



The mission of Concord University is to provide quality, liberal arts based education, to foster scholarly and creative activities and to serve the regional community (<http://www.concord.edu/academics/>).

Name: David Campbell, PhD

Title: Professor of Health Education and Chair, Department of Human Performance

Office Location: 407J carter Center

Office Phone: 304.384.5331

Office Fax: 304.384.5117

Email: dcampbell@concord.edu

Division/Department Website: <http://www.concord.edu/hpat/>

Course Title: Methods and Materials in Health Education

Course CRN # and Section, Credit Hours: 20711 Section 01 Three (3) Credit Hours

Semester Taught (including year): spring 2018

Room Number (if applicable): Carter 405

Course Time (if applicable): N/A

Course Management System (Blackboard/Moodle or other systems):

N/A

Hardware/Software Needed (include privacy policies, if applicable):

none

Prerequisites:

HED 120, HED 200, & EDUC 210

Text requirements:

Two primary URLs: we will be using as sources for the information covered in this course:

CDC – Adolescent and School Health: <http://www.cdc.gov/healthyouth/>

WVDE Health and Wellness: <http://wvde.state.wv.us/healthyschools/>

Course Description/Rationale:

Theory and application of health instruction planning and instruction, including materials, curriculum development and a variety of teaching methods appropriate for the 5-Adult setting. A 15-hour school-based field experience is required.

Concord University Educational Goal(s) This should address at least one of the areas (skills, knowledge, or attitude) for each course. Similar courses with different sections should have the same goal(s).

Skills: Proficiency in interpreting data, integrating information, formulating ideas, thinking critically, and communicating with others, as demonstrated by the following competencies:

1. An ability to employ appropriate observational, logical, analytical, computational, creative, and critical thinking skills within and across academic disciplines; and to apply these skills in problem-solving.
2. An ability to employ appropriate methods and technologies for conducting empirical and scholarly research, to interpret research findings, and to use insights gained from such research as a basis for informed decision making.
3. An ability to analyze, synthesize, and integrate elements, information and ideas.
4. An ability to evaluate elements, information, and ideas on the basis of appropriate criteria.
5. An ability to apply and to transfer academic and experiential learning appropriately from one context to another.
6. An ability to learn and work effectively both independently and collaboratively.

Knowledge: Familiarity with principles underlying academic discourse in various fields, as demonstrated by the following capabilities:

1. An ability to discern the reciprocal influences of environments, cultural beliefs and attitudes, and societal institutions and practices.
2. An ability to interpret events and trends within historical contexts.
3. A recognition of the complex interactions between organisms, including human beings, and their environments.

Attitudes: Tendencies conducive to self-knowledge, personal growth and development, and responsible citizenship as demonstrated by the following:

1. Respectful attentiveness to differing perspectives and willingness to engage in dialogue across differences in order to seek mutual understanding and equitable conflict resolution.
2. Commitment to social responsibility, including community service and civic engagement.
3. Motivation to pursue lifelong learning and ongoing intellectual growth.

National Standards (if applicable) For example, NCTM, IRA, CAEP, etc.:

Health Praxis Standards Associated with HED 400 (Test No. 0550)

I. Health Education as a Discipline

1. Health Literacy
2. Responsibilities/competencies for entry-level health educators
3. National health education standards
4. Morbidity, mortality, and behavioral risk data - leading causes of death
5. CDC adolescent risk behaviors
6. Major health behavior theories
7. Coordinated school health
8. Health/wellness domains
9. Science foundations related to health
10. Code of Ethics for the health education profession

II. Promoting Healthy Lifestyles

1. Individual responsibility for healthy lifestyles: goal setting and decision making
2. Physical fitness and health-related fitness
3. Nutrition
4. Stress management - coping skills

5. Reducing and preventing health risks
6. Anatomy and physiology (body systems)

III. Community Health Advocacy

1. Health and safety laws and regulations
2. Environmental health issues
3. Consumer health issues
4. Access valid health information, products, and services
5. Health careers
6. Health agencies
7. Leadership
8. Community service

IV. Healthy Relationships

1. Decision-making skills
2. Psychosocial development
3. Interpersonal communication
4. Dating, marriage/partnerships, and parenting - readiness and responsibility
5. Sexuality
6. Violence
7. Diverse populations

V. Disease Prevention

1. Health conditions: acute/chronic, communicable/noncommunicable, genetic, congenital,
2. Mental and emotional health
3. Treatment and counseling

4. Hygiene

VI. Health Education Pedagogy

1. Assessing learning needs (individual and community)
2. Planning instruction (performance-based objectives, curriculum, and programs)
3. Implementing instruction (methods, strategies, and techniques)
4. Evaluating student learning and teacher effectiveness

West Virginia Health Education Content Standards Addressed in this course are:

Standard 1: Health Promotion and Disease Prevention (HE.S.1)

Students will:

- comprehend concepts related to health promotion and disease prevention.

Standard 2: Health Information and Services (HE.S.2)

Students will:

- demonstrate the ability to access valid health information and health-promoting products and services.

Standard 3: Health Behaviors (HE.S.3)

Students will:

- demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

Standard 4: Culture, Media, and Technology (HE.S.4)

Students will:

- analyze the influence of culture, media, technology, and other factors on health.

Standard 5: Communication (HE.S.5)

Students will:

- demonstrate the ability to use interpersonal communication skills to enhance health.

Standard 6: Goal Setting and Decision Making (HE.S.6)

Students will:

- demonstrate the ability to use goal-setting and decision-making skills to enhance health.

Standard 7: Advocacy (HE.S.7)

Students will:

- demonstrate the ability to advocate for personal, family, and community health.

West Virginia Technology Standards addressed in this course are:

Standard 1: Preprofessional Skills

1.2 Appropriately use terminology related to computers and technology in written and oral communication

1.7 Apply productivity tools for creating multimedia presentations

1.8 Use computer-based technologies, including telecommunications, to access information and enhance personal and professional productivity.

1.9 Use computers to support problem solving data collection, information management, communications, presentations and decision making.

Standard 2: Content Specialization

2.1 Research and plan for use of technology in specific content areas.

2.5 Apply specific-purpose electronic devices and software in appropriate content areas.

2.8 Use electronic mail and web browser applications to support specific curriculum objectives.

2.13 Demonstrate use of technology resources in specific curriculum areas that support instruction for students with special needs.

Standard 3: Professional Education

3.2 Identify computer and related technology resources for facilitating lifelong learning and emerging roles of the learner and the educator.

AAHPERD/AAHE Standards for Health Education Programs (2001) – Addressed in this Course

Standard I: Candidates assess individual and community needs for health education.

Key Element A: Candidates obtain health-related data about social and cultural environments, growth and development factors, needs, and interests of students.

Key Element B: Candidates distinguish between behaviors that foster and those that hinder well-being.

Key Element C: Candidates determine health education needs based on observed and obtained data.

Standard II: Candidates plan effective health education programs.

Key Element A: Candidates recruit school and community representatives to support and assist in program planning.

Key Element B: Candidates develop a logical scope and sequence plan for a health education program.

Key Element C: Candidates formulate appropriate and measurable learner objectives.

Key Element D: Candidates design educational strategies consistent with specified learner objectives.

Standard III: Candidates implement health education programs.

Key Element A: Candidates analyze factors affecting the successful implementation of health education and Coordinated School Health Programs (CSHPs).

Key Element B: Candidates select resources and media best suited to implement program plans for diverse learners.

Key Element C: Candidates exhibit competence in carrying out planned programs.

Key Element D: Candidates monitor educational programs, adjusting objectives and instructional strategies as necessary.

Standard IV: Candidates evaluate the effectiveness of coordinated school health programs.

Key Element A: Candidates develop plans to assess student achievement of program objectives.

Key Element B: Candidates carry out evaluation plans.

Key Element C: Candidates interpret results of program evaluation.

Key Element D: Candidates infer implications of evaluation findings for future program planning.

Standard V: Candidates coordinate provision of health education programs and services.

Key Element A: Candidates develop a plan for coordinating health education with other components of a school health program.

Key Element B: Candidates demonstrate the dispositions and skills to facilitate cooperation among health educators, other teachers, and appropriate school staff.

Key Element C: Candidates formulate practical modes of collaboration among health educators in all settings and other school and community health professionals.

Key Element D: Candidates organize professional development programs for teachers, other school personnel, community members, and other interested individuals.

Standard VI: Candidates act as a resource person in health education.

Key Element A: Candidates utilize computerized health information retrieval systems effectively.

Key Element B: Candidates establish effective consultative relationships with those requesting assistance in solving health-related problems.

Key Element C: Candidates interpret and respond to requests for health information.

Key Element D: Candidates select effective educational resource materials for dissemination.

Standard VII: Candidates communicate health and health education needs, concerns, and resources.

Key Element A: Candidates interpret concepts, purposes, and theories of health education.

Key Element B: Candidates predict the impact of societal value systems on health education programs.

Key Element C: Candidates select a variety of communication methods and techniques in providing health information.

Key Element D: Candidates foster communication between health care providers and consumers.

Education Technology Standards for Teachers

1. Facilitate and Inspire Student Learning and Creativity

Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments. Teachers:

- a. promote, support, and model creative and innovative thinking and inventiveness.
- b. engage students in exploring real-world issues and solving authentic problems using digital tools and resources.
- c. promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes.
- d. model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments.

2. Design and Develop Digital-Age Learning Experiences and Assessments

Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS•S. Teachers:

- a. design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity.
develop technology-enriched learning environments that enable all students to pursue
- b. their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress.
- c. customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources.
- d. provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching.

3. Model Digital-Age Work and Learning

Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society. Teachers:

- a. demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations.
- b. collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation.
- c. communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats.
- d. model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning.

4. Promote and Model Digital Citizenship and Responsibility

Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices. Teachers:

- a. advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources.
- b. address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources.
- c. promote and model digital etiquette and responsible social interactions related to the use of technology and information.
- d. develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital-age communication and collaboration tools.

5. Engage in Professional Growth and Leadership

Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources. Teachers:

- a. participate in local and global learning communities to explore creative applications of technology to improve student learning.
- b. exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others.
- c. evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning.
- d. contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community.

Learning Outcomes:

1. The preservice teacher will provide a rationale for mandatory comprehensive school health education Pre-K-Adult.
2. The preservice teacher will apply quantitative and qualitative data collection techniques.
3. The preservice teacher will identify the philosophy of contemporary middle and secondary health education programs.

4. The preservice teacher will identify the content of health education that can be integrated with other content areas including intra and interagency collaboration and the development of community partnerships.
5. The preservice teacher will design, implement, and assess a variety of instructional strategies/methods from which data collection and program/curricular design and implementation can take place.
6. The preservice teacher will be able to instruct, integrate, and assess themes of school health, particularly in the following areas: mental & emotional health, family living, growth and development, nutrition, personal health, alcohol, tobacco, other drugs, communicable and chronic disease, injury prevention and safety, consumer and community health, and environmental health.

Course Requirements:

Evaluation Procedures:

1 Evaluation Procedures:

1. Ice Breaker/Anticipatory Set/Advanced Organizer	25 points
(Notebook Section I – aligned with WV CSO’s)	
2. Thirty (30) teaching strategies (30 @ 10 X 3.3 pnts)	100 points
(Notebook Section III)	
3. Presentation Skills / Professionalism ***INTEVIEW	50 points
4. Conducting a Focus Group Project	50 points
5. Informative Bulletin Board/Poster Session (Health Fair)	100 points
6. Exam #1	100 points
7. Planning and Teaching of a Lesson	125 points
(Notebook Section V)	
8. Field Placement Packet	200 points
9. Entrance/Exit Slips	150 points
10. YRBSS Assignment	50 points
11. Internet Interdisciplinary Assignment	50 points
11. Final Notebook	***0 points
YRBSS ASSIGNMENT	

Total

975 points

Grading Policy and Scale, Make-up Policy, Late Work:

Grading Policy: The grading for this course will be based on a seven point scale.

93-100% =	A
85-92% =	B
78-84% =	C
70-77% =	D
< 69% =	F

COURSE REQUIREMENTS & PROCEDURES:

- Unless excused in advance, late work will not be accepted – PERIOD!

Course Timeline (Schedule of Assignments/Assessments/Presentations):

Click here to enter text.

Accessibility/Accommodations:

Concord University is committed to responding to the needs of students with disabilities as defined by the Americans with Disabilities Act. Please inform your instructor at the beginning of the class semester if you have a disability and are requesting accommodations. It is your responsibility to self-disclose that you are requesting accommodations. The University and instructor will provide you with a reasonable accommodation. You should register with CU's Disability Services Office, located in the Athens campus Jerry and Jean Beasley Student Center, Bottom Floor, across from the Campus Post Office. The Disability Services Office phone is 304-384-6086 or you can email the Director, Nancy Ellison, at nellsion@concord.edu for assistance.

Academic Dishonesty

Academic dishonesty is morally unacceptable as well as destructive to the learning and teaching atmosphere. Academic dishonesty includes the giving or receiving of improper help on examinations or assignments, falsifying documents, and plagiarism (the act of stealing and using, as one's own, the ideas or the expression of the ideas of another). Such dishonesty can lead to a variety of penalties — including

but not limited to failure of assignment, failure of course, loss of institutional privileges, or dismissal from the University. (See University Catalog Academic Policies and Procedures.)

Concord University Honor Code

A Concord University Honor Code was approved by students, staff, faculty, administration, and the CU Board of Governors. The Code states:

"As a member of the Concord University Community I will act with honesty and integrity in accordance with our fundamental principles and I will respect myself and others while challenging them to do the same."

The Honor Code is intended to unite the Concord community behind a culture of honesty, integrity, and civility.

Class/Online Attendance Policy

Regular class attendance is part of a student's academic obligation at Concord. Irregular attendance may affect academic performance adversely and is detrimental to the atmosphere of a class. (See University Catalog Academic Policies and Procedures.)

Emergency Alert System

In an effort to increase safety and security on our campus, Concord University encourages everyone to register for instant text message alerts. Alerts will only be used for security and safety notices. All students, faculty, and staff are eligible to receive text message alerts on their cell phones or email alerts. Please contact the IT Help Desk for further assistance (304-384-5291).

Emergency Information

Emergency/courtesy telephones are located at the main entrance of each residence hall and at various other locations on campus. Emergency telephones can be identified by the flashing blue light and will provide the user with a direct link to Public Safety at the press of a button. To report an on-campus emergency, call 304-384-5357 or 911. The Office of Public Safety is located on the bottom floor of the Rahall Technology Center. For further emergency information go to:
<http://www.concord.edu/administration/office-public-safety>.

Inclement Weather Policy

As a general policy, the University will remain in normal operations during adverse weather conditions. In the event of severe weather conditions, the following may occur:

University Closure

No students or employees are to report.

Classes Cancelled

Students do NOT report BUT employees are expected to report to work at their normal time.

Operating on an Inclement Weather Delay

Under this schedule, all 8 a.m. classes will start at 10 a.m. Students and faculty will follow the

Inclement Weather Schedule. (See <http://www.concord.edu/emergency-alerts> for Athens/Beckley Inclement Weather Schedules.)

**Announcements invoking the late schedule or other options referenced above are aired on area radio and television stations and are sent as text and email messages to those enrolled for this service.*

Student Conduct

In classrooms, online, laboratories, and during any activities that are part of course requirements, students are expected to observe reasonable rules of conduct.

Technology Services

Contact the CU Help Desk at extension 5291 from campus or 304-384-5291 off campus. You may also e-mail cuhelpdesk@concord.edu.

Miscellaneous:

For example: Sources of Help, Glossary of Terms, and Related Research/Professional Organizations

Syllabus Disclaimer

"This syllabus is subject to change based on the needs of the class. Please check it regularly."