

PHED 4500**PERSONAL AND COMMUNITY HEALTH ISSUES**

Semester Hours: 3

Semester:

Instructor:

Office Location:

Office Hours:

Telephone:

E-mail:

Fax:

COURSE DESCRIPTION:

Prerequisite: Admission to Teacher Education

This course focuses on the behavioral, social, economic and community factors that influence health. Students examine the influences of the family, school, and culture on a child's health and well-being. Emphasis is on current family health issues, relationships, communication, safety, consumer health, social-emotional needs, and gender issues. The course includes teaching strategies, directed field observation, and peer teaching.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at the University of West Georgia forms the basis on which programs, courses, experiences, and outcomes are created. By incorporating the theme "Developing Educators for School Improvement", the College assumes responsibility for preparing educators who can positively influence school improvement through altering classrooms, schools, and school systems (transformational systemic change). Ten descriptors (decision makers, leaders, lifelong learners, adaptive, collaborative, culturally sensitive, empathetic, knowledgeable, proactive, and reflective) are integral components of the conceptual framework and provide the basis for developing educators who are prepared to improve schools through strategic change. National principles (INTASC), propositions (NBPTS), and standards (Learned Societies) are also incorporated as criteria against which candidates are measured.

The mission of the College of Education is to develop educators who are prepared to function effectively in diverse educational settings with competencies that are instrumental to planning, implementing, assessing, and re-evaluating existing or proposed practices. This course's objectives are related directly to the conceptual framework and appropriate descriptors, principles or

propositions, and Learned Society standards are identified for each objective. Class activities and assessments that align with course objectives, course content, and the conceptual framework are identified in a separate section of the course syllabus.

COURSE OBJECTIVES

Students will:

1. assess leading causes of morbidity and mortality in the U.S., comparing life expectancy among major racial and ethnic groups
(*decision making, proactive, knowledgeable, reflective*)
(Gilbert, 2000; Jenkins, 2003; McKenzie, Ringer, & Kotechi, 2008);
2. analyze selected demographic, environmental, and behavioral influences on community health
(*knowledgeable, reflective*)
(Gilbert, 2000; McKenzie, Ringer, & Kotechi, 2008);
3. assess the role of poverty and socioeconomic status with regard to availability and accessibility of health care
(*decision making, proactive, knowledgeable, reflective*)
(Gilbert, 2000; McKenzie, Ringer, & Kotechi, 2008);
4. analyze current health issues and the role of gender in disease susceptibility, health status, and availability of services
(*decision making, knowledgeable, proactive, reflective*)
(Kollander, Ballard, & Chandler, 2008; McKenzie, Ringer, & Kotechi, 2008);
5. describe the current U.S. health care system and identify problems with access and affordability
(*decision making, knowledgeable, proactive, reflective*)
(McKenzie, Ringer, & Kotechi, 2008);
6. examine consumer health issues including evaluation of health-related information, health care agencies, and organizations
(*knowledgeable, reflective*)
(McKenzie, Ringer, & Kotechi, 2008);
7. determine the role of the individual in community health and wellness
(*knowledgeable, reflective*)
(McKenzie, Ringer, & Kotechi, 2008);
8. describe how the role of the family influences susceptibility to risky behaviors
(*knowledgeable, reflective*)
(McKenzie, Ringer, & Kotechi, 2008);
9. discuss the effect of health and safety risk behaviors on school-aged children
(*decision making, proactive, knowledgeable, reflective*)
(Hyman, 2003);

10. describe mental health issues related to stress, depression, and suicide in school-age children
(*decision making, lifelong learning, knowledgeable, proactive, reflective*)
(Hyman, 2003);
11. describe theory and practice for teaching decision-making, problem-solving, and values clarification skills in relation to health behaviors
(*decision making, lifelong learning, knowledgeable, proactive, reflective*)
(Gilbert, 2000; McKenzie, Ringer, & Kotechi, 2008);
12. observe the teaching of health in a variety of learning environments
(*lifelong learning, knowledgeable, reflective*)
(Gilbert, 2000);
13. develop and refine teaching skills using classroom-based instruction
(*decision making, lifelong learning, knowledgeable, proactive, reflective*)
(Rink, 2006); and
14. reflect on initial experiences as a practitioner of health education
(*lifelong learning, knowledgeable, reflective*)
(Gilbert, 2000).

TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES

Required Texts

McKenzie, J. F., Ringer, R. R., & Kotechi, J. E. (2008). *An introduction to community health*. Sudbury, MA: Jones & Bartlett.

References

Gilbert, G. G., & Sawyer, R. G. (2000). *Health education: Creating strategies for school and community health* (2nd ed.). Sudbury, MA: Jones & Bartlett.

Hyman, B. (2003). *Current issues in child and adolescent health*. Dubuque, IA: Kendall/Hunt.

Jenkins, S. K. (2003). *African American health disparities: Obesity, stress, and your health*. New York: McGraw-Hill.

Kollander, C. A., Ballard, D. R., & Chandler, C. K. (2008). *Contemporary women's health*. New York: McGraw-Hill.

Rink, J. E. (2006). *Teaching physical education for learning* (5th ed.). New York: McGraw Hill.

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

Link to Conceptual Framework: The focus of this course is on examining the relationship of the child, family, and school on the child's health and well-being. The primary goals are as follows: 1) Develop an awareness of current family health issues; 2) Develop a knowledge base of health concerns effecting school-aged children, adolescents, and adults; and 3) Observe classroom practices and develop learning activities for school aged children. At the completion of this course, students will have demonstrated achievement in the areas of *decision making*: choosing a specific lifetime health concern and data collection strategies (**Assignments 2 and 3**), *lifelong learning*: studying the effectiveness of practices and acquiring knowledge, ideas, and philosophies from professionals (**Assignments 3 and 4**), *knowledgeable*: drawing on content and professional knowledge (**All Assignments**), being *proactive*: implementing new ideas (**Assignments 2 and 3**), and *reflective*: engaging in ongoing, continuous reflection of the primary principles and philosophies of health education (**All Assignments**).

Assignments

1. **Exams (100 points each)**

Students will take a mid-term and final exam that will cover assigned readings, student presentations, and in-class discussion. Exams will contain multiple choice, short answer, and essay items.

Course objectives: 1-11

2. **Topic Presentation (50 points)**

Each student will be responsible for making a presentation (10-15 minutes) on a personal or community health-related current event and facilitating a class discussion on the topic. Of primary importance is the discussion that takes place. Students should demonstrate effective questioning skills in the way they develop questions, respond to students, and pace the discussion.

Course objectives: 1, 3, 4, 5, 9, 10, 13

3. **In-Class Activities (5 points each)**

There will be ten in-class assignments due throughout the semester. These activities require class attendance on the day of the activity and cannot be made up.

Course objectives: 10, 11, 13

4. **Observations (10 points each)**

Students will observe health lessons taught in two different health education settings. On each occasion, students are required to complete an observation form (provided by course instructor) and to prepare a two page paper on their reactions/experiences responding to the prompts provided. In addition, students should be prepared to discuss their observations and experiences during class.

Course objectives: 12, 14

GRADING POLICY

A = 90-100%	288-320 points
B = 80-89%	356-287 points
C = 70-79%	224-255 points
D = 60-69%;	192-223 points
F = 69% or less	below 192 points

CLASS POLICIES

Attendance

Students are expected to attend and fully participate in all class meetings, arrive on time and remain until the discussion for that class period is complete. Absences will be excused with appropriate written documentation for the following reasons:

- a. Death or major illness in a student's immediate family;
- b. Participation in legal proceedings or administrative procedures that require a student's presence;
- c. Religious holy day;
- d. Illness that is too severe or contagious for the student to attend class (as determined by a physician);
- e. Required participation in military duties;
- f. Mandatory admission interviews for professional or graduate school which cannot be rescheduled; or
- g. Official representation of the University of West Georgia (athletic team, debate team, etc.).

E-mail

University of West Georgia students are provided a MyUWG e-mail account. The University considers this account to be an official means of communication between the University and the student. The purpose of the official use of the student e-mail account is to provide an effective means of communicating important University related information to UWG students in a timely manner. It is the student's responsibility to check his or her email.

Professional Disposition

The student is expected to demonstrate professional dispositions in all courses, field experiences, and other settings in which the student represents the university. Professional dispositions include but are not limited to attitude, dress, language, collegiality, preparedness, and punctuality. Professional disposition assessments are a significant part of the student's permanent file and will be used to determine the student's progress and continuation in the program. In addition, disposition assessments will help determine whether a student is ready to enter the internship experience.

All students seeking teaching certification through the Department of Physical Education and Recreation will be reviewed by all instructional faculty members during the thirteenth (13th) week of fall and spring semesters regarding their professional dispositions. Additional reviews will be conducted as needed. This holistic evaluation will determine students' continuation in the certification program.

Foliotek

This course will require students to save course assignments. The course assignments will be uploaded to the student's electronic portfolio (Foliotek).

Work Credit

No material prepared to meet requirements in one course may be used to fulfill the requirements in another course without prior permission of the instructor.

Americans with Disabilities Statement (ADA)

The ADA is a federal anti-discrimination statute that provides comprehensive civil rights for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of his/her disabilities. If you believe you have a disability requiring an accommodation, please contact the Disability Services Office in Room 272 of the Student Development Center located in Parker Hall. The phone number is (678) 839-6428, and the fax number is (678) 839-6429.

Academic Integrity and Honor Code Pledge

At the University of West Georgia we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the honor code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrication, aid of academic dishonesty, lying, bribery, or threats, and stealing.

Pledge:

Having read the Honor Code for UWG, I understand and accept my responsibility to uphold the values and beliefs described and to conduct myself in a manner that will reflect the values of the institution in such a way as to respect the rights of all UWG community members. As a West Georgia student, I will represent myself truthfully and complete all academic assignments honestly. I understand that if I violate this code, I will accept the penalties imposed, should I be found guilty of violations through processes due me as a university community member. These penalties may include expulsion from the University. I also recognize that my responsibility includes willingness to confront members of the University community if I feel there has been a violation of the Honor Code.

**If plagiarism or another act of academic dishonesty occurs, a grade of zero will be given for the course assignment and, if further actions are warranted, the misconduct will be dealt with in accordance with the academic misconduct policy as stated in *The Student Handbook*, the *Undergraduate Catalog* and *Graduate Catalog*.

CLASS OUTLINE

Week	Topic
1	Course Introduction Syllabus Overview
2	Healthy People 2010 Disease, Injury and Death in the U.S.
3	Disease, Injury and Death in the U.S.
4	Health Needs, Issues, and Differences of Children, Adolescents and Adults
5	Health Needs, Issues, and Differences of Children, Adolescents and Adults
6	Health Needs and Issues of Minorities and Underserved Populations
7	Family Health Issues, Communication and Relationships
8	Mid Term Exam
9	Decision Making
10	Values Clarification Topic Presentations
11	Problem Solving Topic Presentations
12	Safety
13	U.S. Health Care System
14	Consumer Health Topic Presentations
15	Mental Health
16	Final Exam