

## DEPARTMENT OF HEALTH PROMOTION

Course Syllabus  
Fall 2009  
T Th 1:30 - 2:50

HSCI 4301 Teaching Health Education in the Secondary Schools

INSTRUCTOR: Professor Jo Hill  
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HOURS: Tues - Thurs 3 - 4:30

### REQUIRED TEXT

COMPREHENSIVE SCHOOL HEALTH EDUCATION, Sixth Edition  
Meeks, Heit, Page McGraw-Hill, Publishers

### COURSE DESCRIPTION

Overview of both traditional and innovative teaching methods, materials and resources in middle and secondary schools. Responsibilities of schools for curriculum development and instruction; adolescent health problems and their relationship to instruction. Practice of effective teaching techniques. Field experience required.

### COURSE DESCRIPTION

In this course we will attempt to identify and describe Health Education as it is today. It will involve teacher preparation with its' goal to "make health instruction a meaningful experience for students which will allow them to investigate topics with which they are concerned and which will be applicable to their lives". To attain this goal we will work with teaching methods, materials, resources, program development, evaluation and develop an awareness of adolescent health problems in their relationship to instruction and learning.

### COURSE OBJECTIVES

By the end of the semester the student will be able to

1. define the terms Health, Health Promotion, Health Education and Wellness.
2. describe the need for Comprehensive School Health Education
3. copy a blueprint for implementing the National Health Education Standards
4. evaluate the influence of social, legislative, economic, educational and other community influences in determining the quality of a school health program
5. describe the role of the teacher in promoting the health of students and ultimately the community
6. identify available community resources appropriate for use in solving school health problems
7. identify adolescent health problems and list what we, as teachers, can do about these
8. predict changes in student's health needs and interests as they grow and develop
9. develop content instructional strategies utilizing the many lesson plan components

10. describe the various methods for teaching health education in the classroom
11. explain why the potential for controversy persists in health teaching
12. demonstrate effective instructional techniques in class and in actual health education classrooms in the public schools
13. develop detailed lesson plans for the above instruction
14. develop written evaluation tools
15. develop a list of community agencies that could supply guest speakers for the health classroom and/or provide sites for potential field trips
16. identify ways to deal with the many controversial issues that are covered within health education
17. produce behavioral objectives for each of the many content areas that will be covered in class
18. demonstrate the ability to teach one component of any content areas that will be covered in class
19. define certified health education specialist and health education credentialing
20. describe national curriculum efforts in health instruction and give examples of comprehensive and categorical, including instructional units and activities
21. define value clarification
22. Analyze programs in schools which have been developed to improve positive relationships such as conflict resolution, alternative education and “at-risk” education
23. define measurement, evaluation and testing
24. select and evaluate health teaching materials and modules available from voluntary health agencies
25. plan instruction based on needs and interest assessment
26. explain the theories of learning and how they can be applied in health education
27. develop an assessment tool relating to collection data about school adolescents and health needs
28. describe and elaborate on health instruction content for secondary school students as prescribed for Texas

### COURSE PROCEDURE

The class will involve lectures, class discussions, activities and field work. Regular attendance and punctuality is expected of everyone. It is the student’s responsibility to make all arrangements with the instructor to make-up any missed exams or assignments. NO extra credit work will be given or accepted. The course will be divided into two components: 1) Foundations & Methods of Health Education. 2) Tools and Application. If you enter class after discussion has begun, please take a seat near the door. DO NOT WALK IN FRONT OF THE INSTRUCTOR(S).

Please check your phones each day as you enter class to be sure that they are turned OFF !!!

### EVALUATION CRITERIA

1. Examination - There will be two examinations worth 100 points each. Each exam will be TF/MC, short answer, listing or identification
2. Field Work - 15 hours of combined observation and student presentation in an assigned secondary health class will be expected of each student. An evaluation by the host teacher will equal 50 points. Two other forms, daily log and summary, will equal 50 points for a total of 100 points..
3. Teaching - Each student, with a partner, will select a topic from the class schedule and prepare to teach the content of this subject to the class on the date shown. The student teaching should take about 45 minutes. A learning activity should be included. A detailed lesson plan, including objectives, will be turned in to the instructor on the day of teaching. The teaching will be evaluated by the class and the instructor and equal 50 points. The lesson plan will equal 50 points.

Grades are based on a total accumulative point system which will include the above assignments. The point breakdown is as follows:

Exam I	100 Points
Exam II	100 “
Fieldwork	100 “
Class Presentation	50 “
Lesson Plan	<u>50</u> “
Total Possible	400 Points

### GRADING SCALE

400 - 360	A
359 - 320	B
319 - 280	C
279 - 240	D

## CLASS SCHEDULE

Aug	25		Introduction and syllabus Health, Health Promotion & Wellness
	27		Health problems of teens in our nation today
Sept	1	Ch. 1	The Need for Comprehensive School Health Education (CSHE)
	3	Ch. 2	Promoting & Protecting Health & Safety Resources
	8	Ch. 3	The CSHE Curriculum
	10	Ch. 4	Using Totally Awesome Teaching Strategies
	15	Ch. 16	Curriculum Guide Designing lesson plans
	17		Exam I
	22 24	Ch. 5	Mental & Emotional Health
	29	Ch. 6	Family & Social Health
Oct	1		
	6 8	Ch. 7	Growth & Development
	13 15	Ch. 8	Nutrition

	20 22	Ch. 9	Personal Health & Physical Activity
	27 29	Ch. 10	Alcohol, Tobacco and Drugs
CONT'D			
Nov	3 5	Ch. 11	Diseases
	10 12	Ch. 12	Consumer & Community Health
	17 19	Ch. 13	Environmental Health
	24	Ch. 14	Safety & Injury Prevention
Dec	1		
	3		Exam II