



LILIE, LLC Course Information

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Title of Course (45 hours): Adolescent Health Issues and School Health Policies

Course Description:

This course will focus on various health issues that affect our youth such as mental and emotional health conditions, nutrition and fitness, the childhood obesity epidemic, eating disorders, STD and HIV prevention, tobacco, drug and alcohol experimentation, bullying, teenage pregnancy, vaccines and immunizations, crisis preparedness and emergency response, food allergies and safety, infectious diseases, health disparities, and the corresponding School Health Policies including laws, mandates, regulations, standards, resolutions, and guidelines which provide a foundation for school district practices and procedures. This course will positively impact student achievement through the discussion and implementation of healthy lifestyle practices and effective school health policies.

Overall Course Objective and Expectation(s):

- -Teachers will examine the causes of various adolescent health issues in their students.
- -Teachers will explore the integrative knowledge to diminish the incidence of adolescent health issues in their students.
- -Teachers will gain the capacity to create awareness regarding adolescent health issues in their classroom environments through the content of this course.
- -Teachers will develop insights into identifying adolescent health issues in their students through the identification of at risk behaviors.
- -Teachers will explore various support systems and treatment modalities to help students with adolescent health issues.

Course Instructional Materials:

All courses maintain a fully developed and dynamic webpage that houses all resources, reference material and various other required informational texts, videos and alike that is both active and relevant to course objectives and content. Course web pages are routinely updated to reflect most current research and available readings therefore instructional materials used to teach course objectives are subject to change.

Instructor Consultation and Interaction:

Real time consultation and instruction is provided through the LILIE, LLC discussion boards for each course/classroom on a daily basis.

Suggested Readings *(subject to change)*:

- Braverman PK, Strasburger VC. Office-based adolescent health care: Issues and solutions. *Adolescent Medicine: State of the Art Reviews*. Hanley & Belfus, Inc. Philadelphia , PA , 2007; 8(1): 1-14.
- English A. Changing health care environments and adolescent health care: Legal and policy challenges. *Adolescent Medicine: State of the Art Reviews*. Hanley & Belfus, Inc. Philadelphia ,
- Klein JD, Slap GB, Elster AB, Schonberg SK. Access to health care for adolescents: A position paper of the Society for Adolescent Medicine. *J Adolesc Health Care* 2012; 13: 162.
- Neinstein LS: *Adolescent Health: A Practical Guide*, 4 th Edition, Chapter 3: Woods ER, Neinstein LS: *Office Visit, Interview Techniques and Recommendations to Parents*. Lippicott Williams and Wilkins, Philadelphia , 2012.

Proof of Course Completion:

LILIE, LLC is committed to assuring that enrollees fully participate in and receive the educational benefits contemplated by the course. Enrollees must demonstrate participation by making detailed postings designed to foster dialogue among colleagues and instructors. These enrollee postings must be made four times each week in separate sessions. Enrollees will be required to submit a detailed log documenting at least 45 hours of course work, including discussion board posts, and will be required to apply information and strategies acquired from the course content to weekly classroom instruction. Attempts to falsify logs or discussion board entries will result in denial of credit and a report to the enrollee's employer.



Scope & Sequence/Weekly Topics and Objectives

Week 1

Topic(s):

Mental Health Issues and Policies

- -Depression
- -Psychological distress
- -Mental Illness
- -Bullying/Violence
- -Crisis Preparedness and Response

Objectives:

- To define Adolescent Mental Health Issues
- To assess our own knowledge of Adolescent Mental Health Issues
- To distinguish the various types of Adolescent Mental Health Issues
- To understand the development of mental health issues in children
- To assess our own knowledge of depression in adolescence and the corresponding school health policy
- To distinguish our own knowledge of anxiety in adolescence and the corresponding school health policy
- To assess our own knowledge of bullying and violence in adolescence and the corresponding school health policy
- To assess our own knowledge of crisis preparedness and response and the corresponding school health policy

Impact on Classroom Instruction: Teachers will gain insight of how to define adolescent mental health disorders and learn to distinguish the various types of mental health disorders that may occur among adolescents.

Learner Outcomes:

- As a result of our assignments this week teachers will be able to:
- Identify the various types of mental health disorders.
- Apply the definition of mental health disorders and be able to recognize a mental health disorder in their students. [?]
- Evaluate the development of mental health disorders among adolescents.
- Analyze the influence of the media in initiating mental health disorders.
- Identify the various types of mental health disorders that are associated with adolescence.

Assessment of Understanding and Learning/ Weekly Assignments (including but not limited to posting requirements set forth by LILIE,LLC):

- Post to the discussion board as outlined in the course expectations
- Week #1 Day #1 Introduce self and respond to classmates postings
- Week #1 Day #2 Students will take the mental health disorders quiz and test. Students will assess and report the level of their knowledge of mental health disorders based on the results of the quiz and test. Students will also the following questions based on the mental health disorders assessment scores. Do you feel that your knowledge of mental health disorders is high, low, or average and why? What factors in your life have contributed to your knowledge of mental health disorders and why?
- Week #1 Day #3 Students will read the assigned articles on the definition and causes of anxiety. Students will write in a narrative format the definition and causes of anxiety. Students will read and select at least one peer post and comment.
- Week #1 Day #4 Students will read the assigned articles on the definition and causes of depression. Students will write in a narrative format the definition and causes of depression. Students will read and select at least one peer post and comment.
- Week #1 Day #5 Students will read the assigned articles on the development of mental health disorders. Students will write in a narrative format the various factors that initiate the development of mental health disorder in children. Students will read and select at least one peer post and comment.
- Week #1 Day #6 Students will read the assigned articles on bullying and violence. Students will write and explain the definition, causes, and various types of bullying and violence in a narrative format. Students will select at least one peer post and comment.
- Week #1 Day #7 Students will read the assigned articles on crisis preparedness and response. Students will write and explain a model for school-based crisis preparedness and response in a narrative format. Students will select at least one peer post and comment.



Week II

Topic(s):

- Alcohol/Drug Abuse
- Asthma
- Food safety/allergies
- Nutrition
- Physical Activity/Obesity
- Vaccines and Immunization
- Infectious Disease
- Tobacco

Objectives:

- To define Adolescent Physical Health Issues
- To assess our own knowledge of Adolescent Physical Health Issues
- To distinguish the various types of Adolescent Physical Health Issues
- To understand the development of physical health issues in children
- To assess our own knowledge of juvenile diabetes in adolescence and the corresponding school health policy
- To assess our own knowledge of asthma in adolescence and the corresponding school health policy
- To assess our own knowledge of infectious diseases in adolescence and the corresponding school health policy
- To debate the necessity of vaccinations in childhood and the corresponding school health policy
- To assess our own knowledge of food allergies in adolescence and the corresponding school health policy
- To assess our own knowledge of tobacco experimentation in adolescence and the corresponding school health policy
- To assess our own knowledge of alcohol and drug experimentation in adolescence and the corresponding school health policy
- To assess our own knowledge of nutrition in adolescence and the corresponding school health policy
- To assess our own knowledge of physical fitness and the obesity epidemic and the corresponding school health policy

Impact on Classroom Instruction:

Teachers will gain insight of how to examine the various types of physical health disorders and learn to distinguish the various causes of physical health disorders that may occur

among adolescents. Teachers will also analyze the corresponding school health policy to protect adolescents

Learner Outcomes:

- As a result of our assignments this week teachers will be able to:
- Identify the various causes of physical health disorders.
- Recognize the academic effects of physical health disorders in their students.
- Evaluate the social effects of physical health disorders among adolescents.
- Analyze the corresponding school health policy to protect children.

Assessment of Understanding and Learning/ Weekly Assignments (including but not limited to posting requirements set forth by LILIE,LLC):

Post to the discussion board as outlined in the course expectations

- **Week #2 Day #1:** Students will take the teen health quiz. Students will assess and report the level of their own knowledge of teenage health issues based on the results of the quiz. Students will also answer the following questions based on the mental health assessment scores.
 - Do you feel that your knowledge of teen health issues is high, low, or average and why?
 - What factors in do you feel contributes to health issues in adolescence and why?
- **Week #2 Day #2** Students will read the assigned articles on juvenile diabetes. Students will write in a narrative format the definition, causes and treatment of diabetes type 1 and diabetes type 2. Students will read and select at least one peer post and comment.
- **Week #2 Day #3** Students will read the assigned articles on childhood asthma. Students will write in a narrative format the definition, causes and treatment of childhood asthma. Students will read and select at least one peer post and comment.
- **Week #2 Day #4** Students will read the assigned articles on childhood infectious diseases. Students will discuss in a narrative format the description, causes and treatment of childhood the various childhood infectious diseases. Students will read and select at least one peer post and comment.
- **Week #2 Day #5** Students will read the assigned articles on food allergy and food safety. Students will write in a narrative format the definition, causes, and treatment of food allergy and preventative measures through food safety. Students will read and select at least one peer post and comment.
- **Week #2 Day #6** Students will read the assigned articles on vaccines and immunization. Students will write in a narrative format the definition, types, and debate regarding childhood vaccinations and school. Students will read and select at least one peer post and comment.
- **Week #2 Day #7** Students will read the assigned articles on tobacco and school policy. Students will write in a narrative format the harmful effects of tobacco and the policy for a tobacco free school. Students will read and select at least one peer post and comment.

- **Week #2 Day #8** Students will read the assigned articles on alcohol/drugs and school policy. Students will write in a narrative format the harmful effects of drugs and alcohol, and the policy for a drug free school. Students will read and select at least one peer post and comment.
- **Week #2 Day #9** Students will read the assigned articles on adolescent nutrition and school policy. Students will write in a narrative format the importance of proper nutrition with regard to student learning, and the policy for optimum nutrition in school. Students will read and select at least one peer post and comment.
- **Week #2 Day #10** Students will read the assigned articles on physical fitness/childhood obesity and school policy. Students will write in a narrative format the importance of physical activity with regard to the prevention of childhood obesity, and the policy for incorporating physical fitness in school. Students will read and select at least one peer post and comment.



Week III

Topic(s): Sexual Health Issues and Policies

- -Sexually Transmitted Infections
- -HIV/AIDS
- -Teenage Pregnancy
- -Pregnancy Prevention

Objectives:

- To define Adolescent Sexual Health Issues
- To assess our own knowledge of Adolescent Sexual Health Issues
- To distinguish the various types of Adolescent Sexual Health Issues
- To understand the development of sexual health issues in children

Impact on Classroom Instruction: Teachers will gain insight of how to examine the causes of adolescent sexual health disorders and learn to distinguish the various causes of sexual health disorders that may occur among adolescents. Teachers will also analyze the academic and social effects of sexual health disorders among adolescents.

Learner Outcomes:

- As a result of our assignments this week teachers will be able to:
- Identify the various causes of sexual health disorders.
- Recognize the academic effects of sexual health disorders in their students.
- Evaluate the social effects of sexual health disorders among adolescents.
- Analyze the corresponding school health policy to protect children.

Assessment of Understanding and Learning/ Weekly Assignments (including but not limited to posting requirements set forth by LILIE, LLC):

Week #3 Day #1 Students will take the teen sexual health quiz. Students will assess and report the level of their own knowledge of teenage sexual health issues based on the results of the quiz. Students will also answer the following questions based on the mental health assessment scores.

Do you feel that your knowledge of teen sexual health issues is high, low, or average and why?

What factors in do you feel contributes to sexual health issues in adolescence and why?

Week #3 Day #2 Students will read the assigned articles on puberty, growth, and development and adolescence. Students will write in a narrative format the physical, social, and psychological effects of puberty. Students will read and select at least one peer post and comment.

Week #3 Day #3 Students will read the articles and view the diagrams comparing the male and female anatomy. Students will answer the following questions in a narrative format.

“Why is the male and female reproductive anatomy taught in a high school sexuality program as opposed to the early elementary years when they learn the names of other body parts (arms, legs, stomach, back, etc.)”

“Do you feel that the male and female reproductive organs should be learned in the elementary years? Why or why not?”

“Do you feel that teaching the reproductive anatomy in high school creates a discomfort or taboo feelings regarding issues pertaining to sexuality? Why or why not?”

Week #3 Day #4 Students will read the articles on brain development. Students will write in a narrative format how brain development influences adolescent sexuality and how puberty impacts student learning.

Week #3 Day #5 Students will read the articles on sex education controversies. Students will write and describe in a narrative format the controversies that educators contend with regarding sex education programs.

Week #3 Day #6 Students will read the articles on teens and sexuality. Students will write in a narrative format the various issues that teens encounter regarding human sexuality.

Week #3 Day #7 Students will read the articles on homosexuality and adolescence. Students will answer the following questions in a narrative format.

“Do you feel that homosexuality and alternative life styles should be included in a sex education curriculum? Why or why not?”

“What would you do if a student confided in you that they were struggling with their sexuality? How would you advise them?”

Week #3 Day #8 Students will read the assigned articles on sexually transmitted infections and adolescence. Students will write in a narrative format the types, causes, prevention and treatment of sexually transmitted infections in adolescence. Students will read and select at least one peer post and comment.

Week #3 Day #9 Students will read the assigned articles on HIV/AIDS and adolescence. Students will write in a narrative format the types, causes, prevention and treatment of HIV/AIDS in adolescence. Students will read and select at least one peer post and comment.

Week #3 Day #10 Students will read the articles on the various birth control methods. Students will answer the following questions in a narrative format.

Week #3 Day #11 Students will read the articles on Teen Pregnancy. Students will answer the following questions in a narrative format.

“Do you think that the incidence of teen pregnancy has increased over recent decades? Why or why not?”

“What are the physical, mental, emotional, and social implications of teenage pregnancy?”

“As educators, what can we do to help decrease the incidence of teenage pregnancy?”

“What would you do if a student confided in you that they were pregnant or fathered a child? How would you intervene?”



Week IV

Topic(s):

- Health Disparities, Teacher Resources, Policy Implementation, Film Discussion
- -race or ethnicity
- Gender
- Education or income
- Disability
- Geographic location (e.g., rural or urban)
- Sexual orientation
- -Poverty
- -Environmental threats
- -Inadequate access to health care
- -Individual and behavioral factors
- -Educational inequalities

Objectives:

- To define Health Disparities in Adolescence
- To assess our own knowledge of Adolescent Health Disparities
- To distinguish the role of the teacher in implementing school health policies.
- To discuss the film

Impact on Classroom Instruction:

Teachers will gain insight of how to recognize the signs of health disparities and analyze the various consequences

- that can arise from having a health disparity in adolescence. Participants will consider
- their specific classroom “clientele” and by researching the psychological, social, and mental health factors of
- health disparities they will be able to recognize which patterns help promote effective instruction and which ones take
- away from that experience.

Learner Outcomes:

- As a result of our assignments this week teachers will be able to:
- Identify the various health disparities in adolescence.
- Recognize the academic effects of health disparities in their students
- To distinguish the role of the teacher in implementing school health policies.
- To discuss the film Abstinence in Albuquerque

Assessment of Understanding and Learning/ Weekly Assignments (including but not limited to posting requirements set forth by LILIE,LLC):

- **Week #4 Day #1** Students will take the adolescent health disparity quiz. Students will assess and report the level of their own knowledge of teenage health disparities based on the results of the quizzes. Students will also answer the following questions based on the mental health assessment scores.
 - Do you feel that your knowledge of teen health disparities is high, low, or average and why?
 - What can educators do to assist in the success of the academic success of children with health disparities?
- **Week #4 Day #2** Students will read the assigned articles on the various health disparities in adolescence. Students will write in a narrative format the various health disparities in adolescence and the corresponding school policies. Students will read and select at least one peer post and comment.
- **Week #4 Day #3** Students will read the assigned articles on implementing school health policies. Students will write in a narrative format the steps that are necessary to implement effective school health policies. Students will read and select at least one peer post and comment.
- **Week #4 Day #4** Students will view the film “Abstinence Comes to Albuquerque.” Students will post a 2 page reaction paper regarding the film as it applies to the content of this course. Please consider the following questions in your narrative.
 - What was your reaction to seeing this film?
 - At the end of the film, Sarah’s father, Mr. Rodriguez, says that he thinks education should not be one-sided. Do you agree or disagree with his opinion? Why?
 - Were you surprised to learn about the controversy over teaching an abstinence-only-until-marriage program in the school? Why or why not?
 - There were two groups of students shown in the film: the peer educators who were teaching abstinence in Socorro and the peer educators in Albuquerque who were teaching about contraception. What did you think about the work each group was doing?
 - The New Mexico secretary of health said that they decided to use the abstinence money to teach students in the sixth grade and under. Why do you think they made this decision? Do you think it was a wise decision? Why or why not?
 - In her interview, Leslee Unruh, the director of the Abstinence Clearinghouse, says, “In reality kids are NOT going to have sex?” Do you agree with her? Why or why not?
 - What do you think students in your community need for sexuality education?
 - Students will read and respond to at least 2 other postings.
- **Week #4 Day #5** Students will write a personal reflection narrative. Students will comment on how their perception of adolescent health issues and school health policies has been influenced by what they have learned in this course. Participants will select one peer response and post their comments.