Department of Health Promotion  
(Formerly Health Science)  

Course Syllabus—Fall 2010  

HSCI 4201  CRN 15108 -- Health Education for Elementary School Teachers  
Instructor: Caron Cohen, MS  
Email: cbcohen25@miners.utep.edu  

Required Text: Teaching Today’s Health 9th Edition—Authors: Anspaugh and Ezell  
Publisher: Allyn and Bacon  

Course Description: The focus is on the identification and the study of current health concerns, principles and practice of teaching health, selection and implementation of effective instructional strategies; investigation of the coordinated school health program; curriculum development and evaluation of instruction and the school health program.  

Course Objective: By the end of the semester the student will be expected to:  

1. Define the terms health, wellness, health promotion and health education.  
2. Identify problem areas that confront young children in the US today.  
3. Identify why there is a need for health education  
4. Discuss the significance of the Youth Risk Behavior Surveillance System. (CDC)  
5. Describe the eight basic components of the Coordinated School Health Program (CSHP)  
6. Discuss the academic and personal qualification of an effective health teacher.  
7. Explain the barriers that make health instruction more difficult to teach than other subjects in the curriculum.  
8. Describe how a teacher of health has an opportunity to be a significant and positive role model in student’s lives.  
9. Describe the legal liability associated with teaching (via SBEC site)  
10. Explain how the health educator can work with other members of the school staff to enhance the wellness of students.  
11. Describe the scope and sequence of health education.  
12. List the content areas of health education.  
13. Identify the national and state standards and why they are important.  
14. Discuss why outcome-based education and performance indicators are important to health education.  
15. Develop detailed lesson plans to cover the topics discussed in class.  
16. Produce behavioral objectives for each of the content areas discussed in class.  
17. Identify different strategies that enhance learning for different styles.  
18. List the factors that affect teaching strategy selection.  
19. Discuss various learning styles.  
20. Demonstrate the ability to teach one component of a content area covered in class.  
21. Explain the difference between measurement and evaluation.  
22. Discuss ways to use technology in the classroom.
23. Discuss steps necessary for developing a teacher made test.
24. Define measurement, evaluation and testing.
25. Develop a list of community sites that would be appropriate for school field trips.
26. Develop a list of community agencies that could supply guest speakers for the health classroom.
27. Illustrate an understanding of each of the content areas introduced in the text and discussed in class.
28. List a variety of learning activities associated with each of the content areas.
29. Prepare one bulletin board associated with assigned content area.
30. Discuss teaching etiquette – parent teacher conferences, student teacher conferences---and not limited to.

**Course Procedures:**
The class will consist of lectures, class discussions, individual and group activities. Attendance and punctuality are expected. There will be no make-up for exams and group activities. No extra credit will be given or accepted. You must be present on the day of your presentation. You will not be able to make it up. If a student is absent on more than three occasions, one letter shall be dropped from the final semester grade.

***Do Not email me or phone me to inform me of your absence. You will simply be marked absent for not attending class that day.***

1-The examination will be worth 50 points.

2-Team Activities: Students, in groups of 3-4, will select a topic from the content area of the text and prepare to teach that topic (grade level appropriate) to the class on the date shown on the syllabus. The lesson should not be less than 45 minutes (no more than an hour) and will depend on the number of people teaching that day. Two learning activities will be included. The team teach will equal 50 points. On the same date a component is taught, a detailed lesson plan, including behavioral objectives, resource sites and individual sample test questions for the lesson will be turned in to the instructor. The typed lesson plan (double spaced) equals 100 points. In addition, the day of the lesson, a bulletin board relating to the topic will be in place in the classroom. The maximum score for the bulletin board is 50 points.

***PLEASE NOTE THAT ALL ASSIGNMENTS TURNED IN SHALL BE TYPED DOUBLE SPACED, NO SMALLER THAN 12 FONT. NO EXCEPTIONS.***

Grades will be based on a total point system, which will include the above assignments. The breakdown is as follows:
<table>
<thead>
<tr>
<th>Items</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam</td>
<td>50</td>
</tr>
<tr>
<td>Class Participation</td>
<td>25</td>
</tr>
<tr>
<td>Objectives</td>
<td>100</td>
</tr>
<tr>
<td>Team Teach **</td>
<td>50</td>
</tr>
<tr>
<td>Lesson Plan **</td>
<td>100</td>
</tr>
<tr>
<td>Bulletin Board**</td>
<td>50</td>
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<tr>
<td>Resource Sites **</td>
<td>25</td>
</tr>
</tbody>
</table>

**Refers to team activities

| Total Points         | 400    |

Scale for Final Grade:

- Less than 298 = F
- 298-323 = D
- 324-349 = C
- 350-374 = B
- 375-400 = A

*Exchange of student phone numbers and email is highly recommended

****Please always have a #2 pencil in class at all times
<table>
<thead>
<tr>
<th>Day #</th>
<th>Date</th>
<th>Chapters</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Saturday</td>
<td>August 28</td>
<td>Intro to class, discuss syllabus, discuss and brainstorm youth health issues Chapter 1 Class discussion with examples of classroom strategies for the need for health education. Define health, wellness, promotion and the health educator Form presentation groups—purchase textbook asap</td>
</tr>
<tr>
<td>2</td>
<td>Saturday</td>
<td>September 4</td>
<td>Chapter 2 and 3—Select Team Topic Discussion and strategies for the role of the health educator, the need and the barriers health educators face. Compare and contrasting national and state standards—Reading them and introducing how to write behavior and instructional objectives.</td>
</tr>
<tr>
<td>3</td>
<td>Saturday</td>
<td>September 11</td>
<td>Chapter 4 Gallery walk of TEKS related objectives, strategies and activities Planning: 1. Overview—The Lesson Cycle Methods and Activities— Instructors Lead Health Lesson</td>
</tr>
<tr>
<td>4</td>
<td>Saturday</td>
<td>September 18</td>
<td>Chapter 4 and 5 Discuss the Coordinated School Health Program</td>
</tr>
<tr>
<td>Date</td>
<td>Month</td>
<td>Day</td>
<td>Topic</td>
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<tr>
<td>5 Saturday</td>
<td>September</td>
<td>25</td>
<td>Identify different learning styles. Construct and evaluated teacher made tests and look at different learning strategies.</td>
</tr>
<tr>
<td>6 Saturday</td>
<td>October</td>
<td>2</td>
<td>Review Objectives Due Today !!!!!</td>
</tr>
<tr>
<td>7 Saturday</td>
<td>October</td>
<td>9</td>
<td>Review Evaluation of teacher lead lesson plan. Review for final will be given out---Instructor lead review. Meet with groups to outline your assignment.</td>
</tr>
<tr>
<td>8 Saturday</td>
<td>October</td>
<td>16</td>
<td>Independent Must meet in class first</td>
</tr>
<tr>
<td>Date</td>
<td>Month</td>
<td>Chapters Details</td>
<td>Lesson Details</td>
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<tr>
<td>9 Saturday</td>
<td>October 23</td>
<td>Chapters 8 &amp; 10 Body Systems, Chapters 9 and 10 Personal Health and Fitness</td>
<td>Students present lesson, peer assess</td>
</tr>
<tr>
<td>10 Saturday</td>
<td>October 30</td>
<td>Chapters 11 and 12 Family Life and Sexuality, Chapters 13 and 14 Substance Abuse</td>
<td>Students present lesson, peer assess</td>
</tr>
<tr>
<td>11 Saturday</td>
<td>November 6</td>
<td>Chapters 15 and 16 Diseases, Chapters 17 and 18 Nutrition</td>
<td>Students present lesson, peer assess</td>
</tr>
<tr>
<td>12 Saturday</td>
<td>November 13</td>
<td>Chapter 19 and 20 Accidents and Violence, Chapters 21 and 22 Consumer Health</td>
<td>Students present lesson, peer assess</td>
</tr>
<tr>
<td>13 Saturday</td>
<td>November 20</td>
<td>Chapter 25 and 26 Environmental, Chapters 23 and 24 Aging, Chapters 6 and 7 Mental Health and Character</td>
<td>Students present lesson, peer assess</td>
</tr>
<tr>
<td>14 Saturday</td>
<td>November 27</td>
<td>Thanksgiving Weekend</td>
<td>Have a safe and restful weekend—Study!!!</td>
</tr>
<tr>
<td>15 Saturday</td>
<td>December 4</td>
<td>Lesson modifications, special needs children, teacher etiquette, current event topics in health</td>
<td>Class discussion, brainstorming. KWL, small group activities Final Exam—Bring a #2 Pencil</td>
</tr>
</tbody>
</table>
**Disability Disclaimer**

If you have or suspect a disability and need accommodations, you should contact the disabled student services office (DSSO) at 747-5148. You can also email the office at DSS@UTEP.EDU or go to room 106, Union Building East. For additional information, visit the DSSO website at WWW.UTEPEDU/DSSO/

**Classroom Behavior and Expectations**

1- Attend class regularly and be punctual. Attendance is mandatory and will be documented. For any student who does not miss a class an extra 3 points will be added toward your final grade.

2- Refrain from consuming any type of food and drink in the classroom.

3- Do not leave class before being dismissed.

4- Participate when lesson calls for you to serve as a student/audience member or as a peer assessor.

5- Refrain from socializing during class time.

6- Refrain from using all electronics (especially texting devices) during class time unless instructed. I will ask you to bring laptops on a specific day for research purposes.

Remember the following items for electronic use in class:

- Charge your laptop batteries fully before coming to class.
- Set your laptop volume control to mute or off before coming to class.
- Keep your laptop closed during presentations and other specific in-class activities.
- Do not engage in unauthorized communication or entertainment (web surfing, instant messaging, chat room chatting, DVD viewing, music playing, game playing, etc.) during class unless it is part of the lesson. (Include what action will be taken if this guideline is not followed.)

7- If asked to download items please do so.

8- Read all the chapters indicated on the syllabus even if you are not presenting those issues. Be prepared to engage in discussions for chapters being presented.

9- Do not call or email me if you are going to be absent.

10- Make certain that your UTEP email account is active.

11- Do not bring children to class. Adult guests are welcome with permission from the instructor.

Thank You-----