

University of Louisiana at Lafayette
College of Education
Class Syllabus

Course: HLTH 300

Semester: Fall 2006

Schedule: M: 4:30-7:20 U1
TR: 1:30-2:45-001

Location: Bourgeois Hall 155B

Instructor: Johan J. Adendorff, M.Ed.

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Office Hours: Posted

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Course Description:

HLTH 300: The Well Child (3, 0, and 3) Instruction-based health education facts and skills that address the state and national mandates will be explored. Diverse populations of students in terms of health concerns, customs, and limitations are considered. Meets three hours each week; additional work is required for those earning three hours of credit.

Required Text:

Linda Meeks, Philip Heit and Randy Page. Comprehensive School Health Education. (5th Ed McGraw Hill Publishing Company, 2002.)

Conceptual Framework: The Responsive Professional

The conceptual framework of the UL Lafayette College of Education is designed to expand upon the institution's commitment to be a responsive university. Teacher candidates are expected to demonstrate knowledge, skills, and dispositions associated with the four elements of a ***Responsive Professional***. Responsive Professionals demonstrate expertise in knowledge and practice. They are reflective practitioners who respect diversity and demonstrate a commitment to professionalism.

Course Objectives and Corresponding Unit Outcomes:

At the completion of this course the student will be able to;

- Define Coordinated School health Education and its eight components. (CF-R1) Disp 4).
- Discuss the importance of teaching the concept of Health and Wellness Education as implied in Healthy People 2000 and the National Health Education Standards. (CF-P6) (Disp 5)
- Discuss the roots of children choosing the six categories of risk behaviors instead of protective behaviors. (CF-P2) (Disp 1)
- Identify the generic personal and social skills needed in daily living skills.(CF-D1) (Disp. 2)
- Review the health /wellness facts related to the ten generic health content areas as stated in the text. (CF-K1)(Disp. 1)

- Discuss the special health concerns of school age youth and ways to handle these concerns: abuse, AIDS, asthma, death, diabetes, drug abuse, eating disorders, epilepsy, hygiene, STD's, suicide, teenage pregnancy. (CF-K7) (Disp 3)
- Develop skills that enables him/her to be the teacher as a decision maker by:
 - a. Implementing the models of teaching that demonstrate skill in the areas of mastery lecture, concept attainment, advanced organizer, guided discovery, direct instruction, problem solving. (CF-K3) (Disp. 6)
 - b. Select strategies and methodologies which facilitate health instruction based on these models. (CF-K4) (Disp. 1)
 - c. Select appropriate assessment techniques and tools for evaluative purposes for health education based on these models(CF-K5) (Disp. 8).
 - d. Utilize creative teaching strategies that reinforce life skill development for various areas of health based on these models. (CF-K3) (Disp. 6)
 - e. Assist learners in the use of responsible decision making skills, resistance skills, health behavior contracts, and health behavior inventories.(CF-P4)(Disp. 7)
 - f. Develop lesson plans with an emphasis on the development of life skills and teaching strategies relevant to health topics based on the seven National Health Education Standards.(CF-K4) (Disp. 6)
- demonstrate effective use of various technology skills that can be applied to teaching health/wellness education in K-8 grade((CF-K7) (Disp. 3)
- Identify and incorporate the major areas of health in his/her daily living. (CF-R1) Disp 4).
- Differentiate between the values of healthy living versus unhealthy living. (CF-K2) (Disp 2)
- Compare and contrast the importance of good nutrition and exercise in the role of healthful living. (CF-R1) (Disp 4)
- Survey the various types of diseases, with specific insight to the diseases of the heart and lungs, cancer, AIDS, and diabetes. (CF-K7) (Disp 3)
- Describe the diversity of concern in the areas of tobacco, drugs, alcohol, and personal and sexual relationships. (CF-D5) (Disp 5)
- Identify how individual lifestyle behaviors affect the environment locally and globally. (CF-P6) (Disp 5)
- Demonstrate a commitment to an improved lifestyle by designing a contractual plan for quality of living. (CF-P2) (Disp 1)

Concepts and Skills:

- understand the concept of coordinated school health education
- apply the seven standards of the National Health Education Standards.
- apply the philosophy of wellness within a teaching situation
- implement at least two generic personal and social skills in unit plan.
- practice implementing health content skills into "cross-the-board" curriculum in at least three subject areas.
- use "hands-on teaching strategies when teaching 3/4 day unit plan in local school.

- use the web as a resource when designing unit plan.
- design a bulletin board using computer graphic and art skills.
- design a health game as a type of review.
- use at least one type of technology when designing and teaching health unit.
- will understand how concepts from each of the ten generic health content topics fit into the day and the life of students in K-8 grade.
- will be able to teach students how to access health resources within the school, local community and using the internet.

Course Requirements:

E-mail account- Students are required to set up an email account for this class. It will take the help desk 24 hours to activate your account, so please keep this in mind.

1. **Exams** – 2 exams worth 100 points each. Materials will come from chapters, readings (websites), discussions, and PowerPoint notes from topic areas covered.
Examination Dates: Test 1 – October 2 (300-U1) and October 3 (300-001)
2. **Distance Learning Assignments** – 2 worth 10 points each for a total of 20 points. The students will either submit assignments to the Digital Drop Box or post answers on the Discussion Board. Assignments can be found in the *Assignments* link. Follow directions on each assignment.
3. **Annual Health Fair (Spring semester only)/American Heart Walk (Fall Semester Only).**
Details will be discussed in class.
All will be required to participate.
4. **Website Lesson Plans(2) Worth 10 points each.**
 - Pick health content area topic in class.
 - Investigate grade appropriate topics for this content area
 - After locating a web site as a resource for this topic, find a grade appropriate lesson
 - Email entire lesson plan and web address to instructor
 - Format to use:
 - a. Health 300-(section 1)
 - b. Your name and level you will be teaching.
 - c. Short explanation of how this lesson could be used in reference with your unit.
 - d. Web Address (full address in correct format)
 - e. Copy of entire lesson plan.

Due on October 9 – 300-U1/ Due October 10 – 300-001

Moodle Assignment Submission – Complete the assignment using Microsoft word or rtf (rich text file). Save the file on your hard drive, disk or CD, saving the

file as: last name, first name, assignment number. When you submit the file to Moodle, in the title box, use the title: last name, first name, assignment number. Example: Doe, Jane, Assignment 1
Points will be deducted for not following directions.

5. Interview: Worth 20 points. Interview a veteran elementary teacher who has at least 10 years of experience plus!

During your interview, address three categories:

- (a) Discuss the positive experiences that have motivated you through your years of teaching.
- (b) Discuss the negative experiences that have motivated you through your years of teaching.
- (c) As an experienced teacher, what advice would you give a rookie/new teacher?

Format: Your Name/Date of Actual Interview. Teacher's Name/School Presently where presently employed/# of Years Teaching /Grade Level.

Due: September 25 – 300-U1/September 26 – 300-001

6. Actual Teaching Experience In A School Setting: Worth 100 points.

- Find an elementary school where you would like to teach.
- Contact the elementary teacher of your choice and present him/her with your teaching request (A letter will be given to you by instructor). Person cannot be related to you.
- Teacher must accept your health content topic. However, ask input from teacher on exact topic within this content area.
- Set up appropriate teaching times.
- **TEACHING TIMES MUST be scheduled between Monday November 6 and Monday November 30 – 300-E1 and 300-01**
- Teacher Permission slips and finalized teaching times/dates must be signed and handed in at the beginning of class on MONDAY.
- Each student will teach a total five complete lessons, not including a one day observation to collect class demographics.

7. Unit and Lesson Plan Writing: Worth 100 Points: Due date Monday Nov 27, 300-U1 and Thursday November 30– 300-001, 2006 Once you have your topic, teaching slot, and grade level, design a unit based on the number of days that you will be teaching. (5 lesson plans).

- Refer to unit plan and lesson plan format outlines for more information. This information will be given to you in class.
- You will end up making two copies of your final and COMPLETE unit plan: One copy for you and one copy for the instructor to keep. A disc formatted for IBM compatible and Word must be used

8. **Announcements & Emails** – you are responsible for visiting the course Blackboard site & checking the *Announcements* and your email daily for any posted information or any emailed information pertaining to the course.
9. **Posting of Grades** - Grades will be posted in your Blackboard course site within a few days after an assignment or project is due, barring any unforeseen circumstances. If you do not have a grade posted for an assignment or project you have submitted, it is your responsibility to bring a hard copy (printed copy) to me within **3 days** of the due date.
10. **Due Dates - All assignments & projects are due on the due date by 6am unless otherwise noted.**
Assignments & projects will NOT be accepted late. This is a reminder that it is your responsibility to submit your assignments & projects on time – that includes posting them on time. It is your responsibility to find a computer that works to do this. You are given the course calendar with due dates posted for assignments & projects on the first day of class. It is YOUR responsibility to submit them on time and on the due date.
11. **Additional projects will be assigned in class for teacher preparation and development and will be worth a maximum of 50 additional marks.**
These assignments will include projects such as bulletin boards, teaching strategies, web assignments, scope and sequence charts, brochures, health advocacy presentations, etc.

PASS-PORT Artifacts

Working portfolio

Field Experiences

N/A

Technology Integration

The course will integrate online technology and the delivery system being used is Blackboard. The technology integrations projects in this course are Power Point Presentations and internet research. This is a web enhances methods course.

Evaluation

90-100% = A
80-89% = B
70-79% = C
60-69% = D
Below 60% = F

Resources

Professional Associations

Louisiana Association of Health, Physical Education, Recreation, and Dance (LAHPERD)

American Association of Health, Physical Education, Recreation, and Dance (AAHPERD)

American Association for the Advancement of Health

American Association for School Health

American Cancer Society

American Heart Association

American Lung Association

Professional Journals

Journal of the American Medical Association

International Journal of Health Education

American Journal of Health Education

Related Materials and Resources

US Department of Health & Human Services: Global Health:

<http://www.globalhealth.gov/>

The National Women's Health Information Center: <http://www.4woman.gov/>

National Institutes of Health: <http://www.nih.gov/>

Population Reference Bureau: <http://www.prb.org/>

Medical Advice: http://www.healthandenergy.com/medical_advice.htm

Environmental Issues: http://internet.ggu.edu/university_library/environ.htm

American Association of School Administrators. (1991). Healthy Kids for the Year 2000: An Action Plan for Schools. Arlington, VA: American Association of School Administrators.

Association for the Advancement of Health Education. (1991). Strengthening Health Education for the 1990's. Reston, VA: Association for the Advancement of Health Education.

American Cancer Society. (1992). National Action plan for Comprehensive School Health Education. Atlanta: American Cancer Society.

American Cancer Society. (1995). Joint Committee on Health Education Standards. The National Health Education Standards: Achieving Health Literacy. Atlanta, Georgia.

Centers for Disease Control. (1995). Youth Risk Behavior Surveillance - United States, 1995. U.S. Department of Health and Human Services, Public Health Service. Atlanta, Georgia.

Kennedy, Eugene, Ph.D. Louisiana Youth Risk Behavior Survey. (1995). Bureau of Student Services, Louisiana State Department of Education. Baton Rouge, LA.

Web Site Resources:

American Council for Drug Education
<http://www.acde.org/>

America's Health Network
<http://www.ahn.com>

American Public health Association
<http://www.apha.org/>

American School Food Service Association
<http://www.asfsa.org/>

American School Health Association
<http://www.ashaweb.org/>

Centers of Disease Control and Prevention
<http://www.cdc.gov/>

Child Health Care
<http://www.wellchild.org>

Children Now
<http://www.childrennow.org./>

Children's Environmental health Network
<http://www.cehn.org/>

Classroom Connect
<http://www.classroom.net/>

Harvard Center for Children's Health
<http://www.hsph.harvard.edu/children/>

Health finder
<http://www.healthfinder.org>

Kids Food Cyber Club
<http://www.kidsfood.org/>

Kid's health Organization: Children's Health and Parenting Information
<http://www.kidshealth.org/index2.html>

Mental Health Net
<http://www.cmhc.com/>

National Clearinghouse for Alcohol and Drug Information
<http://www.nih.gov/>

Smart Parent
<http://smartparent.com/>

References

Office of Global Health Affairs: <http://www.globalhealth.gov/>
Center for Disease Control: http://www.cdc.gov/nchstp/dstd/disease_info.htm
About Alcoholism: <http://alcoholism.about.com/>
National Institute on Alcohol Abuse and Alcoholism: <http://www.niaaa.nih.gov/>
American Cancer Society: www.cancer.org
National Cancer Institute: www.nci.nih.gov
World Health Organization: <http://www.who.int/en/>

Course Policies and Procedures

Emergency Evacuation Procedures

A map of this floor is posted near the elevator marking the evacuation route and the Designated Route Area. This is an area where emergency service personnel will go first to look for individuals who need assistance in exiting the building. Students who may need assistance should identify themselves to the teaching faculty.

Attendance Policy

Regular attendance is expected when students are expected to attend a formal class. The attendance policy in this class will follow UL Lafayette's policy (excessive absences are defined as 10% of the total number of classes).

Come to class on time.

The first day of class is the official first day of class - in other words, if you miss the first day of class you have 1 absence.

Academic Honesty

The College of Education adheres to the policy on academic honesty as outlined on page 427 in the Undergraduate Bulletin (2003-2005).

Students Requiring Special Accommodations

Students requiring special accommodations must register with the Office of Services for Students with Disabilities and provide official documentation to the instructor in a timely manner.