that the work be repeated; and/or Assignment of a score of zero (0) for the specific demonstration of competence, resulting in the proportional reduction of final course grade; and /or Assignment of a failing final grade; and/or Referral to the office of Judicial Affairs for possible probation, suspension, or expulsion.”

Campus Behavior

1. **“Civility Statement**-Civility and mutual respect toward all members of the University community are intrinsic to the establishment of excellence in teaching and learning. The University espouses and practices zero tolerance for violence against any member of the University community. A threat of violence is an expression of intention that implies impending physical injury, abuse, or damage to an individual or his/her belongings. All allegations of such incidents will be aggressively investigated. Allegation that are sustained may result in disciplinary action up to and including dismissal from employment, expulsion from the University, and /or civil and criminal prosecution.” (CSULB Catalog, AY 2010-2011, p. 743).
2. **Classroom Expectations**—All students of the California State University system must adhere to the Student conduct code as stated in Section 41301 of the Title 5 of the California code of Regulations as well as all campus rules, regulations, codes and policies. Students as emerging professionals are expected to maintain courtesy, respect for difference, and respect for the rights of others.

Unprofessional and Disruptive Behavior-It is important to foster a climate of civility in the classroom where all are treated with dignity and respect. Therefore, students engaging in disruptive or disrespectful behavior in class will be counseled about this behavior. If the disruptive or disrespectful behavior continues, additional disciplinary actions may be taken.

Semester Schedule/Professor Matza’s Classroom Schedule:

Tues 12:30 (HHS1 # 200), Tues 5 PM (SPA #106), Wed 7 PM (HHS 1 # 204),

Date	Meeting #1	Lesson	Assignments
1/24 (Tuesday) 12:30 & 5 PM 1/25 (Wed) 7 PM		Introductions, syllabus	Adds & drops Arrange for CPR (Due final class)
Special Download Note: Lectures are large pdf files. Download file and save but avoid opening online to save time.		Teenage concerns, trends So you want to be a teacher? Teacher introspection	Click here for lectures, welcome. 2012.pdf & Unit1.2012.pdf (All lectures folder) See/print exam reviews, 1 & 2
Note labels ‘FYI’ are for student information only, not required			Read Matza Chapter 1

Date	Meeting #2	Lesson	Assignments
1/31 (Tuesday) 12:30 & 5 PM 2/1 (Wed) 7 PM		Agree/disagree lesson “Art of Teaching,” listening, motivating, professionalism, Classroom practical tips	Bring name tags (file folder) Download YRBS, 2009/National Adolescent Overview (FYI) Download Law in the School (for final) (Matza course docs/laws)
Reminder: CPR photocopies Two sides due final week			Read Matza Chapter 2
			See Recent Data Chart

Date	Meeting #3	Lesson	Assignments
2/7 (Tuesday) 12:30 & 5 PM 2/8 (Wed) 7 PM		"Art of Teaching," Health Trends of Adolescents	Read Sur. Gen. Six Conclusions/Smoking (2007) Read Just One Cigarette, 2010 Click here for lectures, Unit 2 2012.pdf
			Read Matza Chapter 3,4
			See Recent Data Chart

Date	Meeting #4	Lesson	Assignments
2/14 (Tuesday) 12:30 & 5 PM 2/15 (Wed) 7 PM Link to class videos/Matza (Now online)		Coordinated School Health Art of Teaching (con't) Discipline methods Classroom Management Health Framework, Tobacco & Politics	Read Matza Chapter 5 Read Role Playing (Matza) p. 434 #1-4 Homework /Video: Video: Smoking/Truth or Dare
		<i>Note: Truth campaign reduced teen smoking > 20% in U.S. by 2006!</i>	Read "Adolescent Brain: A Work in Progress" (FYI) Course docs

Date	Meeting #5	Lesson	Assignments
2/21 (Tuesday) 12:30 & 5 PM 2/22 (Wed) 7 PM		Video: Smoke & Mirrors Measure Lifespan (Longevity Game) Intro: Drug abuse	Project #1 Due Review Unit 1, Class discussion Read exam reviews, unit 1
			See Recent Data Chart

Date	Meeting #6	Lesson	Assignments
2/28 (Tuesday) 12:30 & 5 PM 2/29 (Wed) 7 PM		School Health: Selected topics Adolescent nutrition/obesity Suicide prevention Unplanned pregnancy Sexuality/gender issues (LGBT)	EXAM 1 (CP. 1-5) Read Nutrition success stories (2005): Six approaches link Click here for lectures, Unit 3, 2012.pdf Read Matza Cp. 6,7

Date	Meeting #7	Lesson	Assignments
3/6 (Tuesday) 12:30 & 5 PM 3/7 (Wed) 7 PM		Agree/disagree lesson (Part 2) Obesity trends	Download & print/ bring to class: FASD.pdf alcohol.cns.pdf HIV chart (course docs)
		Video/School Health: asthma, epilepsy, diabetes,	Download Dietary Guidelines (2010)
		See short/long term complications of obesity (Cp.8)	See Recent Data Chart Read Matza Cp. 8

Date	Meeting #8	Lesson	Assignments
3/13 (Tuesday) 12:30 & 5 PM 3/14 (Wed) 7 PM		School health (con't): mixed messages & abstinence Human sexuality: Kids & sex STDs, HIV/AIDS Hennigan DVD (Mead link) Matza Videos @ CSULB	Read Matza Cp. 9 See STD review/CDC Read Abstinence Only Feb.2010 (AGI)

Date	Meeting #9	Lesson	Assignments
3/20 (Tuesday) 12:30 & 5 PM 3/21 (Wed) 7 PM		STD medical slides, STD & paper plate lesson, group discussions	Click here for lectures, Unit 4, 2012.pdf
			See Recent Data Chart

SPRING BREAK 3/26-4/1

Date	Meeting #10	Lesson	Assignments
4/3 (Tuesday) 12:30 & 5 PM 4/4 (Wed) 7 PM		HIV/AIDS " Lab Testing" Kids & sex, changes in sexual behaviors of youth	Read sexy questions, p. 296-299 Project #2 Due

Date	Meeting #11	Lesson	Assignments
4/10 (Tuesday) 12:30 & 5 PM 4/11 (Wed) 7 PM		Problem solving, HIV/ confidentiality Guest speaker (TBA) Violence/prejudice prevention & Middle School (DVD)	Read Matza Cp. 10 Read exam reviews, unit 2

Date	Meeting #12	Lesson	Assignments
4/17 (Tuesday) 12:30 & 5 PM 4/18 (Wed) 7 PM		Human Sexuality & Teens Introduction to Legal Aspects Child abuse prevention	EXAM 2 (CP. 6-9)
			Read Proj. 3 problems (Matza) pp. 384-387 Child Abuse Reporting Read PC 11166 (Course docs/laws) Read Matza, Cp. 11 (

Date	Meeting #13	Lesson	Assignments
4/24 (Tuesday) 12:30 & 5 PM 4/25 (Wed) 7 PM		Legal Aspects (con't), Child abuse prevention, Read pp. 384-387 before lab Video: Shadows to Light	Read Matza, Cp. 12 Click here for lectures, Unit 5, 2012.pdf Homework: See Jim Mead Part 1 Matza Videos @ CSULB
		Note: DVDS also in Library Lower Floor/Reserve Desk	

Date	Meeting #14	Lesson	Assignments
5/1 (Tuesday) 12:30 & 5 PM 5/2 (Wed) 7 PM		Meet in computer Labs* Tues.12:30 = KIN 57 Tues 5 PM = Etec 109 Wed 7 PM = Etec 109 745-9:45 Technology & Health Project B Legal Search/Teams assigned No food or drinks in lab Download Project B Research	Complete all readings See Recent Data Chart (Unit 4 &5) Intimate Partner Violence Prevention (FYI) Course Docs Read: Law in the School (see chart above)
	Note: Etec 109 is east campus On Deukmejian way, behind Engineering bldg. KIN 57 is in the west gym.		

***Computer labs:** Please be considerate. No food or liquids in the labs. WIFI is throughout CSULB.

Date	Meeting #15	Lesson	Assignments
5/8 (Tuesday) 12:30 & 5 PM 5/9 (Wed) 7 PM		Legal Aspects Final Exam Review Jim Mead Part 2 (Caution/sensitive topics)	Project #3 (Project B) Due CPR certificate due (photocopied 2 sides) See Recent Data Chart (Unit 4 &5)

Date	Meeting #16	Lesson	Assignments
5/15 (Tuesday) 12:30 & 5 PM 5/16 (Wed) 7 PM		Final Exam	Scantron #882 (No Essays)

FINAL EXAM: Objective format (no essays). Scantron # 882. Approximately 80-85% covers (Matza) Chapters 10,11,12 and 15-20 % is an overall review of Chapters 1-9, plus videos, guest speakers.

Special Note: The instructor was once a student. He will always be a student, and keenly remembers the energy and excitement and pain of working on papers and class projects, tests and degrees. He too recalls a few irrelevant college courses. **Caution:** This course may resurface personal feelings about sensitive topics or experiences. Your professional role as a teacher requires you to watch for abuse or dangerous situations your student may face. Students always have the right to pass on any topic and avoid embarrassment. Please feel free to contact the instructor anytime should an emergency or personal problem arise. nmatza@csulb.edu. Children should not attend this class. Many topics are inappropriate for kids.

Assignment Details- Students must select one assignment from each "Project section" below. Choose 2 projects from group A, and all students will complete group B (Project B). Project 1 & 2 can be turned in in any order. Remember to turn in one project on each of the due dates in class calendar. Project B will be completed in small groups at the end of the semester. **(All projects are 50 points).**

Project: HIV/AIDS antibody test. (50). This assignment may be embarrassing and you may choose to bring a friend, spouse to the lab. You must take an HIV test, (blood test or oral swab). Test must be taken **during this semester**, not previous HIV test results. Locate the nearest HIV/AIDS testing site near you. CSULB has testing in the student health center (562-985-4771 for hours). **but may refuse** to give you the test if you are 100% no risk (abstinent, virgin, etc.). Thus choose another testing site. You may also use your personal medical care or public health clinic (usually no charge). Check with the American Red Cross in you area for current testing locations. If anonymous testing is available, use it, or get a confidential test. Your results will be kept in strict confidence. After the test describe: your results (if you choose) and include the location, date and time of test, reaction to treatment, waiting time, counseling etc. This reaction paper should be **2-3 pages in length. How will this experience make you a better teacher?** Include any flyer, or other documentation from the lab. **Good luck.**

Project: Child Abuse Report. (50).

Go to any local school. Please avoid Wilson HS and Hill JH near CSULB! Request a blank form for reporting suspected child abuse. (PC 11166) (both sides). See the principal's secretary, school nurse, etc. Also request a copy of child abuse reporting procedures for the district. You must see an employee and not just download the form. On separate paper, write a reaction to obtaining the form. How were you treated? Was it easy or difficult to obtain? Fill out the report with a novel problem of one of your students, and write up an overall reaction summary. Include the phone number of the agency you would have to contact to finalize the form. Turn in: PC 11166 filled out, backside included, reaction summary and district policy on child abuse. **How will this report make you a better teacher?**

Project: Health Internet Research (50).

Visit any **science-based Internet source**. Many links are on nmatza.net, 'Health Related Links.' Investigate a common health problem or developmental condition affecting adolescent students. Prepare a **3-5 page** written report of you research and include full APA format citation. Many topics are listed in Chapter 12 (Matza). Criteria for report:

1. What is the condition? How common is it with teens? Cite prevalence rates.
2. What are the causes of this condition/disorder?
3. How is it treated? Is there treatment? Success rates? Failure rates? Side effects?
4. How does this condition affect student's behavior or academic achievement?
5. How can the educational environment be adapted to assist the student's adjustment in class?
6. **How will this report make you a better teacher?** A few suggested topics: electronic aggression, child abuse, drug abuse, tattoos/piercing, depression, homelessness, obesity, incest, gang violence...
7. **Start with [Matza course docs](#)...**many topics saved.

Project: Consumer Quackery/Health Literacy (50). (See [Quackwatch.org](#))

One of the most difficult topics to understand in health education deals with advertisement, consumer quackery, etc. Students are to investigate common health topics related to consumer health, fraud or quackery. Select topics that relate to youth. (See [Quackwatch.org](#)). Look for questionable products, services or devices. Choose **5 different topics and write a one-page summary for each.** Include APA format for citations. Criteria for report:

1. What is the topic? Explain the myth, or false ad etc.
2. What is the actual scientific explanation?
3. Is there any legal action pending or cases posted?

4. How does this issue affect kids in school?
5. What do you suggest to change the perception of this topic?
6. How will this data make you a better teacher?

Project: Wheelchair Assignment (50).

During the past 20 years, many schools have undergone major renovations to the campus. Students with disabilities often must navigate a campus with machines, dirt piles or other working areas with much difficulty. **Your task:** Find or borrow a wheelchair, preferable in a school setting, and see what it is like from the eyes of a disabled person at school. Do not park in handicapped parking stalls. Spend a minimum of **2 hours in a chair**. Go to the restroom, locker room, gym, PE class, second story class, etc. This may require upper body strength if you are out of shape, so be cautious (wear gloves). **Write up: a minimum of 4 pages.** Describe your reaction to the exercise. How were you treated? Did people look in your eyes? **How will this assignment make you a better teacher?**

Project B: Health Legal Problems Research (50). (Proj. 3)

This project relates to pp. 384-387 (Matza).

Students will use the ([Calif. Healthy Kids Resources](#)) (CAHKRC) website to research questions on pp. 386. HKRC has compiled many laws related to schools. These laws are designed to protect children and assist school managers and teachers during the school day. The HKRC link on school laws has been edited to help classroom teachers. You may have to consult [California Laws](#) for some answers. Students will be assigned small groups in the computer lab session and answer the questions 1-19. This will be followed by detailed class discussion of findings. After the lab session, each student will write up answers to all 19 questions and include legal citations. E.g.: "Teachers are not allowed to pull nose ring from freshmen girls." (EC 12345, PC. 56789).

This process will be explained during the lab session. **Write up:** Include answers to all 19 questions (you may choose to rewrite the questions for clarity), plus **Culminating Summary (minimum one page)**. Overall assignment will include answers to questions and summary, **total maximum of 8-10 pages** due one week after lab session. Be sure to quote Grassley Amendment below for several answers. Also read Seth's Law in: [Matza course docs](#).

Federal Statutes and Health-The Grassley Amendment

The Grassley Amendment: Sec/ 1017. Protection of Pupil Rights.

Section 439 of the General Education Provisions Act (20 U.S.C. 1232g) is amended to read as follows:

"(a) All instructional materials, including teacher's manuals, films, tapes or other supplementary material which will be used in connection with any survey, analysis, or evaluation as part of any applicable program shall be available for inspection by the parents or guardians of the children."

"(b) No student shall be required, as part of any applicable program, to submit to a survey, analysis, or evaluation that reveals information concerning:

1. political affiliations;
2. mental and psychological problems potentially embarrassing to the student or his family;
3. sex behavior and attitudes;
4. illegal, anti-social, self-incriminating and demeaning behavior;
5. critical appraisals of other individuals with whom respondents have close family relationships;
6. legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers; or
7. income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program), without the prior consent of the student (if the student is an adult or emancipated minor), or in the case of an unemancipated minor, without the prior written consent of the parents."

“c) Educational agencies and institutions shall give parents and students effective notice of their rights under this section.”

“(d) ENFORCEMENT.--The secretary shall take such action as the Secretary determines appropriate to enforce this section, except that action to terminated assistance provided under an applicable program shall be taken only if the Secretary determines that--

(1) there has been a failure to comply with such section; and

(2) compliance with such section cannot be secured by voluntary means.”

“(e) OFFICE AND REVIEW BOARD--The Secretary shall establish or designate an office and review board within the Department of Education to investigate, process, review, and adjudicate violations of the rights established under this section.”