

University of Florida
Department of Health Education and Behavior
HSC3301: Health Education in Elementary Schools
Spring 2012, Section 1891
Thursdays, 4:05-7:05, FLG-210

Instructor: Holly T. Moses, MSHE, CHES
Room 6, Florida Gymnasium
Email: hmoses@hhp.ufl.edu
Office hours: <http://advising.hhp.ufl.edu/>



Department Chair: Jay Bernhardt, PhD, MPH
Room 5, Florida Gymnasium
Email: jaybernhardt@hhp.ufl.edu
Appointments: 352-294-1801

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. Rank health as a foundation of education.
2. Identify the leading causes of death and disability among adolescents and young children.
3. List the primary risk factors associated with the leading causes of death and disability among adolescents and young children.
4. Examine the six critical health issues confronting youth in the U.S.
5. Identify the components of the coordinated school health program and their roles in promoting child health.
6. Define the role of the teacher within the coordinated school health program.
7. Explore and practice a range of developmentally appropriate methods of health instruction to positively influence student health, knowledge, attitudes and behaviors.
8. Identify and develop various instructional strategies appropriate for health instruction in elementary schools.
9. Identify resources and techniques for disseminating health information and for practicing healthy behaviors.
10. Demonstrate the ability to incorporate technology, and innovative and creative activities into the classroom.
11. Create developmentally- and age-appropriate health education curriculum.
12. Develop skills to obtain and evaluate health information and instructional methods from a variety of sources.
13. Employ advocacy strategies for incorporating health content in elementary school curricula.

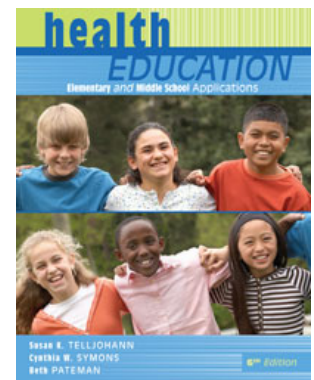
Course Text:

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

**Note: There are differences between the editions of this text.*

Course Readings:

The course textbook will comprise the majority of the preparation for each class session. However, additional readings will be assigned throughout the semester. All supplemental readings will be posted on the course site (Sakai) prior to class.



Course Evaluation:

Assignments	Point Value	Grading Scale		
Teacher In-Service Project	100	A	93%-100%	232.5 – 250
Pop Assignments	50	A-	90%-92%	224.5 – 232.4
		B+	88%-89%	219.5 – 224.4
Midterm Exam	50	B	83%-87%	207.5 – 219.4
		B-	80%-82%	199.5 – 207.4
		C+	78%-79%	194.5 – 199.4
Final Exam	50	C	73%-77%	182.5 – 194.4
		C-	70%-72%	174.5 – 182.4
		D+	68%-69%	169.5 – 174.4
Total	250	D	63%-67%	155.5 – 169.4
		D-	60%-62%	149.5 – 155.4
		E	0%-59%	0 – 149.4

Course Website:

Class lectures, announcements, the syllabus, sample assignments, rubrics, grades, class discussion board, assignment drop box, and other functions are all available through the course site. The course site can be accessed through the Sakai Support Site (<http://lss.at.ufl.edu/>), or directly through the Sakai login site: <https://elearning2.courses.ufl.edu>.

You must officially register for this course in order to login. If you do NOT have a Gatorlink ID or cannot remember your Gatorlink login information, visit the Gatorlink website (<http://www.gatorlink.ufl.edu>), visit the UF Computing Help Desk at HUB 132, or call 392-HELP for assistance. You should be checking the class site DAILY. In addition, you must have access to the following programs for this course: 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.

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 "advising walk-in hours" please send me an e-mail*** so I can ensure a confidential meeting. It may be better to schedule an appointment with me through the online advising scheduling system (<http://advising.hhp.ufl.edu/>). If you cannot meet during the posted availability, I will work hard to find a common meeting time outside my scheduled walk-ins and appointment time blocks. It may also be possible to schedule a virtual meeting through the Sakai course site. Please note: I am not able to send or discuss grades via e-mail according to the University's student privacy policy. However, grades will always be available on Sakai.

Copyright Laws:

The content presented in this 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 may not be used for any commercial purposes. Students violating this policy may be subject to disciplinary action under the UF Conduct Code.

Course Assignments

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. Note: points will be deducted if the assignment does not follow the formatting completely.

Teacher In-Service (100 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; and, 2) to allow students the opportunity to demonstrate their ability to create developmentally- and age-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 In-Service Rubric handouts CAREFULLY.*** All aspects of the project are explained within these documents in the In-Service Project folder (within the Resources tab).

Groups and topics will be selected the first week of class. It is the student's responsibility to find 4 to 5 other group members and actively participate in the group and topic selections. Due to the limited meetings in 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 are listed on the syllabus. Although you will not be graded for these “checkpoint” assignments, it is strongly recommended that each group work to meet each checkpoint deadline. Additionally, all groups are required to submit (via the Sakai course site) their Teacher In-Service research article citations (February 9), and project rationale (February 23) for critical instructor feedback. The instructor also holds the right to request checkpoint material from groups who have not made submissions. Note: The final Teacher In-Service project is due no later than 3pm on Friday, April 13.

Pop Assignments (50 points):

The purpose of this assignment is to assess your understanding of the course content. There will be 10 in-class assignments given randomly throughout the semester, and each assignment is worth 5 points. POP assignments may include (but not be limited to) in-class assignments, personal health assessments, development of educational materials, in-class and/or online individual/group work, as well as in-class and/or online quizzes. POP assignments may cover assigned text chapters and all materials covered in class, including handouts, activities, video, and guest lecturers. If you are not present when the POP assignment is given, as well as when the POP assignment is due, you will not be able to make up the assignment without appropriate documentation.

Examinations:

There will be two *non-cumulative* exams that 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 (see course schedule). Make-up exams will not 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. All exams will be proctored in the classroom, but the exam times vary (see course schedule). Students are expected to arrive on-time for the exam, with a #2 pencil and student ID. Any student arriving more than 10 minutes late for the exam will NOT be permitted to take the exam.

Course Policies

1. *Excused Absence Policy*

Per University of Florida policy, 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.*** If a student's absence is in accordance with the UF excused absence policy, the student must submit an "Excused Absence Request Form" (located on the course website) within 1 week of the absence, as well as attach appropriate documentation. The instructor will evaluate the absence, and email the student with instructions for making up the missed coursework (if approved) within 5 business days. The instructor will keep the documentation.

Additionally, 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 the University of Florida Excused Absence Policy (documentation required). In the case of an excused absence, the assignment will be turned in on the first day that the student returns to class, and the make-up exam will be taken on the earliest convenient date (determined by instructor and student). ***Any unexcused late assignments will result in a letter grade deduction per day that it is late.***

2. *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, no matter the recipient.

- Always provide a subject in the subject line, and ensure that the subject is clear to the recipient.
- 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 only intended to reply to one person.
- Do not share personal issues (positive or negative) about people/places during in-class or online discussion.
- Visit the below email/communication etiquette references for additional information.
 - <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>

3. *Assignment Submission*

Assignment submission varies per assignment, and is specified on the course schedule. Assignments submitted to Sakai must be uploaded to the appropriate assignment drop box. Please follow submission directions carefully as some assignments will require file attachments and other assignments will only require typing your response 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. **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.

4. *Grade Policy*

It is your responsibility to review your grade on each exam, assignments, etc. when they are posted. Grades are not negotiable. Additionally, extra credit will not be offered in this course.

5. *Policy on Respect*

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.

6. *Policy on the use of Electronic Devices during Class*

The use of electronic devices is NOT permitted during class sessions, unless pre-approved by the instructor. This includes cell phones, iPhones, iPods, iPads, laptop computers, tape recorders, etc. The use of electronic devices is disruptive to the class, as well as to the instructor.

7. *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" presents interesting challenges related to academic integrity, as 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. Violations of the UF Academic Honesty Guidelines will not be tolerated and shall be treated in accordance with the UF Student Honor Code. For more information please refer to: <http://www.sg.ufl.edu/branches/judicial/sanctions.aspx>.

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)

Clearly, those children who are most at risk academically also disproportionately experience the health risks that jeopardize their achievement. By working in partnership with other national, state, and local agencies in the public and private sectors, we can create coordinated approaches to school health that advance the goals of both education and health.

Council of Chief State School Officers, 2005