

University of Wisconsin - Stevens Point
Introduction to Current Health Issues

HLED 104 Course Syllabus

Instructor: Tim Wright, Ph.D.
Office: MCCH 133
E-mail: tim.wright@uwsp.edu
Phone: 346-4822

Office Hours: By appointment; before and after class.

Course description:

This course provides an overview of content areas and skills related to personal and community health. Topics include concepts related to health and wellness, health skills, the 6 CDC priority risk behaviors, and the traditional content areas in health education. Emphasis will be placed on the core content knowledge and health skills that prospective teachers need to deliver health instruction and to be healthy role models for their students.

Course Objectives:

1. Explore current relevant content topics within health education.
2. Introduce SHAPE America's standards for health education.
3. Determine connections between content and health education skills/standards.
4. Discuss the concept of wellness and how the changes in health will affect us in the 21st century.
5. Define and discuss terms related to health and wellness.
6. Understand the connection between self-responsibility and the prevention of disease.
7. Develop an understanding of how personal behaviors are established, influenced and altered.
8. Participate in the behavior change process.

Attendance:

You are expected to show up and actively participate in class discussions on a regular basis. Rather than taking attendance regularly, there will be short in-class assignments given on random days throughout the semester (see the "Course Assignments" section of this syllabus for further information). **There will be NO make-ups allowed on course assignments and exams.** The instructor must be notified in writing (email or hand written notes are acceptable) of any potential problems **BEFORE** the scheduled due date or exam time.

*****ANY UNEXCUSED ABSENCE FROM THIS CLASS WILL RESULT IN ONE LETTER GRADE DEDUCTION FROM YOUR FINAL GRADE IN THE CLASS*****

Academic Integrity:

Academic dishonesty of any sort will not be tolerated in this course. Examples of dishonesty include giving or receiving aid during examinations, using any type of crib sheet, copying from or looking at another exam, or submitting another's work as your own. Students who engage in

scholastic dishonesty will be referred to the Dean of Students for appropriate disciplinary action and will receive no credit for academic work related to the incident of academic dishonesty.

Student Academic Disciplinary Procedures

UWSP 14.01 Statement of principles

The board of regents, administrators, faculty, academic staff and students of the university of Wisconsin system believe that academic honesty and integrity are fundamental to the mission of higher education and of the university of Wisconsin system. The university has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors. Students who violate these standards must be confronted and must accept the consequences of their actions.

UWSP 14.03 Academic misconduct subject to disciplinary action.

(1) Academic misconduct is an act in which a student:

- (a) Seeks to claim credit for the work or efforts of another without authorization or citation;
- (b) Uses unauthorized materials or fabricated data in any academic exercise;
- (c) Forges or falsifies academic documents or records;
- (d) Intentionally impedes or damages the academic work of others;
- (e) Engages in conduct aimed at making false representation of a student's academic performance; or
- (f) Assists other students in any of these acts.

(2) Examples of academic misconduct include, but are not limited to: cheating on an examination; collaborating with others in work to be presented, contrary to the stated rules of the course; submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another; submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas; stealing examinations or course materials; submitting, if contrary to the rules of a course, work previously presented in another course; tampering with the laboratory experiment or computer program of another student; knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

Classroom Behavior:

I do not just want you present in class; I want you to actively participate in class. Your course relevant opinions, thoughts, etc. are valuable and will be treated as such. Likewise, your absent state of mind will also be noted and felt by your learning community. Socializing, sleeping, cell phones, pagers, and personal use handhelds all indicate an absent state of mind and will result in a five-point deduction from your final grade for each distraction.

Inappropriate classroom behaviors include behaviors that disrupt instruction by the professor and/or leaning of classmates and behaviors that threaten, harass, or discriminate against others. Students who engage in inappropriate classroom behavior will be asked to leave the classroom, will receive no credit for attendance and in-class activities for that day, and must meet with the instructor prior to returning to the next class meeting. Severe cases of

inappropriate behavior will be referred to the Dean of Students for appropriate disciplinary action.

Course assignments:

In-Class Assignments: (100 points)

Throughout the semester, there will be in-class assignments that are designed to allow you to apply the concepts that are being taught in the class lectures. The dates of these in-class assignments will not be announced and these assignments cannot be made up.

Exams: (400 points)

There will be 4 exams throughout the course of the semester. The exams are not comprehensive, however the organization of the course is such that the topics build upon each others. The exams include multiple choice, true/false, and sometimes short answer or essay questions that cover content from the class lectures and readings. Study guides for the exams will be given in advance. No “make-up” exams are available for students who perform poorly or are absent from class on an exam date.

Exam 1: Week 4

Exam 2: Week 8

Exam 3: Week 12

Exam 4: Week 16

Behavior Change Plan: (2 pages typewritten, 50 points) In the beginning of the semester, we will discuss health-related behavior change. During the semester, students will have the opportunity to make a behavior change their lives. The change does not have to be a major life altering change in behavior and it can be in any area of health and wellness. The first step in the process is the creating a behavior change plan. In the behavior change plan, students will address each step of the plan as outlined in lecture. Each student will write a paper that addresses the following:

- The change in behavior and why the particular behavior was chosen.
- Data- what you do now that you want to change that will help you meet your goal.
- Goal- must be measurable, challenging, yet attainable, etc...
- Sub goals, at least 3 that will help you to meet your overall goal.
- Reward system.
- Potential barriers to achieving your goal.
- What you are going to do to reduce barriers.
- Social contracting- who will help you.

Behavior Change Journal: (3 entries per week, 50 points)

The second step in the process is to keep track of individual progress through journaling. 3 times per week, students will write a brief paragraph regarding their behavior change. The journal entries are based on daily experiences that the students have with regards to changing their behavior/meeting their goals. These experiences can be either positive or negative. The writings

are meant to keep the students on track with their goals. The journaling will begin immediately after the behavior change plan is turned in to the instructor and will continue for 12 weeks (total of 36 entries). There will be 2 random journal checks throughout the semester, therefore journals should be brought to class.

Reflection Paper: (3-5 pages, typewritten, 100 points)

The behavior change experience will end with a reflection paper. In the paper, students will address the following outline:

- What was the behavior that you wanted to change?
 - What were the reasons that you selected this behavior?
 - Health reasons?
 - Social reasons?
 - Other reasons?
 - What was your overall goal?
 - What were your sub-goals?
- Did you successfully meet your overall goal and change your behavior? Why/Why not?
- Describe the major difficulties that you encountered in the process.
 - How did you overcome these difficulties?
 - Was the behavior change a source of stress? Why/Why not?
- How did your relationships with others influence your process?
- How did being a student influence your process?
- What would you change if you had to do it all over again?
- What advice would you give others who were trying to change the same behavior?
- What did you think of the project?
 - What did you learn about yourself that you did not know before?
 - Did you like it? Why/Why not?
 - Did you find it helpful Why/Why not?

Total Points:

| <u>Assignment</u> | <u>Points</u> |
|----------------------|---------------|
| In-Class Assignments | 100 |
| Exams (4x100) | 400 |
| Behavior Change Plan | 50 |
| Journal | 50 |
| Reflection Paper | 100 |
| Total | 700 |

Wisconsin Teaching Standards

These standards have been adopted by the School of Education. The standards have been grouped into four general categories to help users organize their thinking about the standards, found on pages 20-21 in the attached advising guide:

The Learner and Learning

Teaching begins with the learner. To ensure that each student learns new knowledge and skills, teachers must understand that learning and developmental patterns vary among individuals, that learners bring unique individual differences to the learning process, and that learners need supportive and safe learning environments to thrive. Effective teachers have high expectations for each and every learner and implement developmentally appropriate, challenging learning experiences within a variety of learning environments that help all learners meet high standards and reach their full potential. Teachers do this by combining a base of professional knowledge, including an understanding of how cognitive, linguistic, social, emotional, and physical development occurs, with the recognition that learners are individuals who bring differing personal and family backgrounds, skills, abilities, perspectives, talents and interests. Teachers collaborate with learners, colleagues, school leaders, families, members of the learners' communities, and community organizations to better understand their students and maximize their learning. Teachers promote learners' acceptance of responsibility for their own learning and collaborate with them to ensure the effective design and implementation of both self-directed and collaborative learning.

Standard #1: Pupil Development. The teacher understands how pupils grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas. The teacher designs and implements developmentally appropriate and challenging learning experiences for pupils.

Standard #2: Learning Differences. The teacher uses his or her understanding of individual pupil differences and diverse cultures and communities to ensure inclusive learning environments that enable each pupil to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Content

Teachers must have a deep and flexible understanding of their content areas and be able to draw upon content knowledge as they work with learners to access information, apply knowledge in real world settings, and address meaningful issues to assure learner mastery of the content. Today's teachers make content knowledge accessible to learners by using multiple means of communication, including digital media and information technology. They integrate cross-disciplinary skills (e.g., critical thinking, problem solving, creativity, communication) to help learners use content to propose solutions, forge new understandings, solve problems, and imagine possibilities. Finally, teachers make content knowledge relevant to learners by connecting it to local, state, national, and global issues.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of each discipline he or she teaches. The teacher creates learning experiences that make the discipline accessible and meaningful for pupils to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage pupils in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice

Effective instructional practice requires that teachers understand and integrate assessment, planning, and instructional strategies in coordinated and engaging ways. Beginning with their end or goal, teachers first identify student learning objectives and content standards and align assessments to those objectives. Teachers understand how to design, implement and interpret results from a range of formative and summative assessments. This knowledge is integrated into instructional practice so that teachers have access to information that can be used to provide immediate feedback to reinforce student learning and to modify instruction. Planning focuses on using a variety of appropriate and targeted instructional strategies to address diverse ways of learning, to incorporate new technologies to maximize and individualize learning, and to allow learners to take charge of their own learning and do it in creative ways.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage pupils in their own growth, to monitor pupil progress, and to guide the teacher's and pupil's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every pupil in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, pedagogy, pupils, and pupils' communities.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage pupils to develop a deep understanding of content areas and their connections, and to develop skills to apply knowledge in a meaningful way.

Professional Responsibility

Creating and supporting safe, productive learning environments that result in learners achieving at the highest levels is a teacher's primary responsibility. To do this well, teachers must engage in meaningful and intensive professional learning and self-renewal by regularly examining practice through ongoing study, self-reflection, and collaboration. A cycle of continuous self-improvement is enhanced by leadership, collegial support, and collaboration. Active engagement in professional learning and collaboration results in the discovery and implementation of better practice for the purpose of improved teaching and learning. Teachers also contribute to improving instructional practices that meet learners' needs and accomplish their school's mission and goals. Teachers benefit from and participate in collaboration with learners, families, colleagues, other school professionals, and community members. Teachers demonstrate leadership by modeling ethical behavior, contributing to positive changes in practice, and advancing their profession.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning. The teacher uses evidence to continuously evaluate the teacher's practice, including the effects of the teacher's choices and actions on pupils, their families, other educators, and the community. The teacher adapts the teacher's practice to meet the needs of each pupil.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunity in order to take responsibility for pupil learning, to collaborate with pupils, their families, educators, and the community, and to advance the profession.

Equal access for students with disabilities

Statement of Policy

UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities. The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability.

If modifications are required due to a disability, please inform the instructor and contact Jim Joque in the Disability Services Office in 101 SSC, and complete an Accommodations Request form. Phone: 346-3365 or email jjoque@uwsp.edu

Religious Beliefs

Relief from any academic requirement due to religious beliefs will be accommodated according to UWSP 22.03, with notification within the first three weeks of class.