

LSC Use Only  
Number: \_\_\_\_\_  
Action: \_\_\_\_\_  
Date: \_\_\_\_\_

UWUCC Use Only  
Number: 91-25 h  
Action: \_\_\_\_\_  
Date: \_\_\_\_\_

**CURRICULUM PROPOSAL COVER SHEET**  
University-Wide Undergraduate Curriculum Committee

**I. Title/Author of Change**

Course/Program Title: HP 325 School and Community Health  
Suggested 20 Character Course Title: School & Com Hlth  
Department: Health and Physical Education  
Contact Person: Dr. Elaine Blair

**II. If a course, is it being Proposed for:**

\_\_\_\_\_ Course Revision/Approval Only  
\_\_\_\_\_ Course Revision/Approval and Liberal Studies Approval  
\_\_\_\_\_ Liberal Studies Approval Only (course previously has been approved by the University Senate)

**III. Approvals**

<u><i>Louis A. Clark</i></u> Department Curriculum Committee	<u><i>James D. Mill</i></u> Department Chairperson
<u><i>Mary M. Moore - (Interim)</i></u> College Curriculum Committee	<u><i>Laurel E. Wengard</i></u> College Dean *
_____ Director of Liberal Studies (where applicable)	_____ Provost (where applicable)

\*College Dean must consult with Provost before approving curriculum changes. Approval by College Dean indicates that the proposed change is consistent with long range planning documents, that all requests for resources made as part of the proposal can be met, and that the proposal has the support of the university administration.

**IV. Timetable**

Date Submitted to LSC: _____	Semester to be implemented: _____	Date to be published in Catalog: _____
to UWUCC: _____		

I. CATALOG DESCRIPTION

HP 325 - School and Community Health  
Prerequisite: Approved Jr. Standing  
(HPE majors only)

3 credits  
3 lecture hours  
(3c-01-3sh)

Introduces students to the role of school and community in protecting and promoting the health of its members. Topics include historical development of the concepts of health and health education, identification of national and community goals to reduce risk of disease and enhance health status, and the responsibilities of both school and community toward achieving these goals.

## PART II. DESCRIPTION OF CURRICULUM CHANGE

### 1. CATALOG DESCRIPTION

HP 325 - School and Community Health	3 credits
Prerequisite: Approved Jr. Standing (HPE majors only)	3 lecture hours (3c-01-3sh)

Introduces students to the role of school and community in protecting and promoting the health of its members. Topics include historical development of the concepts of health and health education, identification of national and community goals to reduce risk of disease and enhance health status, and the responsibilities of both school and community toward achieving these goals.

### 2. SUMMARY OF THE PROPOSED REVISIONS

This course, in comparison to the original syllabus, places greater emphasis on community and environmental health issues and more fully explores the necessary interaction of school and community efforts for achievement of the national health objectives. Course objectives will focus on identification and appropriate utilization of national and community-based resources for health promotion and disease prevention, as well as demonstration of selected school-based curriculum packages and services.

### 3. OLD SYLLABUS AND NEW COURSE SYLLABUS

Both are enclosed in the proposal.

### 4. JUSTIFICATION FOR REVISION

As recommended by the Pennsylvania Department of Education Curriculum Review Committee, the proposed changes will expand the focus of this course to include community and environmental health issues, as well as concepts of school health, and will more clearly define the need for integration of both school and community resources to achieve effective programming for health education and health promotion. This revision addresses Standard V of the Pennsylvania Standards for Program Approval and Teacher Certification.



- I. identify various issues of community/environmental/occupational health and analyze each issue in terms of political, economic and sociocultural influences.
- J. develop a professional resource file identifying local, state and national organizations and their respective strategies to promote health and prevent disease.

### III. COURSE OUTLINE

- A. Definition of health (2 hours)
  1. Historical perspective - "from physical health to high level wellness."
  2. Current definition - Dynamic interaction of social, emotional, intellectual, physical and spiritual dimensions.
- B. Public health/epidemiological approach to defining and addressing health concerns (4 hours)
  1. Disease patterns: shift from infectious to chronic.
  2. Identification of personal and environmental risk factors.
  3. Focus on health promotion and disease prevention.
- C. National and community efforts toward health promotion (7 hours)
  1. Report of the President's Committee on Health Education (1973).
  2. Healthy People (1979): The Surgeon General's Report
    - a. Proposal of a national agenda for reduction of disease, disability and premature death among all age groups by 1990 (4 goals).
    - b. Identification of schools as having major responsibility in achieving these goals.
  3. Objectives for the Nation Promoting Health/Preventing Disease (1980).
    - a. Fifteen priority areas and corresponding objectives to be obtained by 1990.
    - b. Objectives described in terms of desired change in incidence of specific health problems.
  4. Prospects for a Healthier America Achieving the Nation's Health Promotion Objectives (1984).
    - a. Expansion of support and cooperation of national organizations from public and private sectors.

- b. Organization and contribution of five (5) working groups.
  - 1. Health care settings
  - 2. Health professions
  - 3. Business and industry
  - 4. Voluntary associations
  - 5. Schools
- c. Recommendation for development of comprehensive K-12 school health curriculum and school health services to maximize contribution of schools to achievement of 1990 objectives.

5. Healthy People 2000: National Health Promotion and Disease Prevention Objectives

D. School Health Programs (7 hours)

- 1. Essential anatomy of comprehensive health programs
  - a. Health instruction - Focus on development of concepts, values and decision-making skills.
  - b. Health services
  - c. Healthful school environment
- 2. Model for school health programs of the future: A.C.C.E.S.S.
- 3. Curriculum Development
  - a. National curriculum efforts
    - 1. School Health Education Study (SHES)
    - 2. SHES project
  - b. Other current health curriculum models (e.g. American Heart Association, American Cancer Society, Red Cross).
- 4. Pennsylvania state guidelines and regulations
  - a. Regulations regarding health, human sexuality and Aids education.
  - b. Curriculum guidelines:
    - 1. PA Health Education Conceptual Guidelines
    - 2. PA Health Curriculum Progression Chart (focus on comprehensive K-12 developmentally appropriate behavioral objectives in ten recommended content areas).
    - 3. Achieving the Nation's Objectives through the Schools - focus on student educational experiences/behaviors and interaction with school health services and environment needed to achieve 1990 and year 2000 objectives.
- 5. Dealing with controversial issues in school health curriculum
  - a. Human sexuality

- b. Aids education/school attendance by children with Aids
  - c. Values clarification vs. morals education
  - d. Death and dying
- 6. School health programs as part of the total community health effort.
  - a. Socially defined communities (e.g. families, neighborhoods, clubs, religious and professional groups).
  - b. Reciprocal relationship: Individuals and organizations within the community which promote student health and school health.
  - c. Shared responsibility for health education: home, school and community
- E. Community/environmental Health (7 hours)
  - 1. Identification of resources - agencies, organizations that contribute to the health of the local, national and international community.
  - 2. Environmental concerns - air, water, radiation, violence
    - a. Selected federal environmental legislation
    - b. Personal and social responsibilities: getting involved
  - 3. Disease control: communicable and chronic
  - 4. Mental health and changes in community and national mental health care.
- F. Occupational safety and health (2 hours)
- G. Special target groups (3 hours)
  - 1. Minorities and socioeconomic factors which affect health status.
  - 2. Women, infants and children
  - 3. Senior citizens
- H. Public health education/community intervention (3 hours)
  - 1. Mass media influence
  - 2. Public screening
  - 3. Consumer responsibility

I. Current controversial issues, as examples (4 hours)

1. Homelessness
2. Health care economics
3. Paid endorsements for foods, health care products
4. Toxic waste disposal
5. Individual rights vs. legislation of health behaviors

J. Multidimensional influences on school and community health (3 hours)

1. Sociocultural influences
2. Political influences
3. Economic influences

IV. EVALUATION METHODS

A. The final grade for the course will be determined as follows:

- |     |  |
|-----|--|
| 50% | Tests. Two tests (mid-term and final) consisting of multiple choice and essay. 50 points each.   |
| 15% | Development of professional resource file (15 points) including references, materials, and description of services gathered from local, state and national health-related agencies/organizations and oral presentation (15 points) of selected portions. Total - 30 points.  |
| 10% | Group demonstration of school health education curriculum packages as assigned by professor. 10 points for written analysis (criteria to be provided in class) and 10 points for oral demonstration. Total - 20 points.  |
| 15% | Individual paper (15 points) and oral presentation -(15 points) of selected community environmental health issues. Specific parameters for this assignment include the identification of health-related issues, research into individual and organized efforts required to address the issue, and assessment of existing political, economic and social influences. Total - 30 points. |
| 10% | Five unannounced quizzes and classroom assignments. Total - 20 points.   |

V. REQUIRED TEXTBOOKS, SUPPLEMENTAL BOOKS AND READINGS

A. Textbook:

Miller, Dean F. (1988). Dimensions of Community Health.  
DuBuque, Iowa: Wm. C. Brown Publishers.

B. Other Required Readings:

Fodor, John T. and Gus T. Dalis. (1989). Health Instruction: Theory and Practice. Chapters 1, 9 and 10. Philadelphia, PA: Lea & Febiger

Pollock, Marion, (1987). Planning and Implementing Health Education in Schools. Chapters 1, 9, 10. Appendices A-D & F. Palo Alto, California: Mayfield Publishing Co.

VI. BIBLIOGRAPHY

Allensworth, Diane D. and Wolford, Cynthia A., (1988). Achieving 1990 objectives through the schools.  
Bloomington, Indiana: Tichenor Publishing.

Comprehensive school health programs: Current status future prospects. (April, 1990) A Special Issue of the Journal of School Health, supported by the Metropolitan Life Foundation. Vol. 60 (4).

Pennsylvania Department of Education. (1984). Conceptual guidelines for health education, Harrisburg, PA.

Pennsylvania State Board of Education, (1991) Curriculum regulations for health education, (Chapter 5).  
Harrisburg, PA.

Pennsylvania State Board of Education. (September, 1987). Curriculum requirements for acquired immune Deficiency syndrome (AIDS) education, Chapter 5, Annex A.  
Harrisburg, PA.

Morbidity and Mortality weekly report. (January, 1988)  
Guidelines for Effective School Health Education to Prevent the Spread of AIDS.

\*U.S. Department of Health and Human Services, Public Health Service, (1990). Healthy people: The surgeon general's report on health promotion and disease prevention. (DHEW). Publication No. 79-55071.  
Washington, DC: U.S. Government Printing Office.

\*historically important resource

Pennsylvania Department of Education. (1980).  
Pennsylvania health curriculum progression chart.  
Harrisburg, PA.

\*U.S. Department of Health and Human Services, Public Health Service. (1980). Promoting health/preventing disease. Washington, DC: U.S. Government Printing Office.

U.S. Department of Health and Human Services, Public Health Reports, September-October 1983 Supplement. (1983). Promoting health/preventing disease: Public health service implementation plans for obtaining the objectives for the nation. Washington, DC: U.S. Government Printing.

U.S. Department of Health and Human Services. Public Health Service. (1984). Prospects for a healthier america (proceedings): achieving the nations's health promotion objectives. (1984). Washington, D.C.: U.S. Government Printing Office.

Sliepevich, Elena M. (1964). School health education study: A summary report. Washington, D.C.: U. S. Government Printing Office. School Health Education Study.

U.S. Department of Health and Human Services. (1986). The 1990 health objectives for the nation: A midcourse review. ODPHP. Washington, DC: U.S. Government Printing Office.

National Institute on Drug Abuse. (1989). U.S. Department of Health and Human Services. The national adolescent student health survey: A report on the health of america's youth. Office of Disease Prevention and Health Promotion, Centers for Disease Control.

\* historically important resource

H-323

## School Health Programs

1. Function effectively within the scope of the total school health program as an HPE teacher
2. Work cooperatively with all school personnel toward the achievement of healthful living by pupils and staff
3. Identify and define the role of school health personnel who provide particularly important functions to the total program.
4. Familiarity with the growth and development of school health programs in the U.S.
5. Understand in detail the individual and collective components which comprise a comprehensive school health program and the interrelationships of the several aspects.
6. Working knowledge of the alternate organizational models through which the school health program may be administered.
7. Identify important policies encompassed in school health programs
8. Provide a healthful and safe school environment for all students and staff throughout the building, grounds, transportation, and the whole community.
9. Identify and locate selected sources of remediation, correction, treatment to assist parents in obtaining these health services for their children when needed.
10. Cultivate the art of health observation of students by teachers who should become more sensitive to the health problems of the students for referral purposes.
11. Develop skills in the provision of health guidance to students as individuals
12. Cognizant of legal aspects of accidents, accident reporting, hazard control, liability, administrative implications
13. Use health records of students judiciously for health and educational purposes, and in a professionally ethical manner
14. Better participate in selected health screening tests provided by the schools to students

## HP 325, SCHOOL HEALTH PROGRAMS

1. Introduction and Orientation; Scope of Course
2. Vocabulary; defining terms related to school health
3. Vocabulary . . . continued.
4. Overview of the total program in school health  
Film: "Me and About Twenty Others"
5. Historical background to the development of school health related programs in the U.S.
6. Goals and objectives of school health programs.
7. Organization of school health programs - alternatives
8. The program, policies, and personnel
9. Administration of the school health program
10. Professional working relationships of school health staff
11. Role conflict, clarification, and cooperation
12. The school health service component
13. The school nurse
14. Health appraisal of school children
15. Health observation of students - teacher referral  
Film: "Looking at Children"
16. The dental hygienist
17. Health considerations in physical education
18. The adapted physical education teacher's contribution to health maintenance and promotion; his relationship with school health and medical personnel.
19. Use of student health records
20. Healthful school environment - Physical factors
21. Healthful school environment - Mental/Emotional factors
22. Healthful school environment - continued
23. MIDTERM

- 24. The health of teachers
- 25. Teacher burnout
- 26. Health Guidance
- 27. Health Guidance
- 28. Health Guidance
- 29. Common health problems of children and youth - rank order of importance as a school health priority
- 30. Selected health problems of children and youth
- 31. Selected health problems of children and youth
- 32. Selected health problems of children and youth
- 33. Selected health problems of children and youth
- 34. Selected health problems of children and youth
- 35. Selected health problems of children and youth
- 36. Health resources in the community - agencies, personnel, services, printed materials
- 37. Health resources in the community - agencies, personnel, services, printed materials
- 38. Health resources in the community - agencies, personnel, services, printed materials
- 39. Health resrouces in the community - agencies, personnel, services, printed materials
- 40. Health resources in the community - agencies, personnel, services printed materials
- 41. Health resources in the community - agencies, personnel, services, printed materials.
- 42. FINAL

2-7

PENNSYLVANIA STANDARDS FOR PROGRAM APPROVAL  
AND TEACHER CERTIFICATION:

Health and Physical Education

G.L. K-12  
Scope: CS7G 33

Standard I

The program shall require a minimum of one-fourth of the four year curriculum in professional health education studies and one-fourth in professional physical education studies.

Standard II

The program shall require that the professional program be supported by studies in psychology, sociology, anatomy, physiology, educational psychology, educational philosophy, speech communication, and educational communication.

Standard III

The program shall require studies in the organization and administration of physical education including safety and legal liability, philosophy of health and physical education, kinasiology, physiology of exercise, curriculum planning and evaluation for health and physical education, evaluation of student achievement in health and physical education, health and physical education methodology, and the psycho-social aspects of health, health education, physical education and sports.

Standard IV

The program shall require of studies and experience in:

- . Fundamentals of movement
- . Rhythmics and dance
- . Gymnastics
- . Individual and dual sports
- . Lifetime sports
- . Team sports and games
- . Adventure activities and outdoor pursuits
- . Mass games and activities
- . Modified games and activities special populations
- . Aquatics

Standard V

The program shall require studies of:

- . Safety and first aid
- . Personal and physical health
- . Consumer health
- . Growth and development

May 9, 1985

- . Family health
- . Disease prevention and control
- . Community health
- . Tobacco, alcohol and other drugs
- . Nutrition
- . Death and dying
- . Mental health
- . Sex education/human sexuality
- . Community health resources
- . Group dynamics and community organizations
- . Dental health

#### Standard VI

The program shall require studies of the common areas of exceptionalities; the state and federal laws dealing with educating handicapped children in a regular physical education class; and the problems of students who, although not legally classified as handicapped, are unable to succeed in regular physical education class.

#### Standard VII

The program shall include a major student teaching experience in both health education and physical education with no less than one-fourth of the normal student teaching experience in each area. (See General Standard XI.) The student teaching experiences shall be divided between elementary and secondary levels.

#### Standard VIII

The program shall require professional studies distributed over the areas defined in General Standard XIV. The student teaching experience should require the candidate to demonstrate competency in these areas.