

placed on the value of a competent, compassionate, cooperative, and committed leader in a school setting.

PREREQUISITES: HED 100 or HED 170

CREDIT HOURS: 3

METHODS OF INSTRUCTION: A variety of instructional techniques are used in this course, including but not limited to lecture, demonstration and small and large discussions.

COURSE OBJECTIVES: Students will be able to:

1. identify factors that support the need for health education in the school curriculum.
2. describe the roles of the family, community, and school in educating youth about health.
3. discuss the interrelationship of school health instruction with the total school program.
4. apply the concepts of learning and teaching to planning and organizing a course of instruction.
5. demonstrate effective teaching strategies in the delivery of unit and lesson plans.
6. assess the effectiveness of classroom management strategies.
7. evaluate the use of assessment techniques used in health education programs.

Course Guidelines: To ensure your success in this course, the following guidelines should be read regularly and followed throughout the course.

1. **Attendance and Punctuality** A schedule of in-class meetings and assignments will be provided by the instructor. Unexcused absences will result in a loss of 5 points per absence.
2. **Written Work** must be typed and turned in on time. Late work without teacher approval or official written excuse will receive a maximum of a "C+" grade.
3. **Make up tests are not given.**
4. Proper academic attire (dress) and professional conduct are expected of all students in the classroom and in the use of the computer and other technology resources (Internet). NSU's Honor System policies apply to all work done in this course. Refer to the NSU Student Handbook.

5. All cell phones and pagers are to be turned off (or put on 'vibrate') during the class session. Consideration and courtesy to the instructor and other students needs to be maintained.
6. (Punctual) Attendance is required for all scheduled classes and is a part of the course evaluation. Refer to the Evaluation scale on p. 6. (Minus 10 points per unexcused absence.) Class notes should be dated to serve as evidence of class attendance. More than five unexcused absences will result in course failure.
7. In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans With Disabilities Act (ADA) of 1990, if you have a disability or think you have a disability, we ask that you please contact the Supporting Students through Disability Services (SSDS) office.
Location: Lyman B. Brooks Library/Room 240
Contact Person: Marian Shepherd - Coordinator SSDS
Telephone: 757/823-2014 Email: mshepherd@nsu.edu
8. A variety of services are available on campus at the Counseling Center for currently enrolled students such as crisis intervention and individual and group counseling.
Location: Mills E. Godwin Center -- Room 309
Hours of Operation: 8:00 AM – 5:00 PM, M-F
Telephone: 757/823-8173
9. **ACCESS** office serves as an advocate for students and provides academic support services to all students. They emphasize academic advising which involves selecting courses, strengthening basic skills, reinforcing classroom instruction, and enhancing overall student academic, personal, and career development. They can be reached at 757/823-8507.

Course Design

The course is designed as a competency-based module with nine units. Each unit addresses a competency that the student must meet. Each competency requires the student to complete specifically designed learning activities that will lead to the attainment of each unit's competency. Competencies are evaluated by post-assessment activities assigned to each unit. Reference materials are listed to assist the student in completing the learning activities. Learning activities are to be completed prior to class meetings. Learning activities and handout materials are to be kept in a loose leaf notebook.

Unit Design: Each unit will consist of the following parts:

- A. **Introduction** - to include the scope and significance of the module.

- B. **Operational Instructions** - specific instructions relating to the completion of learning activities and in the utilization of resources and references.
- C. **Post Assessment Activities** - includes major assignments/projects, unit examinations and designated learning activities.
- D. **Suggested Resources** - Text, Teacher-provided materials

Terminal Competency Upon completion of this course, you will have acquired the knowledge, skills, and professional practices in the teaching of school health education courses. Successful accomplishment of this competency will be determined by the achievement of a grade of at least 74% on the post assessment activities.

Operational Design: The course consists of nine (9) units, each of which will guide your study in the following topics:

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|---|---|
| 1 | The Need for and Support of Health Education in the Schools and the Roles of the Family, School, and Community in the Health Education of Children and Youth. |
| 2 | The School Health Program: Structure and Interrelationship (Comprehensive School Health Education) |
| 3 | Professional Behavior: Relationships in School - Student/Teacher; Teacher - Teacher; Parent - Teacher |
| 4 | Classroom Management Skills |
| 5 | Concepts of Learning and Teaching |
| 6 | Curriculum Planning and Organization |
| 7 | Teaching Strategies |
| 8 | Lesson Planning: Traditional; Alternative, and Technological |
| 9 | Test Construction & Other Assessment Techniques |

Evaluation and Grading

The evaluation for each module will be based upon the completion of post-assessment activities to include assignments, projects, learning activities, and examinations. Class participation in learning tasks will be evaluated and weighed in proportion to all other activities. Generally the following criteria will be used in grading, although it is subject to vary.

| | |
|---------------------|------------------|
| Assignments | 400 points |
| Examinations | 400 points |
| Class Participation | <u>50 points</u> |
| | 850 points |

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|------------------------------|---------|----|---------|----|
| <u>Grading Scale:</u> | 825-850 | A | 699-675 | C |
| | 824-800 | A- | 674-650 | C- |
| | 799-775 | B+ | 649-625 | D+ |
| | 774-750 | B | 624-600 | D |
| | 749-725 | B- | 599-575 | D- |
| | 724-700 | C+ | <574 | F |

The instructor reserves the right to revise the grading criteria as appropriate and will make reasonable attempts to notify students as time permits.

Assignments

In order to receive full credit, a hard copy of assignments must be turned in at the beginning of class time on the date they are due. Assignments not turned in on the due date at the beginning of class time will have ten points deducted and an additional ten points will be deducted each day they are late. Three days after the due date, assignments will be worth no points. All assignments will be graded on content, writing mechanics, and aesthetic value.

1. *Health Education Teacher Job Posting, Cover Letter and Resume* **or** *Graduate School Application, Cover Letter and Curriculum Vitae (50 points)*. Locate and turn in a job posting (or grad school application) for a health education position that you would be interested in applying for. Following the guidelines of your chosen institution, type a cover letter expressing your interest in the position and your qualifications (1 page, single spaced). Type a professional resume (or Curriculum Vitae) 1-2 pages, single spaced). **Due: September 28, 2006.**
2. **Bulletin Board Project (50 points)**. Students will be assigned a classroom to create a bulletin board on a school health issue. Follow the Bulletin Board Tips that will be provided by the professor. **Due: October 19, 2006**
3. **Professional Organization (50 points)**. On the internet, research several professional health organizations and select one that is of most interest to you. Summarize the goals and mission of the organization, organizational structure, how you can benefit from the organization and with which functions you can become more involved. Submit a brief written summary (2-3 pages) and present the information to the class. (3-5 minutes). **Due: October 24, 2006.**

4. Childhood Illness Paper (50 points). Identify any one illness or health condition that is of interest to you and prevalent in school-age children, with the exception of HIV/AIDS and asthma. Ideas include, but not limited to the following:

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|-----------------|--------------------|
| Tuberculosis | Cerebral Palsy |
| ADHD | Mumps |
| Cancer | Hepatitis |
| Cystic Fibrosis | Arthritis |
| Diabetes | Lice |
| Epilepsy | Muscular Dystrophy |
| Obesity | Sickle Cell Anemia |

Write a one or two page summary, using the format below. Feel free to use phrases, or bullets. The report needs to be typed. It should be single-spaced between lines and double spaced between sections.

***Format:** Title, brief description, Means of Transmission, Means of Prevention, Forms of Treatment, Implications for teachers (prevention, instructional methodologies, classroom environment, curriculum adaptations) References.*

Due: October 31, 2006

5. Health Education Resource Packet (100 points). You will develop a health education resource packet for one grade level of your choice. The format and packaging of the curriculum is up to you. Each resource packet will contain the following: a.) title page, b) a list of **3** suggested activities parents can do at home to support and reinforce what is being taught in school, c) a list of resources for teachers which includes the following:

- 3 health-related web sites that can be used by students and or teacher, including a brief description of each
- 2 local community health agencies/organizations that provide appropriate health related services for school children and their families, including a brief description of each
- 3 books related to children's health, including a brief description of each, title, author, publisher, and ISBN number.

Due: November 9, 2006

6. Final Project (100 points). Create your own teaching strategy using the format in the text. Include at least one Teaching Master that is a review of health content. Include a Student

Master that requires students to follow the steps to master one of the National Health Education Standards (refer to the boxes in Appendix A that focus on the National Health Education Standards at different grade levels). **Due: November (TBD)**

IMPORTANT DATES TO REMEMBER

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| Last Day to Drop Course for a 100% Refund | Friday, August 25 |
| Last Day for Late Registration/Adding Courses or Declaring Audit | Friday, August 25 |
| Last Day to Drop Course for 50% Refund | Thursday, August 31 |
| Labor Day Holiday (No Classes) | Monday, September 4 |
| Fall Convocation | Thursday, September 7 |
| Last Day to Drop a Course | Friday, October 13 |
| Registration for spring begins | Monday, October 23 |
| Exit Examination of Writing Competency | Saturday, October 28 |
| Thanksgiving Break | Thursday, November 23 |
| Classes Resume | Monday, November 27 |
| Classes End | Friday, December 1 |

Tentative Class Schedule

| Date | Topic | Reading | Assignment |
|--------------|---|--|------------|
| 8-22 8-24 | Introductions: Course and Student --Course Introduction & Get Acquainted Activity --Course Outline Review --Blackboard Training | Chapter 1 | |
| 8-29 8-31 | Comprehensive School Health Education Health in the Classroom Why Teach Health? | Chapter 1 Chapter 2 | |
| 9-05 9-07 | Ethics in Health Education A Healthful and Safe School Environment Reporting Abuse | Chapter 3 | |
| 9-12 9-14 | A Healthful and Safe School Environment Reporting Abuse Comprehensive School Health Curriculum Instructional Strategies and Technologies | Chapter 3 Chapter 4 Chapter 5 | |
| 9-19 | Test # 1 | | |
| 9-21 | Mental & Emotional Health Overview of Learning and Behavioral Theories Developing Unit Plan/Lesson Plans | Chapter 6 | |
| 9-26 | Developing Unit Plan/Lesson Plans Family & Social Health | Chapter 7 | |
| 9-28 | Growth & Development | Chapter 8 | |

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| 10-3 | Nutrition | Chapter 9 | |
| 10-5 | Test # 2 | | |
| 10-10 | Personal Health & Physical Activity | Chapter 10 | |
| 10-12 | Alcohol, Tobacco & Other Drugs | Chapter 11 | |
| 10-17 | Communicable & Chronic Diseases Sexuality Education Values Clarification | Chapter 12 | |
| 10-19 | Consumer & Community Health Environmental Health | Chapter 13 Chapter 14 | |
| 10-24 | Injury Prevention & Safety | Chapter 15 | |
| 10-26 | Test # 3 | | |
| 10-31 | Classroom Management | | |
| 11-02 | Teaching Strategies | Chapter 16 | |
| 11-07 | Teaching Strategies | | |
| 11-09 | Student Presentation (Lesson Plan) | | |
| 11-14 | Student Presentation (Lesson Plan) | | |
| 11-16 | Student Presentation (Lesson Plan) | | |
| 11-21 | Bulletin Board Presentations | | |
| 11-28 | Bulletin Board Presentations | | |
| 11-30 | | | |
| 12-07 | Final Examination | | |

This schedule is subject to change at the discretion of the instructor or depending on the progress of the class.