

**PHED 4501****CONTEMPORARY HEALTH ISSUES**

Semester Hours: 3

Semester:

Instructor:

Office Location:

Office Hours:

Telephone:

E-mail:

Fax:

**COURSE DESCRIPTION:**

Prerequisite: Admission to Teacher Education; PHED 4500

This course focuses on current issues in disease prevention and health promotion. Topics include health-related fitness; obesity, nutrition, and dieting; chronic and communicable diseases (i.e., diabetes, cardiovascular disease, etc.); and environmental health. This course includes teaching strategies, directed field observation, and practical teaching experience in school and/or community settings.

**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. list and discuss the six preventable health behaviors targeted for priority programming and educational intervention  
(*Decision Makers; Leaders; Lifelong Learners; Adaptive; Knowledgeable; Reflective*)  
(Anspaugh & Ezell, 2007; Telljohann, Symons, & Pateman, 2007);
2. identify and discuss factors that contribute to a healthful school environment  
(*Decision Makers; Lifelong Learners; Knowledgeable*)  
(Anspaugh & Ezell, 2007; Telljohann, Symons, & Pateman, 2007);
3. analyze and outline the differences in intentional and unintentional injuries pertinent to school-aged children  
(*Decision Makers; Leaders; Lifelong Learners; Adaptive; Knowledgeable; Reflective*)  
(Anspaugh & Ezell, 2007; Hyman, 2003; Page & Page, 2007; Telljohann, Symons, & Pateman, 2007);
4. identify the etiology and treatment options for common chronic and communicable diseases  
(*Decision Makers; Leaders; Lifelong Learners; Adaptive; Knowledgeable; Reflective*)  
(Anspaugh & Ezell, 2007; Page & Page, 2007; Telljohann, Symons, & Pateman, 2007; Thomas & Kotechi, 2007);
5. describe the prevention and control of the major chronic and communicable diseases contributing to premature death and disability in the United States  
(*Decision Makers; Leaders; Lifelong Learners; Adaptive; Knowledgeable; Reflective*)  
(Anspaugh & Ezell, 2007; Page & Page, 2007; Telljohann, Symons, & Pateman, 2007; Thomas & Kotechi, 2007);
6. discuss the effect of the environment upon the health of individuals and ways individuals may promote a healthful environment  
(*Decision Makers; Leaders; Lifelong Learners; Adaptive; Knowledgeable; Reflective*)  
(Anspaugh & Ezell, 2007; Hilgenkamp, 2006; Telljohann, Symons, & Pateman, 2007);
7. identify and analyze multiple factors influencing dietary practices (economic, cultural, psychological, social) including dietary disorders  
(*Decision Makers; Leaders; Lifelong Learners; Adaptive; Knowledgeable; Reflective*)  
(Anspaugh & Ezell, 2007; Page & Page, 2007; Telljohann, Symons, & Pateman, 2007; Thomas & Kotechi, 2007);

8. apply knowledge of basic nutrition to the optimal growth and development of school-aged children  
(*Decision Makers; Leaders; Lifelong Learners; Adaptive; Knowledgeable; Reflective*)  
(Anspaugh & Ezell, 2007; Page & Page, 2007; Telljohann, Symons, & Pateman, 2007; Thomas & Kotechi, 2007);
9. describe the physiological, psychological, and sociological benefits of physical fitness for school-aged children  
(*Decision Makers; Leaders; Lifelong Learners; Adaptive; Knowledgeable; Reflective*)  
(Anspaugh & Ezell, 2007; Page & Page, 2007; Telljohann, Symons, & Pateman, 2007; Thomas & Kotechi, 2007);
10. examine the principles and describe the components of health-related fitness  
(*Decision Makers; Leaders; Lifelong Learners; Adaptive; Knowledgeable; Reflective*)  
(Anspaugh & Ezell, 2007; Page & Page, 2007; Telljohann, Symons, & Pateman, 2007; Thomas & Kotechi, 2007);
11. observe the teaching of health in a variety of learning environments  
(*Decision Makers; Leaders; Lifelong Learners; Adaptive; Culturally Sensitive; Knowledgeable; Proactive; Reflective*)  
(Anspaugh & Ezell, 2007; Page & Page, 2007; Telljohann, Symons, & Pateman, 2007);
12. reflect on initial experiences as a practitioner of health education  
(*Decision Makers; Leaders; Lifelong Learners; Adaptive; Culturally Sensitive; Knowledgeable; Proactive; Reflective*)  
(Anspaugh & Ezell, 2007; Page & Page, 2007; Telljohann, Symons, & Pateman, 2007; Thomas & Kotechi, 2007); and
13. develop and refine teaching skills using classroom-based instruction  
(*Decision Makers; Leaders; Lifelong Learners; Adaptive; Culturally Sensitive; Knowledgeable; Proactive; Reflective*)  
(Anspaugh & Ezell, 2007; Page & Page, 2007; Telljohann, Symons, & Pateman, 2007).

## **TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES**

### **Required Texts**

Thomas, D. Q., & Kotechi, J. E. (2007). *Physical activity & health: An interactive approach*. Sudbury, MA: Jones and Bartlett.

### **References**

Anspaugh, D. J., & Ezell, G. (2007). *Teaching today's health*. San Francisco: Pearson/Benjamin Cummings.

Hilgenkamp, K. (2006). *Environmental health: Ecological perspectives*. Sudbury, MA: Jones Bartlett.

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

Page, R. M., & Page, T. S. (2007). *Promoting health and emotional well-being in your classroom*. Sudbury, MA: Jones Bartlett.

Telljohann, S. K., Symons, C. W., & Pateman, B. (2007). *Health education: Elementary and middle school applications*. New York: McGraw-Hill.

### **Internet Resources**

Center for Disease Control and Prevention <http://www.cdc.gov/HealthyYouth/index.htm>.

### **ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICY**

**Link to Conceptual Framework:** The focus of this course is on examining current health issues and concepts of disease prevention and health promotion. The primary goals are as follows: 1) Develop an awareness of the main current health issues effecting school-aged children; 2) Develop a knowledge base of the main health concerns (i.e., cardiovascular disease, diabetes, obesity, etc.) 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 topic and instructional strategies (**All Assignments**), *leadership*: taking responsibility for ongoing inquiry and presenting current knowledge to fellow classmates. (**Assignments 2, 3, 4**), *lifelong learning*: studying the effectiveness of practices and acquiring knowledge, ideas, and philosophies from professionals (**All Assignments**), being *adaptive*: implementing educational practices and modifying practices when necessary (**Assignments 2, 3, 4**), *cultural sensitivity*: adapting educational practices to meet the needs of diverse students (**Assignments 3, 4**), *knowledgeable*: drawing on pedagogical, content and professional knowledge (**All Assignments**), being *proactive*: implementing new methods and strategies (**Assignments 3, 4**) and *reflective*: engaging in ongoing, continuous reflection of the primary principles and philosophies of health education (**Assignments 2, 3, 4**)

### **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: 1-10

2. **In-Class Activities (10 points each)**

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

Course objectives: 1, 3-10, 12, 13

3. **Health Fair (100 points)**

Students will conduct a health fair with the pre-K students at the UWG Child Development Center. Students will be in groups of 2-3 and will create a poster on a health topic of their choosing appropriate to the audience and approved by the instructor. In addition to the poster, there must be a learning activity for the children to take part in while learning about the topic the day of the fair.

Course objectives: 11, 12, 13

4. **Teaching Experience**

- Lesson Plan (30 points each) Students will be responsible for planning and effectively delivering four health lessons to elementary or middle school students. An emphasis will be on using a variety of instructional aids and methods. Students will submit one lesson plan for each teaching experience. Each teaching experience must be video-taped.

Course objectives: 11, 12, 13

- Reflections (10 points each) Students will complete a 2-4 page reflection on each teaching experience. Guiding questions for each reflection will be provided to the students before each teach.

Course objective: 12

## GRADING POLICY

A = 90-100%	504-560 points
B = 80-89%	448-503 points
C = 70-79%	392-447 points
D = 60-69%	336-391 points
F = 69% or less	below 336 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**

<b>Week</b>	<b>Topic</b>
<b>1</b>	Syllabus, Overview, Course Introduction
<b>2</b>	Disease, Injury and Mortality in the U.S.
<b>3</b>	Health-Related Fitness and Health Connection
<b>4</b>	Heart of Physical Activity: Cardiovascular Disease
<b>5</b>	Cardiovascular Disease
<b>6</b>	Cancer
<b>7</b>	Diabetes
<b>8</b>	Mid-Term Exam
<b>9</b>	Nutrition
<b>10</b>	Nutrition
<b>11</b>	Nutrition Fads and Consumerism
<b>12</b>	Obesity and Weight Management
<b>13</b>	Osteoporosis
<b>14</b>	Environmental Health
<b>15</b>	Health Fair
<b>16</b>	Final Exam