



Castleton University

Vermont Higher Education Collaborative Course Syllabus: Principles & Methods for Effective Health Education

Castleton University : EDU 5515 C23

Credits: 2 Credits (30 Hours)

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Course dates and times: January 21, 2017 - April 16, 2017

Online: Module Assignments in this VT HEC Global Classroom course website. Instructions for accessing course will be sent to students directly.

Required class meeting: Saturday, January 21, 2017, 9:00am to 12:00 p.m. at 2 Prospect Street, Montpelier, VT

Course Description:

This participatory course will provide teachers with the knowledge and skills to deliver effective standards-based health education curriculum, instruction, and assessment. An examination of health education principles, theories, and practice will form the foundation of the course. Coursework will focus on the field of health education in terms of historical developments, theoretical foundations, National and VT health education standards, and research based methods needed to implement effective skills-based health education.

Goal:

To prepare VT health education teachers/candidates to *demonstrate understanding* of the elements, practices and principles that contribute to effective health education.

Learning Outcomes:

Upon successful completion of this course, students will be able to:

1. Describe the historical evolution of skills-based Health Education.
2. Describe the concepts of health, the content areas of health education, and the essential skills needed to live a healthy lifestyle and apply this information to curriculum development.
3. Identify current national (Vermont-adopted) health education standards, and the laws and regulations that guide development of comprehensive health education.

4. Discuss and apply principles and ethical issues of contemporary health education.
5. Apply critical thinking skills to examine controversial issues in health education.
6. Research, select, and apply appropriate theoretical constructs that are used to plan health education curriculum.
7. Access and use current, valid, and reliable resources for health information to support teaching and student learning.
8. Integrate essential health skills as defined by health education standards across content areas.
9. Plan effective, age-appropriate standards-based school health curriculum and assessment.

Course Policies/Expectations:

- Students are required to purchase required text.
- Attend and participate in one face-face class meeting (January 21).
- Submit on-line assignments on time.
- Submit original work.
- Demonstrate professional conduct regarding citations and referencing.
- Respond to peer/professor emails/forum boards within 24-48 hours (this includes both weekdays and weekends).
- Post assignments promptly per due date and time.
- Contact the instructor immediately with concerns that will affect class participation. (Note: technical issues need to be reported to kim.mckellar@vthec.org or to seth.marineau@vthec.org)
- Learn for yourself, from others, and always keep an open mind. There are many ways to get to a common end!

Attendance Expectations:

- Students are expected to attend a three-hour class meeting at the start of the course on January 21, 2017. Location: 2 Prospect Street, Montpelier, VT
- Students are expected to participate in all discussions and submit assignments to the instructor on time for each module.
- Students are encouraged to work with peers off-line to enhance their learning.

Contributions in Class:

There are many ways that you can participate in the course but the primary method involves being prepared for and fully participating in discussions and group activities. Online activities are meant to connect the class body between these meetings and broaden perspectives considering teaching health.

Academic Honesty Policy:

As a community of scholars, the administration, faculty and students expect all to maintain the highest integrity in scholarly work. All tests, papers and various other projects must be the work of the individual or group assigned. Any work that is not orig-

inal must be properly credited. Any violation of the standards for academic honesty will be considered cheating. Penalties range from failure on a test of paper to failure in the course or dismissal from Castleton. Any penalties levied by an instructor may be appealed within seven (7) days to an academic dean.

Grading Policy:

Grades are indicated by letters with a designated “quality point” value assigned to each as follows:

A	=	4.0
A-	=	3.7
B+	=	3.3
B	=	3.0
B-	=	2.7
C+	=	2.3
Below C	=	0.0

Additional grading information can be found in the 2016/2017 Castleton University Graduate Catalog, under Academic Policies, accessible online at: <http://catalog.castleton.edu/content.php?catoid=13&navoid=757>

Required texts and resources:

The Essentials of Teaching Health Education: Curriculum, Instructions, and Assessment; Benes, S.; Alperin, H.; 2016, SHAPE America; Human Kinetics
<http://www.humankinetics.com/products/all-products/Essentials-of-Teaching-Health-Education-With-Web-Resource-The>

Division of Population Health, National Center for Chronic Disease Prevention and Health Promotion, National Health Education Standards
<http://www.cdc.gov/healthyschools/sher/standards/index.htm>

Recommended texts (not required, but excellent resources):

Telljohann, S., Symons C., Pateman B., Seabert D. (2015) *Health Education: Elementary and Middle School Applications Paperback*; Edition: 8th
http://www.amazon.com/Health-Education-Elementary-Middle-Applications/dp/0078028566/ref=dp_ob_image_bk

Joint Committee on National Health Education Standards. (2007). *National Health Education Standards, Second Edition: Achieving Excellence*. Washington, D.C.: The American Cancer Society.
<https://acs.bookstore.ipgbook.com/national-health-education-standards-products-9780944235737.php>

Assignments:

1. Module Forum Postings:

During each module, students will be required post a scholarly response to the prompt within the first 3-days of the module. Students are asked to monitor the discussion forums of this post and to post three peer responses and respond to those discussions as they develop. Postings should be properly referenced to insure academic integrity.

Purpose of this work: To have an interactive classroom and add breadth and depth to the student learning.

Required Forums: Throughout the course, students will be expected to participate in five discussions.

- A skills-based approach to health education
- Focus on student learning to develop the skills of the National Health Education Standards
- Developing curricula and assessments
- Creating a positive teaching and learning environment that support all students in health education
- Class Reflection

For each of these forums you need to develop discussion postings that thoroughly address the prompts. Posts need to be well written considering grammar, spelling, and professional. (Professional writing is respectful and scholarly.)

After you post your initial response, you need to contribute to the class discussion in two ways:

- Respond to all classmates that post to your forum thread throughout the form. This is done directly through your forum thread.
- Respond to at least two classmates' discussion threads and respond to follow-up questions with insight and thoughtfulness.
- Late posts, less than the minimum required, and/or inactivity in the forum discussions are unacceptable. Posting to forum discussions are a critical element of the learning environment and everyone must participate fully and actively to establish and maintain a successful learning experience. If a medical/personal emergency occurs please communicate this with the instructor so you can work together remedy the situation.

2. Interview Assignment:

Schedule an interview with an individual who is currently licensed in health education and has a primary teaching responsibility in a health education classroom. This interview does not have to be in-person or with someone in your school/building. Develop a set of interview questions that will help you learn about creating a positive teaching and learning environments that support all students in health education. Please use the following questions to guide the development of your interview questions. You do not have to ask every question, but you should discuss at least five:

- How do you stay current in the field of health education?
- What are your best strategies for engaging students?

- What is the biggest barrier to student motivation, and how do you / can you help students overcome it?
- What is the current status of the comprehensive school health education curriculum in your district/SU? Was it locally developed? Is it adequate, effective?
- What are some challenges you have faced in teaching health education?
- What are some successes you have experienced in teaching health education?
- Why do you teach health education?
- Are there certain health topics you find uncomfortable or especially challenging to teach? if so, how do you work through it?
- What advice do you have for me as a health educator in Vermont?

Prepare a written summary of your interview. Your summary should include the following elements (in no particular order):

- basic information about the interview (e.g. location, date, time) qualifications, experience and background of the educator you interviewed.
- interview questions and responses.
- your thoughts, reactions, synthesis, overall impression, and takeaways.

Be prepared to share the results of your interview in the assigned discussion forum.

Purpose: Interviewing an individual involved with the delivery of school health education will provide insight into current health education practices, broadening the depth and breadth of your preparation to teach health. This information can fuel a pedagogical discussion leading to developing an understanding of best practices.

If you need assistance locating a currently practicing health educator near you, please contact the instructor.

3. Text Reflections (3)

There are five major sections of the text (Benes, Alperin). As we work through the course, choose **THREE** of the major sections in the text book and write a reflection using the following guiding questions. Reflections will be posted in a course forum for other students to access in order to learn from each student's reflection. Think of these as on-line "presentations" if you will. You may use any format with which you are comfortable (document, slides, video, link to your Pinterest site, whatever).

1. What do you now understand differently as a result of the topics covered in this section? (Understanding)
2. How might you incorporate the learning from this section into your professional practice? (Application)
3. In what ways does the learning from the concepts presented in this section relate to your previous learning? (Analysis)
4. How can the concepts presented in this section be utilized to address health education and student behavioral concerns? (Synthesis)

5. Do strategies presented in this section help public health efforts? How do we evaluate the relative benefits of such strategies? (Evaluation)

4. Standards-based Unit Plan including Unit Assessments, and Lesson Plans:

Each student will be responsible for developing a standards-based instructional unit including assessments and lesson plans for health education. Project needs to include:

- unit objective
- indicators
- educational outcomes
- unit assessments - formative and summative (including at least one performance task)
- lesson plans (at least three)

Electronic Submissions/Internet Use:

This online course will require the use of Vermont Higher Education Collaborative's Global Classroom online classroom. Student will be expected to prepare and participate in module discussions. Assignments will be submitted electronically.

Grading:

Assignments	Points Available:
Module Discussions	25
Text Reflections	30
Interview Assignment	15
Unit Plan	30
	TOTAL: 100 points

Academic Honesty Policy:

Castleton University is a learning institution committed to the highest standards of scholarly conduct. The students, faculty, and administration make up a scholarly community whose integrity and success necessarily stem from a mutually agreed upon code of academic standards and principles that promote trust and honesty and prohibit the attempt to gain unfair academic advantage. Membership in the Castleton community means sharing responsibility for upholding and safeguarding these academic standards and principles.

Any violation of academic honesty will be considered cheating and will be dealt with accordingly by the appropriate authorities.

For more information click the link below to access the 2016/2017 Castleton University Graduate Catalog Academic Policy section: http://catalog.castleton.edu/content.php?catoid=14&navoid=1020#Academic_Honesty

Use and Ownership of Copyrighted Materials:

For information and guidance, faculty and students are referred to the Vermont State College Manual of Policy and Procedures as it relates to the use and ownership of copyrighted materials. Guidelines are set out in Policy 416, accessible online at the following address: <http://www.castleton.edu/library/information-literacy-graduation-standard/information-literacy-tutorial/information-ethics-citing-sources-and-fair-use/>

Additional information on this subject is contained in the publication “Questions and Answers on Copyright for the Campus Community.” This document can be accessed online on the National Association of College Stores web site at the following address: <http://www.nacs.org/toolsresources/cmip/copyright/questions.aspx>.

Course Drop Policy:

Castleton University offers courses to educators with the expectation participants will complete the course. However, the University realizes circumstances arise in one’s personal life that may cause disruptions. The policy for dropping a course is that a participant will notify the instructor in writing of the intent to withdraw from the course.

The notice should include the reason for withdrawing and be made as follows:

- 1 credit course (15 hours) - before 3 hours of the course have taken place
- 2 credit course (30 hours) - before 6 hours of the course have taken place
- 3 credit course (45 hours) - before 9 hours of the course have taken place
- 4 credit course (60 hours) - before 12 hours of the course have taken place

After that, changes in class status will be considered for health, bereavement, and personal or emergency situations only. Those who withdraw without adhering to this policy may be liable for associated course costs.

For more Academic Policy information check the link below to access the 2016/2017 Castleton University Graduate Catalog: <http://catalog.castleton.edu/content.php?catoid=13&navoid=757>.

Transcript Request:

<http://www.castleton.edu/campus-life/student-resources/student-services-center/transcript-request/>.