

**George Mason University**  
**College of Education and Human Development**  
Health and Physical Education

HEAL 516 – C01 - PROGRAM DEVELOPMENT AND RESOURCES IN HEALTH EDUCATION  
3 Credits (online)

### Faculty

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This course runs during Session C (5 weeks) from Mon July 6 to Wed Aug 5<sup>th</sup>, 2020

### Prerequisites/Corequisites

This course is open to licensed and provisionally licensed health and physical education teachers in the Commonwealth of Virginia, and students in the ASTL- Physical Education master's program.

### University Catalog Course Description

Focuses on program development, health content, methodology, and resources for teaching preK-12 health education.

### Course Overview

This course is designed to provide masters level content on research and best practices within program development, health education content and methodology to teach K-12 health education. The course is designed to help the students enact change in their upcoming health classes, and to reflect on their experiences teaching health in K-12 settings.

### Course Delivery Method

This course will be delivered online using an asynchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before [@masonlive.gmu.edu](mailto:@masonlive.gmu.edu)) and email password. The course site will be available a week before the official start of the Summer Session.

**Under no circumstances, may students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.**

### Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:  
[https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#supported-browsers](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers)

To get a list of supported operation systems on different devices see:

[https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#tested-devices-and-operating-systems](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems)

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
  - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
  - Windows Media Player:  
<https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
  - Apple Quick Time Player: [www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)

## Expectations

- Course Week:  
Our course week will begin on Tuesdays and end on Mondays.
- Log-in Frequency:  
Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 10 times per week. In addition, students must log-in for all scheduled online synchronous meetings.
- Participation:  
Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence:  
Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:  
Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload:  
Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed **on blackboard**. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support:  
Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.

- Netiquette:  
The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- Accommodations:  
Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

### Learner Outcomes or 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.

### Professional Standards

This course aligns with the SHAPE HETE standards (2018)

[https://www.shapeamerica.org/uploads/pdfs/2018/accreditation/HETE-Standards\\_2018d.pdf](https://www.shapeamerica.org/uploads/pdfs/2018/accreditation/HETE-Standards_2018d.pdf)

Standard 1. Content Knowledge Health education candidates demonstrate an understanding of health education content, health literacy skills, digital literacy skills, theoretical foundations of behavior change and learning, and applicable preK-12 health education standards for the purpose of instilling healthy behaviors in all learners.

Standard 2. Planning Health education candidates plan relevant and meaningful school health education instruction and programs that are sequential and aligned with appropriate preK-12 health education standards. Plans include the use of instructional technology, resources and accommodations that support the needs of all learners regardless of race, ethnic origin, gender, gender identity, sexual orientation, religion, cognitive ability and physical ability.

Standard 3. Implementation Health education candidates implement a range of school health education instructional strategies, while incorporating technology, to support student learning regardless of race, ethnic origin, gender, gender identity, sexual orientation, religion, cognitive ability or physical ability. Candidates demonstrate communication skills and feedback equitably and use reflective practice strategies to meet the diverse needs of all learners.

Standard 4. Assessment Health education candidates use multiple methods of assessment to plan instruction, engage all learners, monitor learner progress, provide meaningful feedback, and reflect on

and adjust units and lessons to enhance the acquisition of functional health knowledge and health-related skill proficiency for all learners.

Standard 5. Professionalism Health education candidates work collaboratively with all stakeholders, demonstrate ethical behavior, and engage in and reflect on professional learning opportunities in order to meet the diverse needs of all learners. Health education candidates communicate with stakeholders and advocate for school health education as an integral component of the school experience.

#### REQUIRED READINGS:

- All readings are available on Blackboard.

#### Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard).

#### Assignments and Examinations

1. **Class discussions boards (5) (20%)**
2. **Reaction papers on assigned readings (4) (20%)**
3. **Best practices and exploring resources (10%)**  
This activity will lead you through a scavenger hunt for resources to help you teach K-12 health
4. **Lesson plans and assignment (25%)**  
Apply the components of an effective lesson plan and present it to the class
5. **Coordinated School Health Program evaluation (25%)**  
Students will evaluate their own school health program and develop strategies to improve it.

#### Course Performance Evaluation Weighting

Class Discussion boards: 20%  
Reaction papers: 20%  
Best practices: 10%  
Lesson plans and assignment: 25%  
Final Project (evaluation of program): 25%  
Total: 100%

#### Grading Scale for calculation of final course grade

93 - 100% = A	90 - 92.9% = A-	87 - 89.9% = B+
83 - 86.9% = B	80 - 82.9% = B-	77 - 79.9% = C+
73 - 76.9% = C	70 - 72.9% = C-	67 - 69.9% = D+
63 - 66.9% = D	60 - 62.9% = D-	< 59.9% = F

#### MASON GRADUATE ACADEMIC STANDARDS – GRADING

The university-wide system for grading graduate courses is as follows:

\*Although a B- is a satisfactory grade for a course, students must maintain a 3.00 average in their degree program and present a 3.00 GPA on the courses listed on the graduation application. F's are considered for any grade under a B-

#### Professional Dispositions

See <https://cehd.gmu.edu/students/polices-procedures/>

## Class Schedule

<b>Dates</b>	<b>Topic</b>	<b>Content/Activity</b>	<b>Readings/ Assignments</b>
Week 0	Navigating BB	Syllabus and intro quiz Intro video	Intro video
Session 1	Introduction	Schedule Review of class What is School Health? Salutogenesis	Quennerstedt podcast Executive Summary  Reaction paper (1)
Session 2	Skills based health education	Exploring SHAPE CASEL Skill based health education lectures	Centeio podcast  Post one resource that can help you teach health and share it w/class  Reaction paper (2)
Session 3	Sexuality Education	Family Life Education History of gender and sexuality	Allen (2004) Allen (2008) Crossett (1990) Fruhstuck (2014) Irvine (1994) Messner (2002) Youdell (2005) Whitson (1990)  Reaction paper (3)
Session 4	Activist approaches to health Critical Inquiry	Lesson plan	Alfrey article Activist approaches article  2 Lesson Plans  Reaction paper (4)
Session 5	Evaluation of your health education program	Final presentations of your program	Final presentation uploaded Make comments on 2 videos.

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

## Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

## GMU Policies and Resources for Students

### *Policies*

- Students must adhere to the guidelines of the Mason Honor Code (See <http://oai.gmu.edu/the-mason-honor-code/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <https://ds.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

### Campus Resources

- Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

**Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:** As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing [titleix@gmu.edu](mailto:titleix@gmu.edu) <https://cehd.gmu.edu/>

**For additional information on the College of Education and Human Development, please visit our website**