

PHED 4502**SCHOOL HEALTH EDUCATION**

Semester Hours: 3

Semester:

Instructor:

Office Location:

Office Hours:

Telephone:

E-mail:

Fax:

COURSE DESCRIPTION:

Prerequisite: Admission to Teacher Education; PHED 4501

This course focuses on current school health education topics. Topics include alcohol, tobacco, and drug education; human sexuality; HIV/AIDS; sexually transmitted infections; and school violence. The focus is on qualities of effective curricula, content standards, instructional strategies, and lesson and unit plan preparation for classroom-based instruction. Students observe, develop, and implement developmentally appropriate instructional strategies in public schools and in other community group 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. compare and contrast health concerns and risky behaviors of elementary, middle, and secondary school children
(*Decision Makers; Leaders; Lifelong Learners; Knowledgeable; Proactive; Reflective*)
(Anspaugh & Ezell, 2007; Meeks, Heit, & Page, 2009; Telljohann, Symons, & Pateman, 2007);
2. analyze the components of a coordinated school health program
(*Decision Makers; Lifelong Learners; Knowledgeable; Reflective*)
(Anspaugh & Ezell, 2007; Meeks, Heit, & Page, 2009; Telljohann, Symons, & Pateman, 2007);
3. evaluate the need for comprehensive school health education
(*Decision Makers; Leaders; Lifelong Learners; Knowledgeable; Proactive; Reflective*)
(Anspaugh & Ezell, 2007; Meeks, Heit, & Page, 2009; Page & Page, 2007; Telljohann, Symons, & Pateman, 2007);
4. discuss the health status of school-aged children with regard to morbidity and mortality of youth (i.e., obesity, sexually transmitted diseases, drug use)
(*Decision Makers; Leaders; Lifelong Learners; Knowledgeable; Proactive; Reflective*)
(Anspaugh & Ezell, 2007; Hyman, 2003; Meeks, Heit, & Page, 2009; Page & Page, 2007; Stine, 2009; Telljohann, Symons, & Pateman, 2007);
5. identify the components of a sexuality education unit within a coordinated school health program
(*Decision Makers; Leaders; Lifelong Learners; Knowledgeable; Proactive; Reflective*)
(Anspaugh & Ezell, 2007; Bruess & Greenberg, 2008; Meeks, Heit, & Page, 2009; Page & Page, 2007; Telljohann, Symons, & Pateman, 2007);
6. identify causes, symptoms, and prevention methods for common sexually transmitted infections (STIs)
(*Decision Makers; Leaders; Lifelong Learners; Knowledgeable; Proactive; Reflective*)
(Anspaugh & Ezell, 2007; Bruess & Greenberg, 2008; Meeks, Heit, & Page, 2009; Page & Page, 2007; Stine, 2009; Telljohann, Symons, & Pateman, 2007);
7. identify psychoactive substances in terms of their use, abuse, and effect on individuals
(*Decision Makers; Leaders; Lifelong Learners; Knowledgeable; Proactive; Reflective*)
(Anspaugh & Ezell, 2007; Meeks, Heit, & Page, 2009; Page & Page, 2007; Telljohann, Symons, & Pateman, 2007);

8. select appropriate drug education and preventive strategies for school-aged children
(*Decision Makers; Leaders; Lifelong Learners; Knowledgeable; Proactive; Reflective*)
(Anspaugh & Ezell, 2007; Meeks, Heit, & Page, 2009; Page & Page, 2007; Telljohann, Symons, & Pateman, 2007);
9. describe strategies and skills for teaching issues such as anger, bullying, and teasing which may lead to school violence
(*Decision Makers; Leaders; Lifelong Learners; Knowledgeable; Proactive; Reflective*)
(Anspaugh & Ezell, 2007; Meeks, Heit, & Page, 2009; Page & Page, 2007; Telljohann, Symons, & Pateman, 2007);
10. analyze principles of teaching and learning in health education
(*Decision Makers; Leaders; Lifelong Learners; Knowledgeable; Proactive; Reflective*)
(Anspaugh & Ezell, 2007; Gilbert & Sawyer, 2000; Meeks, Heit, & Page, 2009; Telljohann, Symons, & Pateman, 2007);
11. identify and understand age appropriate health education content and methods of instruction
(*Decision Makers; Leaders; Lifelong Learners; Adaptive; Culturally Sensitive; Knowledgeable; Proactive; Reflective*)
(Anspaugh & Ezell, 2007; Meeks, Heit, & Page, 2009; Telljohann, Symons, & Pateman, 2007);
12. observe classroom practices and 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);
13. apply health education theoretical concepts to actual practices in the classroom
(*Decision Makers; Leaders; Lifelong Learners; Adaptive; Culturally Sensitive; Knowledgeable; Proactive; Reflective*)
(Anspaugh & Ezell, 2007; Meeks, Heit, & Page, 2009; Page & Page, 2007; Telljohann, Symons, & Pateman, 2007);
14. reflect on initial experiences as a practitioner of health education
(*Leaders; Lifelong Learners; Knowledgeable; Proactive; Reflective*)
(Anspaugh & Ezell, 2007; Meeks, Heit, & Page, 2009; Telljohann, Symons, & Pateman, 2007);
15. develop and refine teaching skills using classroom-based instruction
(*Decision Makers; Leaders; Lifelong Learners; Adaptive; Culturally Sensitive; Knowledgeable; Proactive; Reflective*)
(Anspaugh & Ezell, 2007; Meeks, Heit, & Page, 2009; Telljohann, Symons, & Pateman, 2007); and

16. describe theory and practice for teaching decision-making, problem-solving, and values clarification skills in relation to health behaviors
(*Decision Makers; Lifelong Learners; Culturally Sensitive: Knowledgeable; Proactive; Reflective*) (Gilbert, 2000; Meeks, Heit, & Page, 2009);

TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES

Required Texts

Meeks, L., Heit, P., & Page, R. (2009). *Comprehensive school health education*. New York: McGraw-Hill.

References

- Ansbaugh, D. J., & Ezell, G. (2007). *Teaching today's health*. San Francisco: Pearson/Benjamin Cummings.
- Bruess, C. E., & Greenberg, J. S. (2008). *Sexuality education: Theory and practice*. (2nd ed.). Sudbury, MA: Jones and Bartlett.
- Gilbert, G. G. & Sawyer, R. G. (2000). *Health education: Creating strategies for school and community health* (2nd ed.). Sudbury, MA: Jones and 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 and Bartlett.
- Stine, G. J. (2009). *AIDS update 2008*. New York: McGraw-Hill.
- 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 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 individual philosophy of the field of health education; 2) Develop a knowledge base of health education topics (i.e., sexuality, alcohol, tobacco, drugs, and school violence, etc.); 3) Demonstrate effective leadership skills; and 4) 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 unit plan topic and delivering health lessons (**Assignments 1, 3, 4**), *leadership*: taking responsibility

for ongoing inquiry and presenting current knowledge to fellow classmates (**Assignments 2, 3**), *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 (**Assignment 3**), *culturally sensitive*: adapting educational practices to meet the needs of diverse students (**Assignment 3, 4**), *knowledgeable*: drawing on content and professional knowledge (**All Assignments**), being *proactive*: implementing new ideas (**Assignments 2, 3, 4**), and *reflective*: engaging in ongoing, continuous reflection of the primary principles and philosophies of health education (**All Assignments**).

Assignments

1. Exams (50 points each)

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

Course objectives: 1-11

2. In-Class Activities (10 points each)

There will be five 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, 13, 14

3. Teaching Experiences

- Lesson Plan (30 points each) Students will be responsible for planning and effectively delivering four health lessons to middle or high school students. The focus of these direct instruction lessons will be providing instructional clarity. Students will submit one lesson plan for each teaching experience. Each teaching experience must be video-taped and analyzed for clarity behaviors.

Course objectives: 11, 13, 15

- Observations (10 points each) Students will observe their peers and the supervising teacher in the public school classroom. On each occasion students are required to complete a systematic observation form (provided by course instructor) and prepare a two page paper on their reactions/experiences.

Course objectives: 12, 14

- 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 objectives: 14

4. Unit Plan (170 points)

Select one Health Education topic below

HIV/AIDS	Sexually Transmitted Diseases
Alcohol	Tobacco
Drugs	Violence

Then, select a grade level of choice (6-12) and design a one week unit plan (5 lessons). Plan your lessons to be 50 minutes in length. Complete your lessons using the formal

lesson plan format provided by your instructor. Students should use various instructional strategies within the lessons. At least one lesson must involve decision making or values clarification skills. Create an assessment instrument for the entire unit. Submit the assessment along with your unit plan. (Assessment is worth 20 of the 170 points possible).

Course objectives: 11, 13, 15, 16

GRADING POLICY

A = 90-100%	468-520 points
B = 80-89%	416-467 points
C = 70-79%	364-415 points
D = 60-69%	312-363 points
F = 69% or less	below 312 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 Need for School Health Education
2	Health Status and Review of Objectives, Lesson Plan and Unit Plans
3	Health Education Theory Instructional Strategies
4	Instructional Strategies
5	Current Trends and Issues: Alcohol
6	Strategies for Teaching Alcohol
7	Current Trends and Issues: Tobacco
8	Strategies for Teaching Tobacco Mid-Term
9	Current Trends and Issues: Drug Use and Abuse
10	Strategies for Teaching Drug Use and Abuse
11	Sexuality Education
12	Sexually Transmitted Infections
13	HIV/AIDS
14	School Violence
15	Strategies for Teaching Violence Prevention
16	Reflection and Review
	Final Exam