New York University
Steinhardt School of Culture, Education and Human Development
Department of Teaching and Learning
TCHL-UE.1999 & TCHL-GE.2999
Spring 2015


Course Instructors: Joseph P. McDonald, Clifford Cohen, Eric Komoroff and Rosa Pietanza

Course Coordinator: Professor Rosa Pietanza (e-mail: rp1018@nyu.edu)

Course Description:

An introduction to the role and responsibilities of teachers, school administrators, speech pathologists and pupil personnel staff in the coordinated school health program. Includes strategies to prepare prospective educators for addressing mandated health subjects (e.g., recognition and prevention of substance abuse, HIV/AIDS, child abduction; child abuse recognition; safety education, and violence prevention, including fire and arson prevention). Meets NYS Education Department certification requirements for instruction in school violence prevention (2 hours) and identification and reporting of child abuse (2 hours). And fulfills the harassment, bullying, and discrimination prevention and intervention training required for certification/licensure under the Dignity for All Students Act (The Dignity Act). Three of the required six instructional hours will be delivered through face to face instruction.

Access to a school /field site is required and can be arranged upon request.

This course covers all the state mandated health education requirements as follows:

- Means for identifying and reporting suspected child abuse and maltreatment, which shall include at least two clock hours of coursework or training regarding the identification and reporting of suspected child abuse or maltreatment, in accordance with the requirements of section 3004 of the Education Law;

- Means for instructing students for the purpose of preventing child abduction, in accordance with Education Law section 803-a; preventing alcohol, tobacco and other drug abuse, in accordance with Education Law section 804; providing safety education, in accordance with Education Law 806; and providing instruction in fire and arson prevention, in accordance with Education Law section 808; and

- Means for prevention of and intervention in school violence, in accordance with section 3004 of the Education Law. This study shall be composed of at least two clock hours of course work
or training that includes, but is not limited to, study in the warning signs within a developmental and social context that relates to violence and other troubling behaviors in children; the statutes, regulations and policies relating to a safe nonviolent school climate; effective classroom management techniques and other academic supports that promote a nonviolent school climate and enhance learning; the integration of social and problem solving skill development for students within a regular curriculum; intervention techniques designed to address a school violence situation; and how to participate in an effective school/community referral process for students exhibiting violent behavior.

- This coursework will address the social patterns of harassment, bullying and discrimination, marginalization and micro aggressions, including but not limited to those acts based on a person’s actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex as defined in § 11 – Definitions; the identification and mitigation of harassment, bullying and discrimination; and strategies for effectively addressing problems of exclusion, bias and aggression in educational settings. (AMENDMENT TO THE REGULATIONS OF THE COMMISSIONER OF EDUCATION Pursuant to sections 207, 212, 208, 305, 308, 3001, 3004, 3006 and 3009 of the Education Law. Effective July 1, 2013, All registered teacher education programs leading to certification in the classroom teaching service, school service, or administrative and supervisory service shall provide six clock hours, of which at least three hours must be conducted through face-to-face instruction, of coursework or training in the prevention and intervention of harassment, bullying and discrimination.

Course Goals:

1. Prepare caring and socially responsible educators
2. Meet New York State requirements for mandated health subjects in teacher preparation
3. Provide knowledge and skills in health education to education students
4. Create an affirming educational environment for all students through addressing school culture and climate.

Course Objectives: Education students will be able to:

1. Identify and report suspected child abuse and maltreatment (Mandated child abuse identification and reporting– Education Law, section 3004)

2. Integrate instruction aimed at preventing alcohol, tobacco and other drug abuse (Education Law, section 804).

3. Discuss at the appropriate age level, the nature and transmission of HIV and age appropriate strategies to abstain from risk behaviors. (Mandated HIV education/Commissioner’s regulation 107.1)
4. Prevent and intervene in school violence (Mandated SAVE training – Education Law, section 3004)

5. Assess techniques to integrate safety education, including fire and arson prevention as well as child abduction into the K-12 curriculum, as required by NY State Education Law, sections 806 & 808 and Child Abduction Prevention - Education Law, section 803-a

6. Create a safe and supportive learning environment for young people.

As per the NYSED- D.A.S.A. model syllabus dated May 2013, students will:

- Understand the intent components, and operational definitions present in the Dignity Act.
- Develop and enhance awareness and sensitivity to the range of experiences of the specific student populations as named in the Dignity Act.
- Understand how school climate and culture have an impact on student achievement and behavior.
- Understand bullying, harassment and discrimination, including indicators, early warning signs, prevention and intervention and how to interact with families of victims and aggressors.
- Enhance the understanding of diversity and multi-cultural environments and examine personal biases.
- Articulate the Reporting Requirements for Educators as specified in the Dignity Act.

Course Format:

Blended Model: in person sessions with an online component using NYU Classes and other technologies. There are two required in-person sessions (totaling 6 hours), an online Group Assignment, and Open Internet assignments. The Field Based Open Internet Assignments provide questions based on a real life situation that an educator might encounter in a school. By following a series of steps, each question will be completed. Three of the in person hours and three hours of the Online Component will be dedicated to DASA training. (See attachment 2)

Course Requirements:

1. Attend two in-person sessions (six hours) to be scheduled in a full day or half day formats
2. Complete online components (minimum of 9 hours) consisting of an online group assignment and a Field Based and Open Internet assignment.

Course Evaluation:

You will receive an e-mail announcement inviting you to complete a course evaluation form online.
Required Textbook:

Page, R.M. & Page, T.S. (2007). Promoting health and emotional well-being in your classroom. Fourth edition. Sudbury, MA: Jones and Bartlett Publishers. This new edition provides "up-to-date comprehensive coverage of many issues that today's teachers must be prepared to handle. In addition to current information on these critical issues, strategies are included for improving the lives of young people. This text is available at the NYU Book Center. There are also copies on reserve at the Bobst Library.

Listing of required readings, videos, power point presentations are available via the TCHL-UE.1999 & TCHL-GE.2999 NYU Classes Site - Assignment Resources Tab. The list of learning objectives and resources is also attached to this syllabus (see attachment 1).

Grading:

The course is offered on a pass/fail basis.

To receive a Pass grade, all requirements must be met: attendance at in-person sessions (6 hours total) -2 points and satisfactory completion of the following online components:

- A group assignment -2 points (You will view two videos on the topic of bullying and harassment and then –following an assigned protocol- you will engage in online conversations with group members and submit written transcripts of the conversation.
- A Field based and Open Internet assignment -6 points (You will be asked to complete a 9 question assignment that requires you to view videos, read related SED laws, regulations and guidelines, read required course materials and interview site based administrators. Your responses are to be written in essay format (see attached sample).

Point accumulation: 10 points are needed to receive a grade of PASS

A grade of Fail will be given to a student that did not attend Session I and Session II of the in-person sessions, regardless of whether the student completed the online requirements, or attended both in-person sessions but did not satisfactorily complete the online requirements.

Please familiarize yourself with the following:

- Any student attending NYU who needs an accommodation due to a chronic, psychological, visual, mobility and/or learning disability, or is Deaf or Hard of Hearing should register with the Moses Center for Students with Disabilities at 212-998-4980, 240 Greene Street. www.nyu.edu/csd

- Statement on Academic Integrity http://steinhardt.nyu.edu/policies/academic_integrity
• Family Educational Rights and Policy ACT (FERPA)
  https://www.nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/FERPA.html

• NYU Anti-harassment Policy
  http://steinhardt.nyu.edu/policies/ahp

Due dates for the Group Assignment and the Field Based and Open Internet Assignment will be posted on the NYU Classes site.
OVERVIEW OF COURSE TOPICS, LEARNING OBJECTIVES AND RESOURCES ARE LISTED BELOW AND ARE ALSO AVAILABLE VIA THE NYU CLASSES SITE- ASSIGNMENT RESOURCES TAB:

1. Creating a Safe & Supportive Learning Environment for young people (D.A.S.A)

<table>
<thead>
<tr>
<th>Review Learning Objectives</th>
<th>Required and Relevant Resources</th>
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<tbody>
<tr>
<td>By the end of the course, you will be able to:</td>
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<td>Required Resources</td>
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<td>NYSED Dignity Act Presentation (includes the Dignity Act regulations and reporting guidelines)</td>
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<td>5. Enhance the understanding of diversity and multi-cultural environments and examine personal biases.</td>
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<td>7. Explain how educators can create a safe and supportive learning environment in the classroom or during sessions and select educational strategies to foster a safe and supportive learning environment</td>
<td>NYCDOE Chancellor’s Regulation: Student-to-student discrimination, harassment, intimidation, and/or bullying available at: <a href="http://schools.nyc.gov/NR/rdonlyres/68542AE0-CA99-4C8B-A31B-A1E96FEC7633/0/A832.pdf">http://schools.nyc.gov/NR/rdonlyres/68542AE0-CA99-4C8B-A31B-A1E96FEC7633/0/A832.pdf</a></td>
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<td>An Interview with Pedro Noguera on the School Bullying Menace</td>
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<td><a href="http://vimeo.com/23799075">http://vimeo.com/23799075</a></td>
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<td>EVC video entitled “Beyond Bullying” 17 minutes- presented during class session</td>
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<td>Connect with Kids Video: Baby Bullies or Invisible Weapons available at: NYU.ConnectwithKids.com</td>
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<td>NYCDOE Respect for all brochure available at:</td>
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<td><a href="http://schools.nyc.gov/NR/rdonlyres/D5F7F384-2112-47DF-8861-">http://schools.nyc.gov/NR/rdonlyres/D5F7F384-2112-47DF-8861-</a></td>
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<td>67288B18D33E/0/respect_for_all_brochure_English1.pdf</td>
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<td>Collaborative for Academic, Social, and Emotional Learning (CASEL) <a href="http://www.casel.org">www.casel.org</a></td>
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<tr>
<td><strong>Recommended Resources:</strong></td>
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</table>
| **Review Learning Objectives**  
*By the end of the course, you will be able to:* | **Required and Relevant Resources** |
|---|---|
| | NEA website on class management available at:  
Page & Page textbook, Chapters 1 and 2 |
## 2. School Violence Prevention

### Review Learning Objectives

*By the end of the course, you will be able to:*

1. identify components of the SAVE legislation
2. detect early warning signs of potentially violent behavior
3. determine the role of the educator in the referral process
4. assess educational and curricular approaches to assist troubled students and help prevent potential violence (e.g., bullying).
5. formulate appropriate responses for potentially dangerous situations in schools

### Use Relevant Resources

#### Required Resources

- Page & Page textbook, Chapter 8 in fourth edition, Chapter 9 in fifth edition
- *Project SAVE – Safe Schools Against Violence in Education* available at:

- Youth Violence Prevention Resources/ Center for Disease Control and Prevention

- NYCDOE Discipline Code

#### Recommended Resources

- *Early Warning, Timely Response: A Guide to Safe Schools* available at:
  - [http://cecp.air.org/guide/annotated.asp](http://cecp.air.org/guide/annotated.asp)

- Signs & Symptoms of Violence available at website for the National Center for Children Exposed to Violence
  - [http://www.nccev.org/violence/symptoms.html](http://www.nccev.org/violence/symptoms.html)

- National Association for the Education of Young Children (NAEYC) Position on violence [http://naeyc.org in the search bar type position statement on violence](http://naeyc.org)

- National Youth Violence Prevention Resource Center – Educator Resources at: [http://www.vetoviolence.org/stryve/resources.html](http://www.vetoviolence.org/stryve/resources.html)
3. Child Abuse Identification

### Review Learning Objectives

*By the end of the course, you will be able to:*

1. identify physical & behavioral indicators of child abuse and maltreatment, including differentiating physical abuse, neglect, emotional maltreatment, and sexual abuse
2. describe reportable situations of child abuse and maltreatment
3. summarize the actions required of mandated reporters in NYS when child abuse or maltreatment is suspected
4. enumerate ways educators can help to prevent child abuse.

### Use Relevant Resources

#### Required Resources

- Fifth Edition, Chapter 9, pp. 371-381

**Identifying and Reporting Child Abuse and Neglect: Summary Guide for MANDATED REPORTERS in New York State**


#### Recommended Resources


THIS VIDEO IS PASSWORD PROTECTED and the PASSWORD is: steinhardt22
### Review Learning Objectives

*By the end of the course, you will be able to:*

### Use Relevant Resources

The Role of Educators in Preventing and Responding to Child Abuse and Neglect available at:


and  http://www.ocfs.state.ny.us/main/prevention/

National Association for the Education of Young Children/ Where do we stand on Child abuse NAEYC  http://www.naeyc.org/positionstatements  type Child Abuse in the Search Bar
### 4. Substance Abuse Prevention

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<tr>
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<td><strong>By the end of this course, you will be able to:</strong></td>
<td><strong>Required Resources</strong></td>
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<td>If prompted for a password, please type &quot;steinhardt22&quot;</td>
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<td></td>
<td>Resources for teens on Alcohol and Drugs and resources from NIDA (National Institute on Drug Abuse)</td>
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<td><a href="http://www.drugfree.org">www.drugfree.org</a></td>
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<tr>
<td></td>
<td><strong>Recommended Resources</strong></td>
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<td></td>
<td>Youth Violence Prevention Resources/ Center for Disease Control and Prevention <a href="http://www.cdc.gov/ncipc/dvp/yvp/YVP-resources.htm">http://www.cdc.gov/ncipc/dvp/yvp/YVP-resources.htm</a></td>
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<tr>
<td>By the end of this course, you will be able to:</td>
<td>Peer Pressure Prescription drugs <a href="http://articles.nydailynews.com/2012-08-22/news/33326617_1_peer-pressure-prescription-drugs-school-students">http://articles.nydailynews.com/2012-08-22/news/33326617_1_peer-pressure-prescription-drugs-school-students</a></td>
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5. HIV/AIDS Education

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**By the end of this course, you will be able to:**

1. Explain the role of the educator in providing health risk awareness.

2. Enumerate ways educators can help students to abstain from risk behaviors.

3. Explain the role of the educator in providing HIV/AIDS education.

**Required Resources**


**Recommended Resources**

- CDC Guidelines for Effective School Health Education to Prevent the Spread of AIDS available at: [http://www.cdc.gov/mmwr/preview/mmwrhtml/00001751.htm](http://www.cdc.gov/mmwr/preview/mmwrhtml/00001751.htm)

### Review Learning Objectives

**By the end of this course, you will be able to:**

1. explain the role of the educator in creating safe schools and protecting students from harm.

### Use Relevant Resources

**Required Resources**

- Page & Page textbook, Chapters 8, 9 in Fourth Edition, Chapters 9 and 10 in Fifth Edition

- The National Fire Protection Association (NFPA) has produced Risk Watch®, a curriculum that is currently being used in over 500 classrooms in New York State. Risk Watch® is targeted to K-8 students and meets all the requirements of the new legislation. Additional information regarding this curriculum may be located at:
  - [http://www.riskwatch.org](http://www.riskwatch.org)

- Instruction in fire and arson prevention:
  - [http://codes.lp.findlaw.com/nycode/EDN/I/17/808](http://codes.lp.findlaw.com/nycode/EDN/I/17/808)

- Other resources are available at:

- CDC Guidelines for School Health Programs to Prevent Unintentional Injuries and Violence available at:
  - [http://www.cdc.gov/HealthyYouth/injury/guidelines/summary.htm](http://www.cdc.gov/HealthyYouth/injury/guidelines/summary.htm)

- PREPaRE: School Crisis Preparedness, Prevention, and Intervention Training Curriculum at:

- General Response Protocol

Prevention of Child Abduction
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<td>By the end of this course, you will be able to:</td>
<td><a href="http://codes.lp.findlaw.com/nycode/EDN/i/17/803-a">http://codes.lp.findlaw.com/nycode/EDN/i/17/803-a</a></td>
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**Recommended Resources**


