



University of Florida
 Department of Health Education and Behavior
HSC 3301
Sections 1891, 2638, 4496, 4502
Health Education in Elementary Schools
 Spring 2011



Instructor: Monica C. Webb, MPH, CHES
 Office: FLG, Room 69
 Telephone: 392-0583 ext. 1254
 Office Hours: Wed 10 am - 1 pm, by appointment
 Teaching Assistant: Henry W. Lewis III

Class Time: x.1891: R 4:05-7:05, FLG 210
 x. 2638, 4496, 4502: Only Online
 Dept Chair: Jay M. Bernhardt, PhD, MPH
 Instructor Contact: e-learning e-mail* & chat

*****Please use E-learning e-mail for questions concerning this course*****

Course Description:

The purpose of this course is to provide elementary education teachers with the knowledge and skills necessary to effectively integrate and teach a variety of health topics in the elementary school setting. The emphasis of the course will be developmentally appropriate health content and methodology.

General Goals and Objectives:

Upon successful completion of this course, students will be able to:

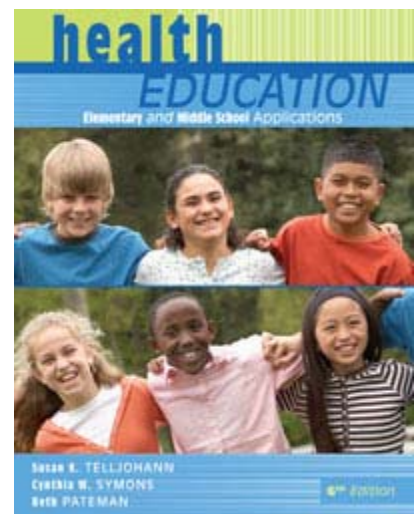
1. Describe the health needs of the elementary school age child.
2. Demonstrate health content knowledge.
3. Identify and develop various instructional strategies appropriate for health instruction in elementary schools.
4. Identify and explain the components of the coordinated school health program.
5. Define the role of the teacher within the coordinated school health program.
6. Identify resources and techniques for disseminating health information and for practicing healthy behaviors.
7. Demonstrate the ability to incorporate technology, and innovative and creative activities into class lessons.
8. Demonstrate the ability to develop and plan health lessons.

Course Text: Telljohann, S.K., Symons, C.W., & Pateman, B. (2009) Health Education: Elementary and Middle School Applications, Sixth Edition. Boston: McGraw Hill.

*Note: There are some differences between the 5th and 6th editions.

Course Evaluation:

Teacher In-Service Project	108 points
Lecture Quizzes (best 14 of 16 @ 3 pts each)	42 points
Midterm Exam	50 points
Final Exam	50 points
Total:	250 points



Course Grading Scale:

Grade	Percentage	Points
A	93% - 100%	232.5 – 250
A-	90% - 92%	224.5 – 232.4
B+	88% - 89%	219.5 – 224.4
B	83% - 87%	207.5 – 219.4
B-	80% - 82%	199.5 – 207.4
C+	78% - 79%	194.5 – 199.4
C	73% - 77%	182.5 – 194.4
C-	70% - 72%	174.5 – 182.4
D+	68% - 69%	169.5 – 174.4
D	63% - 67%	155.5 – 169.4
D-	60% - 62%	149.5 – 155.4
E	59% and below	0 – 149.4



Course Website:

You can view/download class lectures, notes, discussions, and assignments from the Sakai E-Learning website through their Support Site: <http://lss.at.ufl.edu/> or directly to Sakai at:

<https://elearning2.courses.ufl.edu>. You must officially register for this course in order to use your GatorLink user name and password to log in. In addition you will need to have access to the following programs: Java, Flash, Windows Media Player, Adobe Acrobat, Microsoft Word, and Microsoft PowerPoint. All of these programs are available in most campus computer labs. Keep in mind that files created on a Mac may not be compatible with the required submission format. It is the student's responsibility, not the instructor, to make sure all aspects of the file are converted correctly.

Class lectures, announcements, the syllabus, sample assignments, rubrics, grades, e-mail, a discussion board, the assignment drop box, and other functions are all available through E-Learning. If you do NOT have Gatorlink ID or cannot remember your Gatorlink login information, visit the Gatorlink website (<http://www.gatorlink.ufl.edu>), walk to the UF Computing Help Desk at HUB 132, or call 392-HELP for assistance. You should be checking the class site **DAILY**.

Attendance/Participation:

Although distance-delivered courses offer students the option of doing most of their work off campus, attendance and participation are still critical components. Attendance will be recorded by tracking your progress through the course via meeting deadlines, time spent viewing lectures and module materials, etc. Inactivity in the course site as evidenced by E-learning's tracking statistics. You will find you learn from this class in direct proportion to your contributions. You are responsible for participating regularly and attending the in-class exams.

Excused absences include *medical appointments and illness* (with doctor's notes), *deaths in the family* (with documentation) and *school events* (with documentation on school letterhead). **The instructor will only accept excused absences as prescribed by university policy.** Please contact your instructor via email and/or office phone as soon as possible, if such events should occur and provide copy of documentation upon return to class. The instructor will keep the documentation.

Course Assignments

This course requires the completion of two major course assignments as well as various online discussion contributions. Below you will find a description of each assignment. All assignments are to follow APA formatting guidelines. Please make sure you view the lecture *Finding Empirical Research* as it covers correct formatting procedures. Keep in mind points will be deducted if the assignment does not follow the formatting completely.

Teacher In-Service (108 points):

The purpose of the Teacher In-Service is two-fold: 1) to provide students with the opportunity to develop a research-based presentation on a specific health topic of importance to elementary-aged children 2) to allow students to demonstrate their ability to create developmentally appropriate classroom lesson plans that integrate health with the core subjects (math, language arts, science, social studies). This assignment is an instructional activity in which groups of students develop a presentation for elementary school faculty, with the overarching goal of creating a healthier student body. ***Please review the In-Service Directions and Rubric CAREFULLY.*** All aspects of the project are explained with the documents in the In-Service Project folder.

Groups and topics will be selected the first week of class. It is the student's responsibility to find 6 to 8 other members and actively participate in the group and topic selections. Due to the distance nature of this course it is especially critical that students agree to meet digitally via chat, Skype, IM, or other mode of contact to complete the assignment. Your groups may also find sites such as GoogleDocs helpful to assemble and edit word or PowerPoint documents. However, keep in mind specific guidelines are in place for submission formats.

Project checkpoints will be held throughout the semester and are listed on the syllabus. The work will be submitted via e-learning. You will be graded 2 points each checkpoint for a total of 14 points (out of the total 108) on your submissions. The checkpoints are your opportunity to receive instructor feedback. The instructor also holds the right to request checkpoint material from groups who have not made submissions. Please refer to the course schedule for all relevant due dates.

Lecture Quizzes (best 14 of 16 quizzes @ 3pts each = 42 points):

The purpose of this assignment is to assess your progress on the course lectures. Due to the digital nature of this course students often find themselves watching all the lectures the night before the exam. It is important to also note some of the material discussed in the lecture is critical for the exam and might not be found in the handouts. Thus, to properly excel in the course and meet the assignment requirements students will complete 16 quizzes throughout the semester. Each quiz is 10 questions and is worth 3 points. The best 14 quizzes will count towards the 42 point total. Please follow the course schedule for the quiz due dates.

Examinations:

There will be two *non-cumulative* exams that consist of 50 questions (multiple choice/true false/matching) and cover assigned text chapters and all materials covered in class, including the textbook, handouts, activities, videos, and lectures. The exams are administered during the semester on the assigned testing dates. No make-up exams will be given without presentation of a medical excuse or notice of a university-sponsored activity prior to the exam date. If you do not notify your instructor of your excused absence BEFORE the exam you will not be able to make it up. It is your responsibility to review your grade on each exam, quiz, exercise activity, etc. when they are posted.

Exam Logistics:

Students enrolled in the campus section (1891) may choose to take the exams in class on the exam day OR online through Proctor U (UF's approved online proctoring service). UF will NOT cover the cost associated with using this proctoring site for students enrolled in this section. To take the exam online you must pay the fee (about \$23) and have a webcam. If instead, you chose to take the exam in class, you must arrive promptly by 4:05pm. If you arrive more than 10 minutes late, you will NOT be allowed to take the exam. Please bring a #2 pencil and your student ID to the exam. **You must select your testing mode by the date on the course schedule and email our TA (Henry Lewis) with this information. Once submitted this information cannot be changed.** We will provide you with the Proctor U directions and registration information before the exam date.

Students enrolled in the distance education sections (2638, 4496, 4502) may choose to take the exams at Santa Fe College OR online through Proctor U (UF's approved online proctoring service). For students enrolled in these sections, the price of testing services is included in your tuition. **You must select your testing mode by the date on the course schedule and email our TA (Henry Lewis) with this information. Once submitted this information cannot be changed.** We will provide you with the Proctor U directions and registration information before the exam date. To schedule your examination time at Santa Fe College, please contact the SFC Assessment Center at 352.395.5509 or test.center@sfccollege.edu. Students enrolled in the distance education sections may contact Owen Beatty for more information at beatty@hhp.ufl.edu or (352) 392-0578 (ext 1246).

Extra Credit

Instructor directed extra credit opportunities may be offered to students throughout the semester. Each possibility ranges in points (1-5). Students may not request additional opportunities. The instructor cannot guarantee extra credit opportunities will be available during a semester.

Course Policies

1. Distance Ed Course Conduct

Online learning can present significant challenges; particularly to individuals who are not 'self-starters' or those who do not possess advanced writing skills. The online classroom is available to you 24 hours a day. In theory, this type of instruction should be more adaptable to a variety of learning styles. However, many students fail to keep track of course materials, assignments, and due dates. Procrastination results in a low quality performance and will be reflected in student grades. This course is not self-paced. You are expected to adhere to the course schedule. Assignments are due on the date and time specified on the course schedule. I generally respond to all e-mails within 48 hours. Anytime you have a question or problem, email me immediately.

2. Policy regarding missed exams and assignments

Exams are to be taken on their scheduled dates. Make-up exams and late assignments will be considered without penalty only under unusual or extenuating circumstances that follow University policy and for which documentation is required, i.e., documentation from a physician. In case of an excused absence, the assignment will be turned in on the first day you return to class and the make-up exam will be taken on the earliest convenient date. ***Any unexcused late assignments will result in a letter grade deduction per day that it is late.***

3. Email and Discussion Board Etiquette

The following are tips which are useful to students when sending and receiving emails as well as writing on discussion boards. Be very aware of these tips when sending emails to professors, instructors, and teaching assistants.

- Always provide a subject in the subject line. Make sure the subject is clear so that the recipient can prioritize their email reading
- Open each email with a greeting (“Dear Ms. Johnson,”)
- Make sure to use proper spelling, punctuation, and capitalization. **DO NOT USE ALL CAPS IN AN EMAIL. IT SHOWS THE RECIPIENT THAT YOU ARE SCREAMING AT THEM!!!**
- Make sure to sign your emails with at least your last name below your message. Provide contact information such as email or phone number below your name if desired
- If possible, avoid lengthy emails. Make your point and keep it simple
- Try your best to respond to emails within a reasonable time
- When replying, make sure to check the “To:” section at the top of the email. You might be replying to an entire list of people when you just wanted to reply to one person.
- Do not share personal issues, positive or negative, about people or places with others on discussion boards

References: <http://owl.english.purdue.edu/owl/resource/636/01/>
<http://www2.cit.cornell.edu/email/polite.html>
<http://medinfo.ufl.edu/omi/docs/policy/email.html>

4. *Assignment submission*

All assignments will be submitted via the appropriate e-learning drop box. Please follow submission directions carefully as some assignments will require file attachments and other assignments will only require typing your answers in the submission box. Any files that are attached should be typed in **Microsoft Word**, using a 12 point font, 1” margins, and adhere to appropriate APA formatting. Always number your answers. **Points will be deducted if the assignment is not submitted in the specified format.** Any assignments missing these requirements will result in an automatic deduction by half the total points. **Please note that grammar and spelling will also be graded.** Make sure you proof-read assignments before turning them in.

5. *Grade policy*

It is your responsibility to review your grade on each exam, quiz, exercise activity, etc. when they are posted. Students will not be given “freebie” points, ex: if you are 1 point away from a B+. **GRADES ARE NOT NEGOTIABLE.** The instructor will also not allow students to request additional extra credit opportunities.

6. *Respect each other’s opinions and comments even though you may not agree*

Each of you has a heritage, history, and variety of experiences that influence how you see the world. We tend to attach labels, develop values, and express attitudes based on this diversity. It is this diversity, however, that makes us each unique and important. In this course, we will attempt to minimize barriers of sensitive topics and maximize a trusting environment.

7. *Policy concerning accommodations for students with disabilities*

Students requesting specific classroom accommodations must provide the instructor with an accommodation letter from the Disability Resource Center (Dean of Students Office) by the end of the second week of classes verifying their eligibility and specifying their level of support. Students experiencing difficulty with the course readings, lectures, assignments, or examinations are encouraged to talk with the instructor.

8. *Academic Integrity*

The “virtual world” in general, and online instruction in particular, present some interesting challenges related to academic integrity. Clearly, the ability to archive and share work creates opportunities for both

positive and negative outcomes. It is imperative that you do your own work. Claiming other's words as your own (whether they come from the work of another student or a published source) is a clear violation of academic integrity and violates the honor code.

Dishonesty, cheating, and plagiarism will not be tolerated in this course. Please note that your instructor will be using tools such as "Turn It In" and "Google Scholar" to combat plagiarism. Please do not attempt to cheat on any exam or project in this course. During exams, I will ask you turn your hats around, cover your answers, and keep your eyes focused on your test. If I suspect any cheating, your test will be taken and you will receive a failing grade for the course.

As a result of completing the registration form at the University of Florida, every student has signed the following statement:

"I understand that the University of Florida expects its students to be honest in all their academic work. I agree to adhere to this commitment to academic honesty and understand that my failure to comply with this commitment may result in disciplinary action up to and including expulsion from the University."
(see Student Handbook)

Academically Violating the Honor Code Consists of the Following:

- Conduct Constituting Academic Dishonesty
- False or Misleading Statement for the Purpose of Procuring an Academic Advantage
- False or Misleading Statement Relating to an Honor Code Violation
- Prohibited Collaboration or Consultation
- Prohibited Use of Materials or Resources
- Plagiarism
- Use of Fabricated or Falsified Information
- Interference with or Sabotage of Academic Activity
- Unauthorized Taking or Receipt of Materials or Resources to Gain an Academic Advantage
- Unauthorized Recordings
- Bribery
- Submission of Paper or Academic Work Purchased or Obtained from an Outside Source

For more information please refer to: <http://www.sg.ufl.edu/branches/judicial/sanctions.aspx>

Office Hours:

Please feel free to see me if you have questions or concerns throughout the semester. ***If you are coming to see me during my office hours, drop me an e-mail*** so I can ensure a confidential meeting. If you cannot make office hours, **I am available to meet on an appointment basis.** I will most often be available on e-learning. You may use the site's "who's online" and chat options. I am also available for appointments via phone or Skype. I am not able to send or discuss grades or any other points via e-mail according the department's student privacy policy. However, grades will always be available via E-learning.

Copyright Laws:

The content presented in the class is the property of UF and may not be duplicated in any format without permission from the College of Health and Human Performance and UF, and may not be used for any commercial purposes. Students violating this policy may be subject to disciplinary action under the UF Conduct Code.

Tentative Course Outline and Reading Schedule:

*due dates highlighted, firm.

Week	Date	Module	Topic	Activity
1	Jan 10	M1	Introduction, Review of Syllabus, E-Learning Info, Project Directions	Log-in to course site and view Module 1 Meet possible group members
	Jan 11			
	Jan 12			
	Jan 13		In-Service Group/Topic Selection – posted at 8 am and due by 1/18 @ 4:05 pm	Log-in after 8 am to view available groups and topics
	Jan 14			
2	Jan 17		<i>MLK Jr – No Class Instructor Out of Town</i>	No classes due to holiday ☺
	Jan 18	M2	Health is Academic In-Service Group/Topic due by 4:05 pm <i>Instructor Out of Town</i>	View materials in Module 2 Read textbook pgs 1-10 (Ch 1) Begin In-Service Project Aims
	Jan 19		Quiz 1 – Introduction (due by 4:05 pm) <i>Instructor Out of Town</i>	Submit the first quiz (under M1) by 4:05 pm
	Jan 20		<i>Instructor Out of Town</i>	
	Jan 21		<i>Instructor Out of Town</i>	
3	Jan 24		Quiz 2 – Project Directions (due by 4:05)	Submit the second quiz (under M1) by 4:05 pm
	Jan 25	M3	Coordinated School Health Programs In-Service Aims – Due by 4:05 pm	View materials in Module 3 Read txtbk pgs 11-27 (Ch 1) Begin working on In-Service Objects (see M4) Submit In-Service Project Aims by 4:05 pm
	Jan 26			
	Jan 27		Quiz 3 – Health is Academic (due by 4:05)	Submit the third quiz (under M2) by 4:05 pm
	Jan 28			
4	Jan 31	M4	Health in the Classroom, Standards-based instruction & Writing Objectives	View materials in Module 4 Read txtbk pgs 31-51 & 55-82 (Ch 2 &3)
	Feb 1			
	Feb 2		In-Service Objectives – Due by 4:05 pm	Submit In-Service Objectives by 4:05 pm
	Feb 3			
	Feb 4		Quiz 4 – CSHP (due by 4:05)	Submit the fourth quiz (under M3) by 4:05 pm
5	Feb 7	M5	Mental and Emotional Health & Conducting a Literature Review on Empirical Research	View materials in Module 5 Read txtbk pgs 115-131 (Ch 5)
	Feb 8			
	Feb 9		Quiz 5 – Health in the Classroom, standards & objectives (due by 4:05) Midterm Exam Location Selection	Submit the fifth quiz (under M4) by 4:05 pm Email Henry with your selection for the exam location (see exam logistics)
	Feb 10			
	Feb 11			
6	Feb 14	M6	Nutrition in the Classroom	View materials in Module 6 Read txtbk pgs 154-173 (Ch 6)
	Feb 15		Quiz 6 – Mental & Emotional Health (due by 4:05)	Submit the sixth quiz (under M5) by 4:05 pm
	Feb 16			
	Feb 17		In-Service Articles and Citations – Due by 4:05 pm	Submit In-Service Research Articles/Citations by 3:30 pm
	Feb 18		Quiz 7 – Conducting a Literature Review on Empirical Research (due by 4:05)	Submit the seventh quiz (under M5) by 4:05 pm
7	Feb 21	M7	Physical Activity in the Classroom	View materials in Module 7 Read txtbk pgs 190-204 (Ch 7)

				Study for Midterm
	Feb 22		Quiz 8 – Nutrition (due by 4:05)	Submit the eighth quiz (under M6) by 4:05 pm
	Feb 23			
	Feb 24		Midterm Exam Quiz 9 – Physical Activity (due by 4:05)	Submit the ninth quiz (under M7) by 4:05 pm
	Feb 25			
8	Feb 28			
	Mar 1			
	Mar 2			
	Mar 3	M8	School Health Advocacy	View materials in Module 8
	Mar 4			
9	Mar 7		Spring Break	No classes ☺
	Mar 8		Spring Break	No classes ☺
	Mar 9		Spring Break	No classes ☺
	Mar 10		Spring Break	No classes ☺
	Mar 11		Spring Break	No classes ☺
10	Mar 14	M9	Violence, Bullying & Child Abuse	View materials in Module 9 Read txtbk pgs 275-297 (Ch 10)
	Mar 15		In-Service Rationale – Due by 4:05 pm Quiz 10 – Advocacy (due by 4:05)	Submit In-Service Rationale by 4:05 pm Submit the tenth quiz (under M8) by 4:05 pm
	Mar 16			
	Mar 17			
	Mar 18			
11	Mar 21	M10	Dealing with Infectious and Chronic Conditions	View materials in Module 10 Read txtbk pgs 246-263 (Ch 9)
	Mar 22		In-Service Health Content – Due by 4:05 pm	Submit In-Service Health Content by 4:05 pm
	Mar 23		Quiz 11 – Violence, Bullying & Child Abuse (due by 4:05)	Submit the eleventh quiz (under M9) by 4:05 pm
	Mar 24			
	Mar 25			
12	Mar 28	M11	Safety and Injury Prevention In-Service Integrated Lesson Plans – Due by 4:05 pm	View materials in Module 11 Read txtbk pgs 220-232 (Ch 8) Submit In-Service Integrated Lesson Plans by 4:05 pm
	Mar 29			
	Mar 30		Quiz 12 – Infectious & Chronic (due by 4:05) Final Exam Location Selection	Submit the twelfth quiz (under M10) by 4:05 pm Email Henry with your selection for the exam location (see exam logistics)
	Mar 31			
	Apr 1			
13	Apr 4	M12	Sexuality Education	View materials in Module 12 Read txtbk pgs 373-391 (Ch 13)
	Apr 5		Quiz 13 – Safety & Injury Prevention (due by 4:05)	Submit the thirteenth quiz (under M11) by 4:05 pm
	Apr 6		In-Service PowerPoint – Due by 4:05 pm	Submit In-Service PowerPoint by 3:30 pm
	Apr 7	M13	Drug Abuse Prevention	View materials in Module 13 Read txtbk pgs 313-324 & 338-357 (Ch 11 & 12)
	Apr 8			
14	Apr 11		Quiz 14 – Sexuality Education (due by 4:05)	Submit the fourteenth quiz (under M12) by 4:05 pm
	Apr 12	M14	Death and Grief	View materials in Module 14 Read txtbk pgs 405-414 (Ch 14)

			Study for Final
	Apr 13	In-Service Final Project – Due by 4:05 pm Quiz 15 – Drug Abuse (due by 4:05)	Submit the Final In-Service Project 4:05 pm Submit the fifteenth quiz (under M13) by 4:05 pm
	Apr 14	Quiz 16 – Death & Grief (due by 4:05) Final Exam	Submit the sixteenth quiz (under M14) by 4:05 pm
	Apr 15		
15	Apr 18		
	Apr 19		Check grades for discrepancies, follow-ups
	Apr 20		
	Apr 21		
	Apr 22	Gradebook Closes	In-Service project grades posted on e-learning