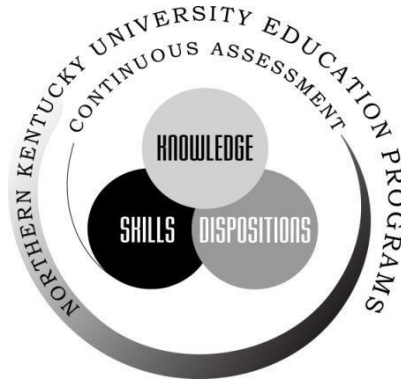


**Northern Kentucky University  
College of Education and Human Services  
HEA 525 Methods and Materials for Health Education  
3 Credit hours  
Fall 2016**



***Learn, Lead, Succeed***

**Mission**

The College of Education and Human Services plays an important leadership role and collaborates with others in the creation, dissemination, and application of knowledge and research that enhances professional practice and transforms lives, schools, and communities

**Vision**

The College of Education and Human Services aspires to be known throughout the Commonwealth of Kentucky and region at large as the leader in providing opportunities for engaged learning and applied scholarship that fosters individual growth and collective success.

**Kentucky Academic Standards (KAS)**

Preparation of Kentucky's students for the demands of the 21<sup>st</sup> century requires districts and schools to prepare every student for successful transition to be College and Career Ready. The Kentucky Core Academic Standards help ensure that all students throughout Kentucky are provided with common content and have opportunities to learn at high levels. As education candidates complete and implement projects and assignments throughout their education programs at NKU, they will incorporate the components of the [Kentucky Academic Standards](#).

**Instructor: Dr. Carol Ryan**

**Office Hours: By appointment only.**

**Email: [ryanc@nku.edu](mailto:ryanc@nku.edu)**

**Required Textbook and/or Materials:**

**Meeks, L., Heit, P., & Page, R. (2013) Comprehensive School Health Education: Totally Awesome Strategies for Teaching Health. 8<sup>th</sup> Edition. ISBN: 9780078028519**

**Course Description:** Principles, methods, and techniques for developing, implementing, and evaluating health education in P-12 and other appropriate settings; theoretical foundations, teaching methodology and strategies, curriculum designs, and resource materials.

Student Learning Outcome	Assessment/ Assignments  KAS Alignment	Kentucky Teacher Standards (Initial) (Advanced) (IECE)	InTASC Category	Specialized Professional Association (SPA) Standards	PGES Domains
Identify and discuss the National Health Education Standards	Teacher Work Sample; Exam, Newsletter, Peer Teaching	1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.4, 6.1, 8.1, 8.2, 8.3, 8.4	Instructional Practice	1, 2	1A-F, 3D, 4A
Describe the School Health Services	Teacher Work Sample, Exam, Newsletter, Peer Teaching	1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.4, 6.1, 8.1, 8.2, 8.3, 8.4	Instructional Practice	1, 2	1A-F, 3D, 4A
Name and describe Comprehensive Health Education curriculum	Teacher Work Sample, Peer Teaching, Exam	1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.4, 6.1, 8.1, 8.2, 8.3, 8.4	Instructional Practice	1, 2	1A-F, 3D, 4A
List and describe the ten health concept areas	Peer Teaching, Exam, Newsletter	1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.4, 6.1, 8.1, 8.2, 8.3, 8.4	Content Knowledge	1, 2	1A, 1E, 1F, 3D
Discuss at least five instructional strategies and technologies	KAHPERD Paper, Teacher Work Sample, Exam, Newsletter, Peer Teaching	1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.4, 6.1, 8.1, 8.2, 8.3, 8.4	Content Knowledge	1, 2	1A-F, 3D, 4A

### Course Assignments and Grading

#### 1. TWS/Instructional Unit (100 points) This will be due at least two weeks BEFORE I observe you teach.

- Your content area will be determined through discussion with your PK-12 clinical educator. Your TWS/unit will be evaluated for completeness and accuracy and must be relevant to the Kentucky Academic Standards (KAS) Practical Living (Health and PE) Standards and Alignment to National Health and PE Standards.
- Refer to the TWS document for specifics on what must be included.

**2. Newsletter (50 points) Due 9/19/16**

- You will design a Health Newsletter to go home to the parents of your students, informing them of the 10 health concept areas and how you will teach each one. Activities should be creative and depicted in a colorful, eye-catching fashion. The premise of your newsletter is to be informative and to convey to your students' parents the value you, as a classroom teacher, place on these 10 areas. Specify the grade you will be teaching! The 10 health concept areas should be arranged by months.

**Rubric**

Content (all 10 areas included)	=20 points
Creativity-colorful, unique	= 20 points
Readability	= 5 points
Age Appropriate	= 5 points
	<u>50 points</u>

**3. AHPERD Paper (50 points) November 14-15, Lexington Paper due 11/21.**

- Students will attend at least one day of the KAHPERD Conference and write a 2-page reflection of the sessions attended. In addition to the paper, students must get speakers signature for proof of attendance. To receive credit, paper will be a minimum of 2 pages, double space, 1-inch margins, Times New Roman 12 point font, and submitted in Microsoft word on Blackboard.

**4. Book Chapter Notes (100 points) - Due each time we meet.**

- Read and write notes for the first 14 chapters of the book. Two Chapters will be due each time we meet—moving in order from Chapter 1-14. (Ch 1-2; Cha 3-4; etc).
- Requirements-- Write a summary of each section of the chapter, include teaching strategies you would use in grades 7-12 to teach the health topic starting with Chapter 5. Suggested teaching strategies are included for each health topic in Chapter 15.

**5. Kentucky Department of Education Health Education Website: Due at our last meeting.**

<http://education.ky.gov/curriculum/CSH/wholechild/Pages/Health-Education.aspx>

- Review the health education section of the Ky Department of Education. Print the High School and Middle School KAS Aligned to NHES documents. Summarize the [Characteristics of an Effective Health Curriculum](#), focusing on how you would ensure these things happen in your health education curriculum.

<b><u>Assignments</u></b>	<b><u>Points</u></b>
TWS (Instructional Unit)	100
Newsletter	50
KAHPERD Reflection	100
Book Chapter Notes	200
Kentucky Dept of Ed Website	100
<b>TOTAL</b>	<b>550</b>

## Grading Scale

<u>Grade</u>	<u>Percent</u>	<u>Points Earned</u>
A	95%+	523-550
A-	93%+	512-522
B+	91%+	501-511
B	87%+	479-500
B-	85%+	468-478
C+	83%+	457-467
C	77%+	424-456
C-	75%+	413-423
D+	73%+	402-412
D	70%+	385-401
F	<70%	0-384

***The instructor reserves the right to modify the above grading system to accommodate any special situations that may arise throughout the semester.***

The College of Education and Human Services requires education majors to earn a grade of C or better in all education (EDU & EDS) courses. A grade of C- or lower is not acceptable for program completion.

**Mid-term Grade:** Mid-term grades will be posted in myNKU by the deadline established in the [Academic Calendar](#).

**Final Examination Information:** The final exam for this course will be held in room 208 on Monday December 7, 2015 at 4:30 PM.

## Course Policies and Procedures

### **Makeup Policy**

Makeup exams will be given only in the most extreme of circumstances and only after discussing the situation with me.

### **Deviations from Syllabus and/or Course Procedures**

If you have a reason to request a deviation from the procedures spelled out in this syllabus, it must be approved in writing and in advance of the date in question.

### **Plagiarism**

Academic dishonesty in any form (plagiarism, submitting other people's work as your own, submitting your previous work to satisfy new requirements, and the like) will result in a failure on the assignment in question. Proven academic dishonesty may result in failure in the course and a recommendation that the chair of the department review the student's standing regarding acceptance in the program. Anyone who copies answers from another person during an exam, or uses any other means to cheat on a test, will receive an automatic "F" for the exam. The "F" will have a numeric value of zero and will be averaged in with your other exam grades, which will greatly jeopardize your chances of passing the class.

### **Last Day to Drop the Class with a "W"**

The official university date for your last-chance withdrawal is October 26th. This is a firm date; requests to drop after this deadline will not be approved by the Department Chair or the Dean.

### **Late Assignments:**

For work that is turned in after the due date, TWO points will be deducted each day it is late from the final score. ALL MISSED WORK MUST BE COMPLETED WITHIN ONE WEEK FROM THE ORIGINAL DUE DATE or it will NOT be accepted.

**Student Honor Code:** The [Student Honor Code](#) [the "Honor Code"] is a commitment by students of Northern Kentucky University, through their matriculation or continued enrollment at the University, to adhere to the highest degree of ethical integrity in academic conduct. It is a commitment individually and collectively that the students of Northern Kentucky University will not lie, cheat, or plagiarize to gain an academic advantage over fellow students or avoid academic requirements.

The purpose of the Honor Code is to establish standards of academic conduct for students at Northern Kentucky University and to provide a procedure that offers basic assurances of fundamental fairness to any person accused of violations of these rules. Each Northern Kentucky University student is bound by the provisions of the Honor Code and is presumed to be familiar with all of its provisions. Students also should aspire to conduct themselves in a manner that is consistent with the highest degree of ethical integrity in all matters, whether covered in the Honor Code or not. The success of this commitment begins in the diligence with which students uphold the letter and the spirit of the Honor Code.

In addition, students in the education programs must also adhere to the [College of Education and Human Services Code of Ethics](#) and the [Professional Code of Ethics for Kentucky School Certified Personnel](#).

**Credit Hour Policy Statement:** In accordance with federal policy, NKU defines a credit hour as the amount of work represented in the achievement of student learning outcomes (verified by evidence of student achievement) that reasonably approximates one hour (50 minutes) of classroom instruction and a minimum of two hours of out-of-class student work. For every course credit hour, a typical student should expect to spend at least three hours per week of concentrated attention on course-related work including, but not limited to, class meeting time, reading, reviewing, organizing notes, studying and completing assignments. At least an equivalent amount of time is expected for other academic activities such as online courses, laboratory work, internships, practica, studio work and other academic work leading to the award of credit hours.

Estimates of the time required for a typical student to complete course expectations are as follows:

In-Class: 1 days x 165 minutes x 15 weeks	= 41.25 Hours (2,475 minutes)
Readings: 16 chapters x 3 hours each	= 48.0 Hours
Assignments: 6 assignments x 4 hour each	= 24.0 Hours
Peer Teaching	= 25.0 Hours
<b>Total</b>	<b>= 138.25 Hours</b>

**Student Evaluation of Instructor and Course:** Northern Kentucky University takes Instructor and Course Evaluations very seriously as an important means of gathering information for the enhancement of learning opportunities for its students. It is an important responsibility of NKU students as citizens of the University to participate in the instructor and course evaluation process. During the two weeks\* prior to the end of each semester classes, you will be asked to reflect upon what you have learned in this course, the extent to which you have invested the necessary effort to maximize your learning, and the role your instructor has played in the learning process. It is very important that you complete the online evaluations with thoughtfully written comments.

Student evaluations of courses and instructors are regarded as strictly confidential. They are not available to the instructor until after final grades are submitted, and extensive precautions are taken to prevent your

comments from being identified as coming from you. Students who complete an evaluation for a particular course (or opt out of doing so in the evaluation) will be rewarded for their participation by having access to their course grade as soon as that grade is submitted by the instructor. On the other hand, any student who does not complete the course evaluation (or opt out of doing so in the evaluation) should expect to incur a two week delay in access to his or her course grade beyond the university's official date for grade availability. To complete online evaluations go to <http://eval.nku.edu>. Click on "student login" and use the same USERNAME and PASSWORD as used on campus.

In addition, you should be aware of:

- Evaluations can affect changes in courses. Evaluations without comments are less valuable and less credible than those filled out thoughtfully. Comments that are expressed well are more effective than those that are not.
- Positive feedback is just as important as criticism. Moreover, negative evaluations without any explanation and specifics are not especially useful.
- Once grades are submitted, all evaluations are read not only by the instructor, but also by the instructor's department chairperson.
- Evaluations not only provide feedback to your instructor, but also provide information to the department chair for use in performance evaluations. This information affects reappointments, promotions, salaries, and teaching assignments.

**Accommodations Due to Disability:** Northern Kentucky University is committed to providing reasonable accommodations for all persons with disabilities. The syllabus is available in alternate formats upon request. Students with disabilities: If you are seeking classroom accommodations under the Americans with Disabilities Act, you are required to register with the Disability Programs and Services Office in SU 303. To receive academic accommodations for this class, please obtain the proper DPS forms and meet with me at the beginning of the semester. More information on Disability Services can be found at <http://disability.nku.edu>.

## **Bibliography**

Anspaugh, D.J. and Ezell, G.O. (1990). Teaching Today's Health. Merrill.

Greenberg, J.S. (2004). Health Education and Health Promotion Learner-Centered Instructional Strategies

Meeks, L. and Heit, P. (2011). Totally Awesome Strategies for Teaching HealthMeeks

Pollock, M. (1987). Planning and Implementing Health Education in Schools. Mayfield

Scott, G. D. and Carlo, M.W. (1979). On Becoming a Health Educator. WC Brown

Simon, Howe and Kirschenbaum (1978). Values Clarification: A Handbook of Practical Strategies for Teachers and Students. Dodd, Mead and Co.

## **Tentative Course Schedule**

8/17 Introductions / Course Overview Chapter 1  
8/24 A Nation at Risk School Health Services Chapters 1 & 2  
8/31 School Health Services The Comp School Health Education Curriculum  
TWS Assignment Overview Chapters 2 & 3 TWS Part One Due 9/1 by 11:59 PM  
9/7 Labor Day (NO CLASS) TWS Part Two Due 9/8 by 11:59 PM  
9/14 Instructional Strategies and Technologies/ Mental Health Chapters 4 & 5  
9/21 Principles of Learning/ Bloom's Taxonomy/ Diversity, Family and Social Health  
Chapter 6 Newsletter Due 9/21 by 11:59 PM  
9/28 Growth and Development Chapter 7  
10/5 Midterm Exam TWS Part Four Due 10/9 by 11:59 PM  
10/12 Fall Break (NO CLASS)  
10/19 Nutrition/ Personal Health and Physical Activity; Chapters 8 & 9  
10/26 Tobacco, Alcohol & other Drugs/ Communicable Diseases; Chapters 10 & 11  
11/2 Consumer and Community Health/ Environmental Health PEER TEACHING  
Chapters 12 & 13 Peer Teaching Due  
11/9 Injury Prevention and Safety PEER TEACHING Chapter 14  
11/16 KAHPERD Conference (NO CLASS)  
11/23 Using the Totally Awesome Teaching Strategies PEER TEACHING  
KAHPERD Paper Due 11/23 by 11:59 PM  
11/30 Using the Meeks Heit K-12 Health Education Curriculum guide  
PEER TEACHING; Final Exam Review  
12/7 FINAL EXAM

The instructor reserves the right to make updates and changes to the syllabus at any time. Students are expected to have read the assigned material prior to class meetings.