

**University of Wisconsin - Stevens Point**  
**Introduction to Current Health Issues**

**HLED 700 Course Syllabus**

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**Suggested Text:** Hales, D. (2013). An Invitation to Health (15<sup>th</sup> Edition). Pacific Grove, CA: Brooks/Cole Publishing.

**Course Description:**

Health Education content changes every single day. There are always new studies, new diets, new fad exercise programs, and new healthy recommendations that can be found online, in magazines or in academic journals. How do we keep up with all of the changes? It is nearly impossible, but we do the best we can as health educators. This class is designed to give you an overview of the most important topics in the field today. There is specific emphasis on the health-related topics that affect the state of Wisconsin and the upper Midwest in general.

**Course Objectives:**

1. Discuss the concept of wellness and how the changes in health will affect us in the 21<sup>st</sup> century.
2. Define and discuss terms related to health and wellness.
3. Apply written communication skills to discuss topics and issues related to personal and community health.
4. Explore basic information related to nutrition, physical activity, alcohol, tobacco, and other drugs, healthy sexuality, injury prevention, mental health, consumer health, and environmental health.
5. Understand the connection between self-responsibility and the prevention of disease.
6. Develop an understanding of how personal behaviors are established, influenced and altered.

**Lectures:**

The lectures have been assembled to cover the most pertinent information that the modern health education teacher needs to be able to do their job. Each lecture is a power point presentation with a corresponding screencast. Simply click on the link and you can listen and follow along. There will be a total of 15 lectures, 5 for each of the 3 weeks that the class covers. Each of the lectures also has a small reflective assignment. This is completely self-directed and you are able to work at your own pace.

### **Course Assignments:**

Busy work is a useless waste of time. Assignments for this course are designed to be helpful to you in the future. The idea of these assignments is to help you find resources and create active learning lessons. There are no set due dates for the individual assignments, but all have to be completed by the end of the 3-week class period. All assignments are to be turned in to the appropriate dropbox on D2L.

### Reflective Lecture Assignments: (150 points, 15 x 10 points)

Throughout the 3 weeks of class, there will be reflective questions that correspond with the video recorded lectures. These assignments are simply designed to facilitate thought with regards to the class material.

### Outside Resource Contact Paper: (100 points)

Contact an Education agency or Social Services agency in your area. Conduct an interview of an agency representative to gain insight into the services that they offer and the resources that they can provide. Your paper must be typed answering the following questions (4 - pages typed double spaced) this must be a **personal interview** conducted in person or on the phone.

Please number your answers 1-7. Upload your agency contact paper in D2L in a discussion. **A 10 pt. grade deduction will occur if not uploaded in D2L by deadline.**

1. Name of agency, address, phone number of the agency you contacted and researched. **5 pts.**
2. Name of the person you contacted- explain their role in the agency. Include the date and location, when and where you contacted this person. **5 pts.**
3. What is the purpose of this agency? Detailed information, not just a sentence. **15 pts.**
4. What health education programs or resources does this agency offer for a k-12 school health curriculum? (Keep health topics in mind). What age group do the resources target? **20 pts.**
5. How would this health agency benefit the health teacher or student? What resources are available to be used in classes...pamphlets, handouts, work books, posters, etc.? **10 pts.**
6. How would you **incorporate** these resources into your classroom? Explain at least 3 detailed examples. **30 pts.** **10 pts.** for each example.

7. Miscellaneous impressions? How did they act? Were they interested in helping educators? (About the individual you interviewed and the information available for schools). **15 pts.**

Agency contact ideas: Fire station, police station, Dairy Council of WI, Environmental agencies, WPS, American Heart Association, American Cancer Society, American Lung Association, Red Cross, CESA, Crisis Intervention, MADD, Dentist, Funeral Home, Hospital, Social Services, Planned Parenthood, etc.

Active Learning Strategies: (100 points x 2)

The purpose of this exercise is to develop 2 innovative activities that you could use to make a health message hands-on and relatable for students.

Select 2 Health Education content areas and create an innovative teaching strategy for a specific component of each those content areas. Please choose areas with which you have little experience. For example, if you are a PE teacher, please select an area other than personal health and physical activity, or if you are a FCE teacher, please select an area other than nutrition. Those are just examples, but this is an assignment that will ideally be helpful to you in the future so look at this as an opportunity to create an active learning strategy for a future health class that you might teach.

The target age group for the activities is entirely up to you.

For a general timeframe, each activity should last 15-20 minutes.

Take a component of a content area and present it (with an activity) in a way that others have not thought of in the past. You have a great deal of freedom with this assignment, be creative.

The type-written portion for each of your activities must include:

- Name
- Grade of the students
- The content area
- A basic objective for the activity
- A detailed description of the activity and its purpose
- A step-by-step procedure for the activity that you must follow accordingly
- A short, informal assessment for the class

Typically, with enough detail in the procedure that others can immediately adopt this activity, written portions are about 3 pages in length.

This assignment will be posted to a discussion page on D2L so that others can see what you have created and perhaps use it in their classes as well. With everyone doing 2 activities, we should end up with a collection of around 20 active learning strategies for everyone in the class to use.

**Class Policies:**

1. **Late papers result in a 10 point deduction/per day.** All assignments are due on the assigned date.
2. Additional assignments for extra credit will not be given.
4. All work should be typed (11-12 font) and double-spaced unless stated otherwise.
5. Any evidence of academic misconduct will be treated in accordance with university rules.

**Total Points:**

Reflective Lecture Assignments:	150
Outside Resource Contact Paper:	100
Active Learning Strategies:	200
Total:	450