

GEORGE MASON UNIVERSITY
College of Education and Human Development
School of Recreation, Health, and Tourism

HEAL 516
PROGRAM DEVELOPMENT AND RESOURCES IN HEALTH EDUCATION
Distance Learning
Summer 2010

DAY/TIME:	Distance Learning	LOCATION:	Distance Learning
PROFESSOR:	Luanne Norden, M.A.	E MAIL:	lnorden@gmu.edu
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PREREQUISITES: This course is open to licensed and provisionally licensed health and physical education teachers in the Commonwealth of Virginia, and students in the Physical Education masters program.

COURSE DESCRIPTION

Students will learn program development, health content, methodology and resources for teaching preK-12 health education. This is a distance learning course. Students will submit assignments and receive response from course instructor on assignments via computer. Successful completion fulfills the Virginia State Education Department's *health methods* requirement for health and physical education licensure.

COURSE OBJECTIVES

At the completion of this course, students should be able to:

1. Analyze the current literature regarding program development and resources in the health education setting.
2. Assess and evaluate a school health program.
3. Create appropriate instructional strategies for the designated level of learners, as they relate to the ten major health content areas.
4. Develop appropriate interactive instructional strategies and assessment strategies congruent with program goals and lesson objectives.
5. Identify and implement online and community resources to enhance health education instruction.
6. Demonstrate the use of technology for current health knowledge and the needs of the learner in the health classroom.

ELECTRONIC RESERVE ARTICLES:

- Agaki, Cynthia. (2008). You tube? For health education? *American Journal of Health Education, Vol. 39, (1)*, January/February.
- Conner, J., Pope, D., Galloway, M. (2009). Success with less stress. *Educational Leadership, 67 (4)*, 54-58.
- Cooper, P. (2005). A coordinated school health plan. *Educational Leadership, 63 (1)* 32-34.
- Diez, K. S., Pleban, F. T., & Wood, R. J. (2005). Lights, camera, action: Integrating popular film in the health classroom. *Journal of School Health, 75 (7)*, 271-275.
- Fetro, J., Givens, C., Carroll, K. (2009). Coordinated school health: Getting it all together. *Educational Leadership, 67 (4)*, 32-37.
- Green, E. (2010). Building a better teacher. *New York Times, March 2, 2010*.
- Jeffrey, Renee. (2009). First steps to a healthier school. *Educational Leadership, 67 (4)*, 82-83.
- Loya, R. (1992). *Health Education Teaching Ideas-Secondary*. Using team games to teach health. Reston, VA: AAHPERD. 167-168.
- Marzano, Robert. (2009). Using games to enhance student achievement. *Educational Leadership, 67 (5)*, 71-72.
- Murawski, W., Lockwood, J., Khalili, A., Johnston, A. (2009). A bully-free school. *Educational Leadership, 67 (4)*, 75-78.
- O'Grady, Shannon. (2009). Saving marvin sweettooth. *Educational Leadership, 67 (4)*, 66-69.
- Satcher, David. (2009). Taking charge of school wellness. *Educational Leadership, 67 (4)*, 38-43.
- Selekman, Matthew. (2009). Helping self-harming students. *Educational Leadership, 67 (4)*, 48-53.
- Tappe, M., Wilbur, K., Telljohann, S., Jensen, M. (2009). Articulation of the national health education standards to support learning and healthy behaviors among students. *American Journal of Health Education, 40, (4)*, 245-253.
- Trost, S. & Van Der Mars, H. (2009). Why we should not cut P.E. *Educational Leadership, 67 (4)*, 60-65.
- Zeller, J., Costello, S., Nikitopoulos. (2009). Partners in health. *Educational Leadership, 67 (4)*, 96.

RECOMMENDED RESOURCES:

- Meeks, L., Heit, P., & Page, R.M. (2011). *Comprehensive school health education (7th edition)*. New York, NY: McGraw-Hill.
- Tackmann, D. L. (2004). *Hands-on health*. Woodland Hills, CA: Glencoe/McGraw-Hill.
- Whalen, S., Splendorio, D., & Chiariello, S. (2007). *Tools for Teaching Health*. San Francisco, CA: Jossey-Bass.

RECOMMENDED WEBSITES:

www.cdc.gov/HealthyYouth
www.healthiergeneration.org
www.aahperd.org
www.pbskids.org
www.kidshealth.org
www.makeaplan.org
www.actionforhealthykids.org
www.WebMD.org
www.americanheart.org
www.pecentral.org
www.hhs.gov/kids
www.redcross.org
www.mypyramid.gov
www.bam.gov
www.epa.gov
www.niehs.nih.gov
www.firesafety.gov
www.livestrong.org
www.learntobehealthy.org
www.pen.k12.va.us

RELATIONSHIP TO PROGRAM GOALS AND PROFESSIONAL ORGANIZATION

HEAL 516 is aligned with the following RHT priorities: provide rewarding learning experiences, disseminate exemplary scholarship, and prepare professionals committed to service. HEAL 516 is also aligned with the following Health Education Standards established by the American Association for Health Education (AAHE)/National Council for Accreditation of Teacher Education (NCATE):

- Standard I: Candidates assess individual and community needs for health education.
- Standard II: Candidates plan effective health education programs.
- Standard IV: Candidates evaluate the effectiveness of coordinated school health programs.
- Standard VI: Candidates act as a resource person in health education.

COURSE DELIVERY

This is an online course. All assignments are located in courses.gmu.edu. Individualized instruction from the course instructor will be complemented by blackboard e-learning. Class activities (assignment submission and instructor response to assignments) will be conducted via computer. Students will use the internet for all assignments.

CEHD SYLLABUS STATEMENTS OF EXPECTATIONS

The Graduate School of Education and the School of Recreation, Health and Tourism expect all students to abide by the professional behaviors and dispositions cited on the websites: <http://gse.gmu.edu> and <http://rht.gmu.edu>.

HONOR CODE

All assignments are to be completed individually. Students must follow guidelines of the University Honor Code. See http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code. Students must agree to abide by the university policy for Responsible use of Computing. Click on Responsible Use of Computing after logging on to <http://mail.gmu.edu>.

STUDENTS WITH SPECIAL NEEDS

Students with disabilities who seek accommodations in a course must be registered with the Mason Disability Resource Center and inform the instructor, in writing, at the beginning of the semester. See www.gmu.edu/student/drc or call 703 993-2474 to access DRC.

COURSE REQUIREMENTS, ASSIGNMENTS, AND EVALUATION CRITERIA

1. Reaction Papers (18 points)
Review articles from selected professional journals. Articles will be on electronic reserve.
2. Discussion Board Topics (12 points)
Participate in the discussions.
3. Resources (12 points)
Scavenger hunt, best practices, movie/article.
4. Lesson Plans using Technology (10 points)
Find 5 lesson plans from the ten content areas of health education. The 5 lesson plans must be from 5 different credible websites.
5. Interactive Game (12 points)
Develop an interactive game to enhance student learning.
6. Your Lesson Plan (12 points)
Using the required lesson plan format, create a 45-minute health lesson for 30 students. The lesson will include an interactive teaching strategy and assessment strategy. Use of power point is required. Power point presentation and all handouts must be submitted.
7. The Coordinated School Health Program (24 points)
Write an assessment and evaluation of your school health program using the School Health Index as the guide. Realistically develop your role to increase the effectiveness of the school health program.

GRADING SCALE

A+ 97-100, A 96-93, A- 90-92, B+ 87-89, B 83-86, B- 80-82, C 70-79, F <69

COURSE OUTLINE

	Topic	Assignment	Due/Points
Week 1	Introduce Yourself	Discussion-Introductions	May 17 (3 points)
	What is school health?	Journal	May 18
	Health and Learning	Reaction Paper	May 20 (9 points)
Week 2	Coordinated School Health Programs	Scavenger Hunt	May 25 (5 points)
		Best Practices-Journal	May 26 (3 points)
		Reaction Paper	May 27 (9 points)
Week 3	Technology	5 Lesson Plans-Websites	June 1 (10 points)
		Discussion-Technology	June 2 (3 points)
		Interactive Game	June 3 (12 points)
Week 4	Effective Health Lessons	Movie/Article answers	June 8 (4 points)
		Discussion-Motivating Students to Learn	June 9 (3 points)
		Your Lesson Plan	June 10 (12 points)

Week 5	Your Coordinated School Health Program	Discussion-Reflection Assessment and evaluation of your Coordinated School Health Program including your role. Course Evaluation	June 16 (3 points) June 17 (24 points)
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Assignments are not accepted by blackboard after the due date. Assignments received by the instructor after the due date will be worth half the total points. For example, a project worth 10 points would be worth 5 points if submitted after the due date.



- ❖ All students are held to the standards of the George Mason University Honor Code.
- ❖ STUDENTS WITH DISABILITIES: Students having documentation on file with the Disability Support Services Office should bring this to the attention of the professor.
- ❖ For more information on the School of Recreation, Health and Tourism, please go to <http://rht.gmu.edu>