

**SYLLABUS: Ed 420, University of La Verne**  
**ONLINE version of SEX, HEALTH, AND DRUG EDUCATION (2 units)**

**Instructor:** Susan Shibuya, N.D.  
**E-mail:** [sshibuya@laverne.edu](mailto:sshibuya@laverne.edu) (I check my ULV email daily and you should too!)  
**Phone messages:** Phone messages to ULV ext. 4629 go into my mailbox which I check once a week. **The best way to reach me is by email.**  
**Text:** Access to Health, R. J. Donatelle, Pearson Education, 14<sup>th</sup> edition

**Course Description:** This course examines personal health highlighting the areas of nutrition, physical fitness, drug abuse, and human sexuality. Students examine how health choices affect wellness and the important role education can play in providing vital information for health care consumers. Some details on elements of health as they relate to curriculum and instruction in California public schools are offered. Suggestions for implementing health, drug, and sex education in the classroom are discussed. However, responsibility for our own nutrition and fitness is the first step in becoming a positive role model for students. Therefore, this class begins with personal health evaluations and health goals followed by weekly progress journals. This class meets the requirements for the California Teaching Credential.

**COURSE GOALS:**

- A. To broaden the concept of health to include the concept of “wellness” so that students will understand how their life choices affect not only the quantity, but also the quality of their life now and in years to come.
- B. To have students reflect on their own pattern of wellness in relationship to all book concepts covered in the areas of nutrition, fitness, substance abuse, and disease prevention.
- C. To have students examine their own health as a “model” for children, and as a starting point to better personal health as an educator.
- D. To have students understand the impact of “stress” on health and school performance and to understand how exercise, sleep, diet, and meditation alleviate stress.
- E. Discussion of prevention of chronic conditions associated with the current health habits of Americans.
- F. To present timely and relevant knowledge and resources which educators can use to strengthen and update health education in the schools.
- G. To have students understand the importance of research based programs in the areas of drug, sex, and health education.
- H. To have students explore state health education policies and their implementation in California school districts.

**Exams:** There will be weekly open-note, open-book, online quizzes. You will access the weekly quizzes through Blackboard. For an overview on how to use blackboard just google “help using Blackboard” or find a youtube video on the topic. If you have a specific question, technical assistance is available by contacting the BB Help Desk at (909) 448-4089 or calling

ULV at (909) 593-0406 extension 4089. You can also email them at [bbhelp@ulv.edu](mailto:bbhelp@ulv.edu) . If you are emailing them about a time sensitive issue, cc me so I know that you tried to complete the quiz on time, for example. The BB helps desk has someone on staff to answer your questions M-Th 8AM – 8PM, F 8AM-6PM, S&S 12noon to 5PM. Each week's quizzes must be taken within two weeks. Two weeks after each quiz is opened it will be made **unavailable** and **if you have not completed a quiz by it's due date your quiz grade will be recorded as zero**. If there is a reason that you cannot complete any of the quizzes a two week time period, discuss this with the teacher via email BEFORE the quiz goes offline. For the quizzes to function well OPEN **BLACKBOARD USING FIREFOX** as your browser. Open a quiz in Blackboard read the question, select your answer, save your answer & click submit when you have finished the quiz.

**Grading:** Weekly online open book quizzes are worth 40% of your grade. Your health topic paper is worth 20%. Your weekly Personal Health Goals Blog is worth 20%. (A portion of your Health Goals blog grade comes from your comments to your classmates on their health goals blog.) Your weekly Activities and Activity Response Blog are together worth 20%. Each week you will complete online quizzes, a blog on your progress on your health goals, comment on classmates health goals blog, complete an activity and submit an entry in the Activity Response Blog. Toward the end of the class you will complete a health topics paper. A family health history is strongly recommended but not required. Project rubrics and due dates will be posted. Course grades will use the standard ULV letter grade equivalencies. Any quizzes or assignments not submitted on or before their due date will receive a grade of zero. (If you have a medical problem that prevents you from turning work in on time, please send me a copy of a note from your doctor c/o Ed. Dept. at ULV.) If you begin this class, but can't complete it you may file for an incomplete. To file for an incomplete go to:

[http://www.ulv.edu/registrar/myulv/fac\\_incomplete\\_contract.phtml](http://www.ulv.edu/registrar/myulv/fac_incomplete_contract.phtml) If you don't drop, withdraw, or file for an incomplete soon after you stop turning in the required work you will receive a failing grade. **In summary:** Each week you will 1) complete an activity and then blog about it in the activity blog, 2) work on your own personal health goals (one physical goal and one non-physical goal) and blog about both as well as responding to the blogs of two of your classmates, 3) complete one or two online open book quizzes that cover material available in BB as well as material from your textbook. In addition you will complete one short research paper (3-4 pages if your writing is concise) on a health topic of your choice.

**Academic Assistance:** The Academic Success Center has tutors available to provide tutoring to the regional campus and online students who need assistance with their writing assignments. ASC can be reached by callint (909) 593-4342. More detailed information regarding online tutoring can be found at this link: <http://sites.laverne.edu/academic-success-center/> For more specific information regarding online writing tutoring please visit: <http://sites.laverne.edu/academic-success-center/online-tutoring-services/> .

**Academic Honesty:** Students are encouraged to help each other to facilitate the learning process. However, there is a clear difference between working together and copying or plagiarism. You should write up, in your own words, any work to be turned in for grading.

When appropriate, correct APA citations should be used. If I detect plagiarism of any type or any form of dishonest behavior during a quiz, I will assign zero points for the assignment/test and may also give you a failing grade in the course. Students who plagiarize may also be referred to the dean of the department for further action. See "Academic Honesty" in the ULV Catalog at [http://www.ulv.edu/catalog/right\\_resp/respons.phtml](http://www.ulv.edu/catalog/right_resp/respons.phtml)