MOREHEAD STATE UNIVERSITY
College of Science and Technology
Department of Health, Wellness, and Physical Performance
Fall 2010
HLTH 475, Section 001
The School Health Program
Web Enhanced

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Office Hours: Monday & Wednesday 10:10-12:30 and 1:40-3:00
Others by appointment

COURSE DESCRIPTION: This course will examine aspects of elementary and secondary level school health: Philosophy, organization and administration, environment, services, education, evaluation, and the school age child. 3 credit hours

PRE-REQUISITE: **None**

REQUIRED TEXT: Fetro, J.V. (2005). Step by Step to Health Promoting Schools. ETR Associates, Santa Cruz, CA.

Other readings from the World Wide Web, journals and books as assigned by instructor.

All students in this course are required to purchase a TK20 account. *TK20 plays an essential role as a repository documenting your progress through the teacher education program and is as necessary as any other course requirement. You are expected to have purchased and activated your account by the beginning of the third week of class. Your account may either be purchased at https://payment.tk20.com/ctpayment/options_menu.do or through the University bookstore. (If you are an education major, you only have to purchase this once; if you are taking this course to explore your interest in teaching you can purchase a one semester subscription at a reduced rate. For information on this option contact the College of Education Assessment Office at tk20help@moreheadstate.edu .)*

Required Field Experience Hours: 0

"Community Engagement: A Light to and from the Mountains"

The Professional Education Unit at Morehead State University delivers rigorous, high quality programs that prepare professionals informed by best national and international scholarship, plus research, literature, and experiences specific to Appalachia- preparing professionals to improve the schools, quality of life, and the communities in which they live and serve. This statement is not only the strategic mission for the College, but it also incorporates the conceptual framework that guides all our activities.

Conceptual Framework Outcomes (CFO's):

The Unit and the faculty within individual programs assess the degree to which its graduates:

1. Master the content knowledge, professional and the twenty – first century skills need to make an optimal contribution to "whole" student learning in education settings.
2. Are competent in the collection and use of data to inform decision – making and to demonstrate accountability for student learning.
3. Demonstrate professional dispositions
4. Are culturally competent and understand the regions from which they have come utilizing knowledge and experiences to effectively "bridge the gaps" (economic, achievement, and geographic) ensuring optimal learning for all students.
5. Engage in authentic field experiences in collaboration with committed school – based partners and are empowered to improve the quality of education throughout this region and beyond.

INTENDED STUDENT LEARNER OUTCOMES (SLOs) & METHODS FOR ACHIEVING INTENDED LEARNER OUTCOMES: The student will:
Students will demonstrate the following:

1. Develop an understanding of the total school health program, by understanding the interrelatedness of the CDC coordinated school health model and becoming familiar with the Comprehensive School Health Act. (Assessments: Exam, Selling CSHP, In class assignments, Article review)
2. Make connections to KERA. (Assessments: Curriculum Infusion, in class assignments, exam)
3. Become familiar with and identify the competencies required for an entry-level educator. (In class assignments, Selling CSHP, exam)
4. Recognize the proper sequence of growth and development and diversity among children. (Assessments: Curriculum infusion, exam, in class assignments, Content analysis)
5. Become familiar with the Healthy People 2010 initiative. (Assessments: in class assignments, exam)
6. Identify essential skills needed in the development and evaluation of school health (Assessments: Curriculum infusion, in class assignments, exam)

7. Identify the role of outside collaborators and resources in school health education. (Assessments: Selling CSHP, in class assignments, exam, Content analysis, Article review)
8. Be competently familiar with learning domains and objective writing. (Assessments: Curriculum infusion, in class assignments)
9. Understand funding basics. (Assessments: Selling CSHP, in class assignments, exam)
10. Use technology to increase knowledge and presentation skills in school health programming. (Assessments: Selling CSHP, Curriculum infusion, in class assignments, Article review)
11. Understand the value of state level professional organizations. (Assessments: Selling CSHP, in class assignments, exam)

ADDITIONAL PROFESSIONAL STANDARDS MET BY THESE OBJECTIVES:

Health Educator Entry Level Responsibilities:

1. Assess Individual and Community Needs for Health Education
2. Plan Health Education Strategies, Interventions, and Programs
4. Conduct Evaluation and Research Related to Health Education
6. Serve as a Health Education Resource Person
7. Communicate and Advocate for Health and Health Education

NCATE/ EPSB Accreditation Alignment of Conceptual Framework Outcome's CFO's and SLO's:

Program:	**Health Education and HPE P-12**					
Aligned with → Assessment (point values) ↓	**Kentucky Teacher Standards (KYS)**	**Kentucky Education Reform Act (KERA)**	**Education Professional Standards Board (EPSB)**	**Education Professional Standards Board(EPSB) Themes**	**American Association Of Health Education (AAHE-NCATE approved)**	**National Council for Teacher Education (NCATE)**
Content Analysis Project (20%) CFO:1 SLO: 1,4,6,10	1, 6	Learning Goals 1,2,4,5,6	.	Assessment Literacy	Responsibility 1, 4, 6	1,4
Selling school health presentation 10%) CFO:1-5 SLO:1,3,7,9,10,11	1, 6, 8	Learning Goals 1, 5	.	Assessment Literacy Technology	Responsibility 1,2,4,6	1,4
Curriculum Infusion Project (10%) CFO:2,3,4,5 SLO: 1,2,4,7,8,10	1, 6, 8	Learning Goals 1, 2, 5	.	Assessment Literacy Closing the Achievement Gap Technology	Responsibility 1,2,4,6	1,4

Evidence Based Article review (20%) CFO:1, 3-14 SLO:1,6,7,10	1,6	Learning Goals 1,2,6	.	Assessment Literacy Technology	Responsibility 1,2,4, 6	1,4
In Class Activities (20%) CFO:1,3,4 SLO:1-11	1, 6, 8	Learning Goals 1,2,4,5,6	.	Diversity Assessment Literacy Technology	1, 2, 4, 6	1,4
Final Exam (20%) CFO:1, 4 SLO:1-7, 9,11	1	Learning Goals 2,4,5,6	.	Assessment Literacy	1, 2, 4, 6	1,4

COURSE REQUIREMENTS, ASSESSMENTS, EVALUATIONS/VALUE:

Content Analysis Project	**20%**
Selling School Health presentation	**10%**
Curriculum Infusion Ideas	**10%**
"Evidence-Based" Article Review	**20%**
In Class assignments	**20%**
Final Exam (Monday, December 2009, at 8:00 a.m.)	**20%**
TOTAL	**100%**

Grading Scale

Grade	**Percentage**
A	**90-100**
B	**89-80**
C	**79-70**
D	**69-60**
E	**59 and below**

Assignment Descriptions

Assessment (percent value) And SLO alignment	**Course learning activities descriptions**
Content Analysis (20%) SLOs: 1,4,6,10	This project is designed to examine media influences in relation to risk behaviors (CDC) in school-aged individuals. You will be given the choice of analyzing one of the following: -prime time television (the same show 2 consecutive weeks) -cartoons (4 episodes) -magazines (3 consecutive issues [Choose ONLY from: Jump, Teen People. Elle Girl, Cosmo Girl, Seventeen, MH-18, Teen, InQuest Gamer, SI Kids, Boys Life, Slap Magazine (skateboarding), or YM) -music videos (1 consecutive hour) -television commercials (1 consecutive hours) -book -comic books (3) -song lyrics (4)

Continued: Content Analysis (20%) SLOs: 1,4,6,10	-one full feature film (video or in theaters) -other pre-approved media Methods, techniques and details of content analysis will be presented before the project is due. You will be given a detailed list of what to look for in your medium. This project has an open-ended in its format. You will be given a tool to assist you in analysis, but how the project looks in its final form will be up to each student's discretion.
Selling Coordinated School Health Presentation (10%) SLOs: 1,3,7,9,10,11	This presentation assignment is designed to allow students to synthesize information regarding the coordinated school health program. The presentation will focus on gaining 'buy-in' from school administrators for implementing a CSHP. Students are expected to utilize resources such as Fetro's *Step by Step* text, YRBSS, CDC-DASH, content information from daily activities/instruction, and evidence-based health education programs. Students will be evaluated on the following: creativity, peer evaluation, content and presentation skills.
Curriculum Infusion Ideas Project (10%) SLOs: 1,2,4,7,8,10	The purpose of this project is to provide students with an opportunity to challenge long-standing attitudes regarding health in the curriculum. Students will choose content areas (math, science, geography/social studies, or English) and develop a list of ideas for lesson planning that utilizes health in that context of core curriculum. Students will recognize the need for curriculum infusion as demands for standardized testing preparation restrict the time spent on health education in the schools. An emphasis on Kentucky education reform goals as well as educational objective writing will be a feature of the project.
"Evidence-Based" Article Review (20%) SLOs: 1,6,7,10	The purpose of this assignment is to bring to life health education in the schools as we move toward providing evidence-based practice/ teaching for school-aged individuals. The goal in using evidence based health education programs is to ensure that programs have been 'field tested' or researched before we adopt them for use in into our classrooms. 1. The student will go to the academic

Continued: "Evidence-Based" Article Review (20%) SLOs: 1,6,7,10	literature to find an article that uses or discusses a health education program (smoking, prevention of STDs, nutrition, exercise, etc.) that has been used with P-12 students or researched in the P-12 school setting. 2. The student will read the article and write a short (3-page) review of the article that will include the citation for the article as the first paragraph. It will be VERY important for the student to use his/her own words for the review. She/he will carefully summarize the article and give the main points in the paper.
In class Assignments (20%) SLOs: 1-11	The purpose of these assignments is to gain immediate feedback regarding student understanding of topics discussed in class. Sometimes, there will be online assignments given; these will be figured in to this 20% of the course grade. The in class assignments may include quizzes over assigned reading, individual exercises, group exercises, and/or reaction papers (personal reaction to topics covered in class). There are no make-ups allowed for in class assignments.
Final Exam (20%) SLOs: 1-7, 9, 11	The comprehensive exam will cover reading assignments and materials presented in class. Format for exam will be multiple choice, matching and essay.
TOTAL=100%	

Academic Honesty
Cheating, fabrication, plagiarism or helping others to commit these acts will not be tolerated. Academic dishonesty will result in severe disciplinary action including, but not limited to, failure of the student assessment item or course, and/ or dismissal from MSU. If you are not sure what constitutes academic dishonesty, read the Eagle: Student Handbook or ask your instructor. An example of plagiarism is copying information from the internet when appropriate credit is not given. The policy is located at
http://morehead-st.edu/units/studentlife/handbook/academicdishonesty.html

Americans with Disabilities Act (ADA)
In compliance with the ADA, all students with a documented disability are entitled to reasonable accommodations and services to support their academic success and safety. Though a request for services may be made at any time, services are best applied when they are requested at or before the start of the semester. To receive accommodations and services the student should immediately contact the Disability Services Coordinator in the Office of Academic and Career Services, 223 Allie Young Hall, 606-783-5188,
www.moreheadstate.edu/acs/

Campus Safety Statement
Emergency response information will be discussed in class. Students should familiarize themselves with the nearest exit routes in the event evacuation becomes necessary. You should notify your instructor at the beginning of the semester if you have special needs or will require assistance during an emergency evacuation. Students should familiarize themselves with emergency response protocols at
http://www.moreheadstate.edu/emergency

Attendance Policy
Prompt and regular class attendance is the course expectation and is the responsibility of all students. Students will be allowed 2 unexcused absences during the course. After two unexcused absences, the final average in the course will be affected by 2 points each time an additional unexcused absence occurs. A combination of strategies (attendance taking and daily activity grades) will be utilized by the instruction to track student attendance.

Student athletes are required to confer with their coaches and advisors prior to the start of a semester in order to choose required classes that minimize class and athletic event conflicts. When conflicts are unavoidable, they should be kept to a reasonable number per semester. Faculty should be advised of specific conflicts by the student athlete within the first week of the semester. If the athletic event schedule changes after the first week, it is the student's responsibility to notify faculty promptly. When the nature of the work missed is such that it can feasibly be made up, students must arrange with faculty to do so. Source: Adapted from the MSU Catalog (2005)

Policy for submitting all assigned work

Make-up Exams
Students who miss an exam MUST document an illness or family emergency to become eligible for exam make-ups. Failure to do so will result in an assigned zero. The student eligible for a makeup will be given 1 week following the missed class in which to make up the missed exam. Beyond the 1-week period, no make-up exams will be allowed and a zero will be assigned.

There will be no make-ups allowed for in class assignments.

Late Assignments
Late work IS NOT accepted. Due means DUE. No exceptions will be made to this policy. Students who miss an assignment due to illness or other emergency MUST provide documentation within 24 hours of assignment due date to be eligible for an exception. Failure to provide acceptable documentation within a 24-hour period will result in an assigned zero.

HLTH 475 Course Outline*

Tuesday	August 23	Introduction
Thursday	August 25	The current 'state' of Kentucky Youth-online
Tuesday	August 31	Fetro 1 & 2
Thursday	September 1	Introduction to Content Analysis
Friday	September 2	Media Influences on youth, Media Literacy
Tuesday	September 7	Chapter 3 (Fetro)
Thursday	September 9	Intro – Evidence based article assignment
Tuesday	September 14	Chapter 4 (Fetro)
Thursday	September 16	CDC Websites, CSHP definition
Friday	September 17	CDC Websites, CSHP definition
Tuesday	September 21	Healthy People and the schools
Thursday	September 23	Article review work
		Bring article to class TODAY!!
Tuesday	September 28	**Marketing presentations**
Thursday	September 30	**Marketing presentations**
Friday	October 1	Drug and alcohol abuse
Tuesday	October 5	Drug and alcohol abuse
Thursday	October 7	Relational Aggression and the phone
Tuesday	October 12	**Content Analysis Due – Discussion**
Thursday	October 14	Fall Break
Friday	October 15	Fall Break
Tuesday	October 19	**Article Review due**
Thursday	October 21	Bullying
Friday	October 22	Bullying
Tuesday	October 26	Sexuality
Thursday	October 28	Sexuality
Tuesday	November 2	Youth Suicide, Loss, Grief
Thursday	November 4	Body Image and Adolescent Health
Friday	November 5	Body Image online
Tuesday	November 9	Safety
Thursday	November 11	Safety
Tuesday	November 16	Curriculum Infusion - groups
Thursday	November 18	Curriculum Infusion - groups

Friday	November 19	CDC, YRBSS activity
Tuesday	November 23	CDC, YRBSS
Thursday	November 25	Thanksgiving
Tuesday	November 30	Present infusion lessons
Thursday	December 2	Present infusion lessons
Friday	December 3	Present infusion lessons
Tuesday	December 7	Course synthesis
Thursday	December 9	Flex, final exam prep

Monday, December 13 10:15-12:15 FINAL EXAM NO exceptions

*This is subject to change as necessary. It is a living document and it may be necessary to spend extra time on some topics as the course progresses.

Final Examination Schedule, Fall 2010

Time	**MONDAY 12/13/10**	**TUESDAY 12/14/10**	**WEDNESDAY 12/15/10**	**THURSDAY 12/16/10**	**FRIDAY 12/17/10**
8:00am-10:00am	NO EXAMS	8:00 MWF Classes	NO EXAMS	8:00 TTHF Classes	9:10 MWF Classes
10:15am-12:15pm	9:10 TTHF Classes	10:20 TTHF Classes	NO EXAMS	10:20 MWF Classes	11:30 MWF Classes
12:45pm-2:45pm	11:30 TTHF Classes	12:40 MWF Classes	12:40 TTHF Classes	1:50 MWF Classes	1:50 TTHF Classes
3:00pm-5:00pm	3:00 MWF Classes	4:10 MWF Classes	3:00 TTHF Classes	4:10 TTHF Classes	NO EXAMS
6:30pm-9:00pm	Exams for scheduled night classes	Exams for scheduled night classes	Exams for scheduled night classes	Exams for scheduled night classes	Commencement Rehearsal 6:00pm-7:00pm