

School of Education/Professional Studies and Graduate Division
Department of Health and Physical Education
Eastern Connecticut State University

Course Title Issues in Health Education

Course and Section Number HPE 201 On line

Faculty Name/Title Nanette Tummers, Ed.D. Associate Professor

Faculty Contact Information Please use WebCT email to contact. If not working, use: tummersn@easternct.edu. I will be conducting specific office hours on line (see chat section) and will post them. This means you will be able to converse/chat on line. I will not have office hours at ECSU. The last preference for contacting me is a voice mail message. In your voice mail-state what day you called, which class you are taking, and **slowly** state your **full** name and number including **area code**. Voice mail: 860-465-0061.

Course Description (University Catalog)

Included are educational issues of violence, physical activity, HIV/AIDS, suicide, mental health, substance abuse including alcohol, tobacco, and other drugs, and sexuality. Also includes the National Health Education Standards. Satisfies Connecticut State requirements for the Initial Educator Certificate. **Does not fulfill any GER or LAP requirements**

On line version of HPE 201: This is an on-line course. You will interact with the instructor and your classmates through WebCT/VISTA. All students must be competent users of computers, computer software (e.g., word processing, Adobe Acrobat Reader), e-mail, and the Internet. High-speed Internet access is **required** to access some course materials. Libraries including ECSU Smith Library can provide this service to the public on a limited basis.

IF YOU DO NOT HAVE ACCESS TO HIGH-SPEED INTERNET SERVICE ON EVEN A TEMPORARY BASIS, YOU SHOULD NOT TAKE THIS COURSE.

Responsibilities of On-line Learners:

1. This course is divided into 7 modules. This is normally a 5 week class. As an on-line learner you will determine when to review the course material, do activities, post responses to discussions, take quizzes and submit assignments within this intensive 3-4 week time frame. There will be deadlines to help you pace the course modules within the winter session time frame. It is important to treat this class as if this was a traditional face to face class in order to commit enough time to do all of this in a quality and meaningful manner. Consider that you will need the self motivation and discipline to complete this class—put in your planner enough time for this class.
2. This course will allow you flexibility to determine where and when you will do your work. But the deadlines are not flexible and require you to check in often with the instructor and classmates in the several discussions that we will be having. Check the calendar often for these deadlines. I will not be reminding you—this is your responsibility.

If you cannot make this accommodation-you should reconsider your ability to fully participate in an on line class.

I will not serve as your technology support. Please contact web support through VISTA for your questions. You can also leave a posting in the course common room to see if your other classmates can help you. You received a USPS letter with information for starting your on line course. Do not ignore this. If you have problems email, call, or go to 4th floor Webb to get your problems solved. The tendency is to delay or procrastinate –do not do this! 860-465-1248.

Required Texts

There is no text to purchase but you will be reading course materials on line. The class is divided in modules. There are seven modules. The module assignments and readings are available on WebCT/VISTA.

Required Materials: Access to WebCT/Vista

1. You will be required to have an active WebCT/Vista account. All of the teaching materials and information necessary for this course will be on WebCT/Vista. All of the assignments will be turned in on WebCT/Vista. You will also be taking quizzes (see assessment section) and participating in discussions (see discussion section) through WebCT/Vista.
2. It is important you are very familiar with VISTA so that assignments are turned in correctly and on time. **Late assignments will not be accepted.** Once the due date passes, VISTA will not allow you to enter an assignment. I will not accept them as an attached email (see assignment section). The assignments can only be submitted through the assignment section. Make sure to leave enough time to complete and submit your work. I will be teaching over 60 students during a 3-4 week time frame and I will not accept mail attachments in fairness to all students. There is no negotiation on this requirement.
3. Assignment due dates, course calendar and important notices etc will be posted on VISTA (see calendar section). Regular and active participation is essential and an unmistakably important aspect of on line classes. The expectation of the instructor is that students will log on a minimum of 4 times every seven days. It is critical you review the lecture, do the readings, activities and as well as the class discussion materials. Your full participation in the abbreviated course is not only a requirement but an essential aspect of the online course process. All students are expected to do the work, notify the instructor if emergencies arise.

Course Objectives

To provide the opportunity to assess health and wellness information so that to prepare the teacher candidate to address the CT general statues but in a comprehensive and holistic approach that includes the health literacy and education of the whole child.

A: The student will be proficient in their ability to apply health literacy concepts into their future classroom instruction

B: The student will be proficient in their ability to recognize emotional, physical and social health issues that support the education of the whole child

Learning Outcomes

Based on NCATE program standards for Initial Programs in Education, by the end of this course, the student will have the following outcomes:

1. Outcome: Content Knowledge

The student will understand health/wellness education content, disciplinary concepts, skill, knowledge, current issues, and tools of inquiry related to the development of lifelong wellness including Connecticut State mandates.

2. Outcome: Diverse Learners

The student will understand how individuals differ in their approaches to learning and will create appropriate health education instruction adapted to these differences. Students will demonstrate their ability to understand learner differences to plan and implement learning strategies, environments, and experiences that are sensitive to diverse learners.

3. Outcome: Communication

The student will understand and apply effective verbal, non-verbal, and media communication techniques to foster inquiry, collaboration, and engagement in health education settings. Students will demonstrate the use of various media and technology for presentation of developmentally appropriate lessons, demonstrate sensitivity to all learners and model appropriate behavior, and illustrate communication strategies for building a community of learners.

4. Outcome: Reflection

The student will become a reflective practitioner who evaluates the effects of his/her actions on others (e.g., learners, parents/guardians, and professional in the learning community) and seeks opportunities to grow professionally. Students will consult professional literature and participate in a series of learning experiences that promote self-reflection, and problem solving strategies.

5. Outcome: Collaboration

The student will understand how to foster relationships with colleagues, parents/guardians, and community agencies to support learner's health and well-being. The students will understand how to advocate for health/wellness education both in school and the larger community and will have experiences that involve them with resources and personnel from community agencies and partnerships.

Learning Experiences and Assignments

My grading policy that rewards two things: quality and timeliness of your responses and assignments. Please keep your work well written, and clearly address the issues being discussed. Take time to read the questions as posted.

How to gain the most from this on line class:

1. Most of this class will be with students actively leading most discussions. It is vital that you log on several times per week. Your responsibility is to come to into discussion ready to

participate with questions or relevant contributions to the discussion. There will be a rubric to help guide your discussion participation.

2. Read the required reading assignments prior to answering reflective questions and participating in the discussions.
3. Complete any written assignments by due dates.

1. Reflective journal assignments	50 %
2. Discussion participation	30 %
3. Final article critique	20 %

Learning experiences

1. Journal assignments (see assignment section for rubric for grading)

For each module, there will be journal assignments for a total of seven reflective journal assignments. These assignments may be in the form of questions and/or case studies and/or exercises and/or reflections and/or responses to readings concerning the course content. The journal questions will be available on the class WebCT/Vista page. The grade will reflect how well you answer the questions based on your wellness philosophy not mine. Expect to write **2-3 paragraphs** per question and that you answer the question as stated. Information disclosed in these assignments is confidential and private.

The journal questions will be due **No late entries will be accepted.** The questions must be submitted electronically in an attached Microsoft Word Format only

2. Discussion participation. (see discussion section for rubric for grading)

In each module, there will be a group discussion question. You are asked to prepare in advance for group discussion questions. There is a separate rubric on the grading of your discussion participation

3. Final assignment: (see assignment section for rubric for grading)

Health Education Article Critique. You will critique a peer reviewed/scholarly journal article concerning a specific health education issue. There will be deadline for submission of this assignment. Please see VISTA for this assignment. Use the forms and rubrics provided.

Reasonable Accommodations - If you are a student with a disability and believe you will need accommodations for this class, you must contact the Office of AccessAbility Services at 465-5573. It is important that you contact the Office of AccessAbility Services as soon as possible, to avoid any delay in receipt of accommodations. Please note that I do not make accommodations based on disability unless I receive an accommodation letter from the Office of AccessAbility Services. Your cooperation is appreciated. (Prepared by the Office of AccessAbility Services)

Cheating and Plagiarism

Refer to the ECSU Academic Integrity policy.

<http://www.easternct.edu/smithlibrary/library1/plagiarism/AcademicMisconduct.htm>.

Please be advised any work that is cut and pasted will result in a failing grade. Work must be correctly cited in APA format.

It is your responsibility to clearly indicate and cite any resource used in this class or the assignment will not be accepted.

This link will help you do to this. <http://www.easternct.edu/smithlibrary/library1/citing.htm>

1. "Why do I have to cite?" <http://www.csulb.edu/library/eref/vref/style.html#when>, explaining about why citations are needed
2. Purdue OWL <http://owl.english.purdue.edu/owl/resource/560/01/> with great presentation of APA style
3. Citation Online, <http://www.bedfordstmartins.com/online/citex.html> , with good examples of APA style citations for unusual resources
4. Citation Styles Handbook
http://www.english.uiuc.edu/cws/workshop/writer_resources/citation_styles/apa/apa.htm, APA in details