

McGill University  
Department of Kinesiology and Physical Education  
EDKP 204 Health Education  
Fall 2014

<b>Instructor</b>	Paula Bush, PhD
<b>Time</b>	Lectures: Monday and Wednesday, 9:35 – 10:25 Labs: (CRN 3904) Monday, 10:35 – 11:25 (CRN 3907) Wednesday, 10: 35 – 11:25
<b>Location</b>	Lectures: Currie 305/6; Labs: Currie G17
<b>Email</b>	paula.bush@mcgill.ca ( <b>Subject: EDKP 204</b> )
<b>Office Hours</b>	Please book an appointment
<b>TAs</b>	Kristina Muscat (kristina.muscat@mail.mcgill.ca) Joshua Broadman (joshua.broadman@mail.mcgill.ca)

<b>COURSE DESCRIPTION AND LEARNER OUTCOMES</b>
--

This course involves the study of the teacher's role in the total school health program at both elementary and high school levels; current issues in health education.

Content includes health education and health promotion; coordinated school health program; comprehensive health education curriculum.

By the end of the course, the students will be able to:

- Identify and understand some of the factors affecting the health of individuals and populations
- Understand and apply the basic principles of health behavior change
- Understand the role of the school in the promotion of health
- Understand the role of the teacher in the coordinated school health program
- Apply the principles underlying the creation of integrated and developmentally appropriate health education experiences in a variety of educational settings

**TEACHER FORMATION COMPETENCIES (FROM THE MELS)**

*Competency 3:* To develop teaching/learning situations that are appropriate to the students concerned and the subject content with a view to developing the competencies targeted in the programs of study.

The specific features of this competency addressed in this course are:

- Takes into account the age (primary or secondary level) of the students when developing teaching/learning situations. (Health resource file and presentation, Website assignment, media article assignment)
- Selects diverse instructional approaches (i.e., verbal and discussion oriented and action oriented activities) that are suited to the development of the competencies targeted in the programs of study. (Health resource file and presentation, website assignment, media article assignment)

*Competency 4:* To pilot teaching/learning situations that are appropriate to the students concerned and to the subject content with a view to developing the competencies targeted in the programs of study.

The specific feature of this competency addressed (specifically with the health presentation) is:

- Creates conditions in which students can engage in meaningful problem situations, tasks or projects, based on their cognitive, emotional and social characteristics.

**EVALUATION**

45% three in class tests	Oct. 1, Oct. 29, Dec 3
10 % Assignment # 1	Oct 6 (6 pm)
15% Assignment #2	Nov 17 (6 pm)
30% Assignment #3	See presentation dates

**In the event of extraordinary circumstances beyond the University’s control, the content and/or evaluation scheme in this course is subject to change**

*University Grading Scale* (a grade of C or better is needed to fulfill program requirements)

<u>Letter Grades</u>	<u>Percentages</u>
A	85-100
A-	80-84
B+	75-79
B	70-74
B-	65-69
C+	60-64
C	55-59
D	50-54
F (fail)	0-49

**Right to submit in English or French written work that is to be graded**

In accord with McGill University's Charter of Students' Rights, students in this course have the right to submit in English or in French any written work that is to be graded.

**Required Readings**

Course pack available for purchase at the McGill bookstore

Additional required readings and Power Point Presentations are available for download on myCourses

**Recommended readings**

Anspaugh, D. J., & Ezell, G. (2010). *Teaching today's health* (7<sup>th</sup> ed.). Toronto, ON: Pearson.

Weinstein, E., & Rosen, E. (2003). *Teaching children about health: A multidisciplinary approach* (2<sup>nd</sup> ed.). Toronto, ON: Thomson.

Donatelle, R. J. (2010). *Health: The basics* (9<sup>th</sup> ed.). San Francisco, CA: Pearson.

Guynes, C. L. (2006). *Creative health: Teaching strategies for the classroom*. Belmont, CA: Thomson.

Bronson, M. H., & Cleary, M. J. (2005). Glencoe Health. Woodland Hills, CA: McGraw Hill.

Thomas Butler, J. (2001). *Principles of health education and health promotion* (3<sup>rd</sup> edition). Toronto, ON: Thomson.

**These readings are on reserve at the Education library**

**McGill University Policy on Academic Integrity**

McGill University values academic integrity. Therefore all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Code of Student Conduct and Disciplinary Procedures (see <http://www.mcgill.ca/integrity/> for more information).

L'université McGill attache une haute importance à l'honnêteté académique. Il incombe par conséquent à tous les étudiants de comprendre ce que l'on entend par tricherie, plagiat et autres infractions académiques, ainsi que les conséquences que peuvent avoir de telles actions, selon le Code de conduite de l'étudiant et des procédures disciplinaires (pour de plus amples renseignements, veuillez consulter le site <http://www.mcgill.ca/integrity/>).

**Special Circumstances**

Students with a disability should contact the course instructor to arrange a time to discuss their situation. It is advisable that students contact the Office for Students with Disabilities beforehand at 514-398-6009 or online at <http://www.mcgill.ca/osd>.

**IN CLASS TESTS (3x15%)**

Tests will include multiple choice, fill in the blank, and short and long answer questions which require the student to recognize, recall, explain, apply, critique, and integrate information from the readings, class notes, and class/lab experiences.

**ASSIGNMENT #1 (10%)**

- Design a learning experience on the topic of your health resource file (specify topic and age group targeted; see course pack pages 16-22 & 30-37 for an explanation and description of 'learning experience')
- This learning experience may be original or elaborated from existing curriculum resources (provide references)
- Provide a strong rationale for the learning experience, drawing on course content
- Include a critical reflection of your learning experience

Evaluation will be based on

- Rationale for learning experience (including integration of course content)
- Critical reflection
- Clarity of the presentation of the learning experience

Format: 3 pages max. (1" margins, Times 12, 1.5 spacing). Points will be deducted if formatting guidelines are not respected

\*\*\*Based on instructor feedback, improve upon this learning experience and include it in the health resource file

**ASSIGNMENT #2 (15%)**

Valuable health education resources are available in newspapers, magazines and on the internet. For this assignment, find a recent article or video clip (e.g., from newspaper, magazine, news report) that can inspire a learning experience. Upload the article/video clip to myCourses in the relevant discussion topic section.

- Explain how this article relates to or illustrates some of the topics dealt with in this course
- Provide a critical analysis of the article
- Design a learning experience based on the article/video clip (include rationale and critical reflection, as in Assignment #1)

Evaluation will be based on

- The relevance of the article/video clip to the content of this course
- The insightfulness and quality of your critical analysis
- The thoughtfulness of the inspired learning experience
- The clarity and relevance of the inspired learning experience
- Integration of course content (for critical analysis and/or learning experience)

Format: 4 pages max. (1" margins, Times 12, 1.5 spacing). Points will be deducted if formatting guidelines are not respected

**ASSIGNMENT #3 (30%)**

**HEALTH RESOURCE FILE AND PRESENTATION:** Students will work in groups of **four**. The group as a whole will be responsible for becoming experts on one area of health dealt with in this course by researching relevant educational materials. The group will be responsible for creating a resource file (20%) **geared toward either elementary or secondary school students**, presenting the subject matter to the class, and facilitating selected learning experiences from their resource file (10%).

**Contents of resource file (MAXIMUM length: 20 pages)**

1. Title page
2. List of group members with individual responsibilities indicated
3. Table of contents
4. Introduction (1-2 pages) providing background and context (e.g., philosophy, rationale) for the unit and individual learning experiences
5. **EIGHT** learning experiences (including each group member's learning experience submitted for assignment #1, and 4 additional learning experiences)
  - a. The resource file must contain action oriented **AND** verbal and discussion oriented learning experiences
  - b. Depending on the characteristics and needs of the experience, the lesson can extend over more than one day
  - c. Ensure there is a **logical flow** between all eight learning experiences
  - d. Include appropriate references about the origin of the activities presented

The entire resource file must be typed **using the same format throughout**. The group is responsible for ensuring the product appears as a single manuscript, not a collection of pieces. This will require someone to oversee and synchronize the process of producing the final document.

**Written Resource file is DUE at 9:30 AM 2 WEEKS FOLLOWING group presentation**

**Oral presentation guidelines** (Duration of presentation: 45 minutes)

1. The presentation will highlight 3-4 learning experiences from the resource file
2. All group members must have a role.
3. The presentation will take place in a gymnasium setting; you should take this into consideration when planning the presentation.
4. The presentation should include a short, concise, and informative theoretical overview of the topic covered, and **at least one verbal and discussion-oriented activity and one action-oriented activity** in which the audience will be involved. The activities must be geared toward an **elementary or secondary school audience** and may or may not include physical activity. However, it is recommended that the presentation is varied and dynamic.
6. Duration of presentation: 45 minutes

**Evaluation of Assignment #3**

- |   |                  |
|---|------------------|
| ▪ Written document, assessed by instructor: | Group mark = 20% |
| ▪ Presentation, assessed by instructor:     | Group mark: 5%   |
| ▪ Presentation, assessed by peers           | Group mark = 5%  |

Group marks

1. Content of the Resource File
  - a. Includes all required elements
  - b. Reflects knowledge acquired through the course
  - c. Is cohesive across the learning experiences
  - d. Indicates reflective and creative thought beyond required elements
  - e. Is defensible (provides rationale for decisions)
2. Quality of the Written Document
  - a. Neatness and orderliness – visual appearance, layout (cohesive formatting)
  - b. Clarity – organization, precision of language, “reader friendliness”
  - c. Title page, indicating health topic; page identifying group members and individual responsibilities; table of contents; references/resources (APA Publication Manual, 6th edition, 2001); appendices, as appropriate
  - d. Page numbers, appropriate sectioning with headings, tables, etc.
3. Oral presentation (45 minutes)
  - a. Planned, rehearsed, cohesive (content and involvement of individuals)
  - b. Meets time restrictions
  - c. Visual aids are effective (e.g., PPT, poster, ...)
  - d. Shows knowledge of topic being presented
  - e. Includes both theoretical and practical components in appropriate amount and sequence

**IMPORTANT NOTES**

- **ALL** assignments **MUST** be submitted in **WORD**, through **myCourses** by the due date/time. If this directive is not followed, assignments will be considered **LATE**.
- Assignments submitted late will receive a **PENALTY OF 10% PER DAY LATE**. e.g., **An assignment submitted at 6:02 pm will receive an automatic deduction of 10% of the grade**
- This course emphasizes curriculum development. Students are expected to attend all classes and participate actively in them. **ATTENDANCE TO LABS IS MANDATORY**. Students are allowed to miss two labs (one group presentation) of their choice with no penalty. **EACH** additional absence without appropriate documented justification will result in a **PENALTY OF 5% OF THE FINAL GRADE**.

### Class Schedule 2014

	<b>Week</b>	<b>Topic</b>	<b>Lab</b>
1	Sept 3	Introduction	N/A
2	Sept 8/10	Putting Health in Perspective / Preparing for Behavior Change	Lab run by TA
3	Sept 15/17	Health: Educational Considerations / Coordinated School Health Programs	Lab run by TA
4	Sept 22/24	Consumer Health	Lab run by TA
5	Sept 29/ Oct 1	Selected topics / <b>In class test</b>	Lab run by TA
6	Oct 6/8	Mental Health & Managing Stress	Lab run by TA
7	Oct 13/15	Thanksgiving / The Human Body	N/A
8	Oct 20/22	The Human Body / Nutrition and Healthy Weights	Group Presentation (Mental Health-Managing Stress)
9	Oct 27/ Oct 29	Nutrition and Healthy Weights / <b>In class test</b>	Group Presentation (The Human Body)
10	Nov 3/5	Safety and Injury Prevention	Group Presentation (Nutrition & healthy weights)
11	Nov 10/12	Communicable and Chronic Diseases	Group Presentation (Safety and Injury Prevention)
12	Nov 17/19	Substance Use and Abuse	Group Presentation (Communicable and Chronic Diseases)
13	Nov 24/26	Sexuality and Relationships	Group Presentation (Substance Use and Abuse)
14	Dec 1/3	Physical activity promotion/ <b>In class test</b>	Group Presentation (Sexuality and Relationships)