

WESTERN KENTUCKY UNIVERSITY

Comprehensive School Health Education PH-461/461G

Spring 2010

Instructor: Darrel Lang, Ed.D.

Office Phone: Through Public Health Secretary: 270/745-4797

Email: Darrel.Lang@wku.edu (**Preferred method of contact**).

Prerequisites: PH-381

Course Description: This course is designed to help students acquire the knowledge and skills necessary to plan, deliver, and assess health learning experiences and activities. Students will develop learning experiences that incorporate strategies that target multiple intelligences, learner diversity, cooperative education, curriculum integration, and skill acquisition as they relate to health education. Consideration will be given to the philosophical, theoretical, and practical aspects of curriculum development, including curricular scope and sequence. Students will demonstrate their ability to develop unit plans and lesson plans. Students will also experience episodic peer teaching opportunities.

This course requires students to be familiar with Blackboard. Course assignments can be found here and you will be expected to submit your work to me using this utility. PowerPoint's and other class material will be archived here as well.

Required materials

The following instructions and code is for students to use to subscribe at a reduced student rate of \$15.00. This code is only for students enrolled in this course and requires a credit card.

Instructions:

1. Open a browser and navigate to <http://www.healthteacher.com/>
2. In the upper right-hand corner of the page, type in your email address where it says Email
3. For the password, please use wkuprof-12010
4. Update all required information
5. Make credit card payment to complete the process.

National Health Education Standards: Achieving Excellence 2nd edition (product code 2027.27), available at: www.cancer.org/NHES or http://www.aahperd.org/aahe/pdf_files/standards.pdf

Recommended text: Meeks, L., Heit, P. & Page, R. (2009). *Comprehensive School Health Education* (6th ed.). Boston: McGraw Hill.

Course Objectives

Upon completion of the course, students will be able to:

- Write a justification for including a selected health topic in the school curriculum.
- Describe the process of assessing the school health curriculum to ensure it meets the needs of students and the community.
- Design lessons that align with the National & State Health Education Standards.
- Explore Bloom's taxonomy and Gardner's 7 different learning styles.
- Write a measurable objective.
- Share a health related idea or concept to their peers.
- Develop lessons that demonstrate the relationships that exist between objectives, learning activities & assessment.
- Develop instruments that assist in the learning process.
- Demonstrate an alternative form of assessing student's work.
- Design an appropriate assessment instrument for learning activities presented.
- Create a rubric for a selected health topic
- Develop an electronic portfolio that reflects the student's best work.

Class Policies:

1. Failure to complete an assignment by the due date will result in a ten-percent deduction for every day it's late. The Professor must be contacted prior to any due date to negotiate any alternative arrangements.
2. Additional assignments for extra credit will not be given, please don't ask.
3. The professor must be notified within twenty-four hours of a missed exam.
4. It will be assumed that assigned readings and projects will be done prior to class.
5. All work will be submitted to the instructor on the blackboard utility. Email is not acceptable
6. All assignments are due by 5:00 on the Friday after they have been assigned unless stated otherwise.
7. Any evidence of academic misconduct shall be treated in accordance with college/university rules and procedures.

WKU Policy on Plagiarism

To represent ideas or interpretations taken from another source as one's own is plagiarism. Plagiarism is a serious offence. The academic work of students must be their own. Students must give author(s) credit for any source material used. To lift directly from a source without giving credit is a flagrant act. To present a borrowed passage after having changed a few words, even if the source is cited, is also plagiarism.

WKU Policy on Cheating

No student shall receive or give assistance not authorized by the instructor in taking examinations or in the preparation of an essay, laboratory report, problem assignment, or other project that is submitted for purposes of grade determination.

8. All rebuts to grades earned must be made in writing and turned in within one week after receiving the grade.
9. Students with disabilities who require accommodations (academic adjustments and/or auxiliary aid or services) for this course must contact the Office for Student Disability Services (OFSDS), located in the Student success Center in DUC A201. The OFSDS can be reached at (270) 745-5004 V/TDD. Please do not request accommodations directly from the instructor without a letter from the OFSDS.

Course Requirements:

Assignment 1: Portfolio Development (30 points –all or none)

Complete the Blackboard tutorials for developing a personal portfolio. Once you've created this portfolio you can add artifacts to it throughout the semester. In fact, when I provide you feedback on an assignment please attend to those things I ask you to change or re-do. Once you've made the changes add that item (artifact) to your portfolio. I will randomly review these items again at the end of the semester and adjust your grade for that assignment if appropriate.

Assignment 2: Developing a rationale for your health topic. (28 points possible)

Write a 2-3 page paper that presents a rationale or justification for your topic. (What statistics will you use to make your case)? See materials page in week 1

- Are there morbidity and mortality rates associated with this issue? If so, what is the incidence or prevalence?
- Is your topic disease related or is it designed to promote health?
- Why should time be spent addressing this issue?
- Is there any evidence that an educational approach to this problem has been successful?
- I expect no fewer than 4 sources to be used to document the need for your topic.
- American Psychological Association (APA) format is to be used for all references. A copy of the APA writing manual can be found in the library or you can purchase it from the bookstore. I also suggest that you utilize the reference tool found in MS Word.
- This paper must be submitted to Turn-it-In before receiving a grade. Turn-it-In is a program designed to detect possible plagiarized phrases. You are responsible for producing original work. Any hint of plagiarism will result in a zero.

Assignment 3: Discussion Board on Teaching Effectiveness (24 points possible)

Using the blackboard discussion board I want you to reflect on some of the best learning experiences you've encountered during your educational experience. What were the characteristics that made instruction so good (or effective)? Similarly, think back to the instructional approaches that you experienced that were ineffective and you were just happy to get over with that particular class or topic. (Use the discussion board rubric to guide your discussion).

Assignment 4: Exploring Multiple Intelligence Activity (21 possible)

Using the content area you've been assigned to, I want you to use the matrix worksheet (on Blackboard) to describe 3 sets of seven different activities that you can use to teach and assess the topic area you've been assigned.

Assignment 5: Writing Objectives (24 points possible)

Write 6 behavioral objectives related to the topic area you've been assigned. A well written objective should address the (A) - audience, the (B) - behavior, (C) - condition and the (D) - degree of acceptability to demonstrate student success. We will set up discussion board groups so each of you can provide feedback to your classmates prior to submitting the final product to be graded.

Assignment 6: Lesson Planning - (21 points possible)

You will be expected to develop a unit plan for the culminating activity in this class. Each unit plan will consist of 3-4 lessons. Prior to submitting a unit plan I am requiring you to submit at least 1 lesson planning form for review.

Assignment 7: Developing Graphic Organizers (18 points possible)

Each student will be expected to develop a graphic organizer for their topic. The Graphic Organizer is intended to provide visual cues to enhance the learning of students. The graphic organizers should be included with your unit plan.

Assignment 8: Developing Graphic Organizers (18 points possible)

Each student will be expected to develop a graphic organizer for their topic. The Graphic Organizer is intended to provide visual cues to enhance the learning of students. The graphic organizers should be included with your unit plan.

Assignment 9: Developing Rubrics (20 points possible)

Develop a rubric for one lessons or activity. A rubric, or scoring guide, is an instrument developed to score a student's work. A typical rubric states the assessment criteria, contains a scale and helps the teacher rate student's work according to the scale.

Assignment 10: Ready Set Go – Activity Plan (40 points possible)

Using the template on blackboard I want you to plan an activity that teaches something about your topic to the grade level you've been assigned. There are literally hundreds of activities that can be found on the web or in books. You are welcome to use any resource available to you BUT... if you do plan something from another source **DON'T PLAGERIZE**, be sure that you reference your sources.

Assignment 11: Developing a learning activity toolbox: (21 points possible)

Learning activities are "stand alone" activities that can be used to teach a number of different concepts or a single concept. Using the "ready, set, go template, I expect each of you to plan and present two learning activities throughout the semester. These activities are generally 5-10 minutes in length and are designed to enhance learning. In many cases that are incorporated into a lesson which will become part of your unit.

- Throughout the semester you are to collect at least 10 different teaching strategies or activities that enhance the effectiveness of health instruction. You are expected to use a variety of resources to collect these strategies. Five of the strategies must be found in print (from professional journals, existing curricula, methods textbooks etc.) and you must cite your printed sources using the American Psychological Association (APA) style.
- Present the 10 strategies in your electronic portfolio or a notebook using a consistent format for all activities. You may choose one health topic area or provide an activity that can be used to address several of the health education standards. All strategies must be typed and designated for the appropriate age group. Describe the materials need for the activity as well as a step by step process for utilizing the strategy, including the value and limitations of it. Add any other pertinent information when appropriate.

Course Outline

Date	Objectives Met	Content	Assignments Due
Session 1 Jan. 23- 29	1	Introductions, review syllabus, Health Education (Portfolio introduction)	
Session 2 Jan. 30-Feb.5	2	Operationalizing the Health Education Standards.	Read the NHES document and be familiar with the 8 Health Education Standards.
Session 3 Feb. 6-12	3	Effective practice in Health Education	Complete quiz #1 (on standards) on black board. Read the document: Characteristics of Effective Health Education Curricula.
Session 4 Feb. 13-19	1, 3	Assessing the local need for health education programming.	Complete quiz #2 (on Effective Practice) on black board. Assignment 1 is to be submitted to Turn-it-In.
Session 5 Feb. 20-26	12	Exploring different learning styles.	Assignment 2 is due this week. Please submit it on blackboard.
Session 6 Feb/ 27- Mar. 5	4	Developing your electronic portfolio	Assignment 3 is to be submitted on blackboard prior to the end of this week's class.
Spring Break Mar. 6-12			

Session 7 Mar. 13-19	5	Writing behavioral objectives.	Be sure you have set up your portfolio by the end of this week. Complete quiz #3 (on objectives) on black board.
Session 8 Mar. 20-26	6	Health Teacher Overview Teaching activity tools (Ready, Set, Go) –See extra credit opportunity on blackboard	Complete quiz #4 (on Health Teacher overview) on blackboard. Assignment 4 Writing objectives are to be submitted on blackboard before the end of this week.
Session 9 Mar. 27- Apr. 2	6	Developing the lesson plan	
Session 10 Apr. 3-9	7	Graphic organizers	Assignment 5 Lesson Planning assignment is due by the end of this week.
Session 11 Apr. 10-16	8	Establishing a scope & sequence	Assignment 6 Graphic Organizer is to be submitted on blackboard before the end of the week.
Session 12 Apr. 17-23	9	Developing unit plans.	Assignment 7 Use this week to develop your written unit plans they are to be submitted on blackboard the week of Session 14
Session 13 Apr. 22-30	10	Developing alternative assessment protocols. Rubric development	Assignment 8. Submit Rubric assignment on Blackboard prior to the end of this week.
Session 14 May 1-7	11	Teaching Activity Toolbox	Assignment 7 Written Unit Plans are to be submitted on blackboard this week
Session 15 Finals week	12		Assignment 9. Teaching Activity Toolbox due this week in e-portfolio. Final Portfolio due

Evaluation -	Possible Points
Topic rationale or justification	20
Effective practice activity	21
Multiple Intelligence activity	21
Objective writing activity	24
Graphic Organizer	18
Written Lesson Plan	21
Rubric Writing Assignment	28
Written Unit Plan with Scope & Sequence	44
Learning Activity Toolbox	60
Portfolio	63
Quizzes	80
Total Points Possible	400

Grading Scale

A = 100-90% of points possible

B = 89-80%

C = 79-70%

D = 69-60%