

Rhode Island College
Feinstein School of Education and Human Development
Department of Health and Physical Education

Course Title: Practicum in Health Education - HED 418

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COURSE DESCRIPTION

Catalog: Students learn to enhance classroom preparation and presentation of comprehensive health education in grades PK-12. Included is the development of lesson and unit plans and supervised teaching experience in school settings. *4 credit hours.*

Extended: The intent of the course is to acquaint the learner with the basic roles of needs assessment, program planning, program implementation and program evaluation which the successful health teacher must fulfill. It is intended to increase the learner's comprehension of the health teaching/learning process in both the elementary and secondary grade levels. Students will learn to develop lessons utilizing a global perspective which demonstrates a respect for diversity.

Relationship to Professional Program: This is the final professional health education course before participation in student teaching. It is a culminating experience in which students demonstrate their abilities to look beyond their immediate environment and see the profession from a more global perspective. Issues of ethics are tightly interwoven into every class discussion, assignment and presentation. Students are encouraged to begin the process of thinking, responding and acting like a professional health educator.

Relationship to the Conceptual Framework and FSEHD: During the semester, students contemplate their previous course work, projects, papers, assignments, and experiences to determine how best to utilize all the knowledge and teaching strategies learned. The students are then guided through the process of deciding why and how to create quality lesson and unit plans that address the diverse needs and concerns of the particular student, or adult, population they are to address. Using peer teaching, in addition to traditional classroom settings, the students have the opportunity to put their lessons into action. Students are given time to process all their experiences and that of their classmates to get a better understanding and awareness of the role of the teacher and the interaction required with their students.

COURSE INFORMATION

Prerequisites: HED 300, Completion of 90 semester hours, Minimum GPA 2.5, Admission into FSEHD

Text:

Arends, R. (2009). *Learning to teach* (8th Ed.). McGraw-Hill: NY,NY
Flip Books from Edupress

Joint Committee on National Health Education Standards (2007). *National health education standards: Achieving*

excellence (2nd Ed.) American Cancer Society

Meeks, Heit, & Page (2009). *Comprehensive school health education* (6th or 7th ed.). McGraw-Hill: NY, NY.
Rhode Island Department of Education (2003). *Comprehensive health instructional outcomes.*

Background Check: Must attend to all District and FSEHD policies. See attached handout.

Course Objectives:

The objectives are framed within the areas of the Responsibilities and Competencies for entry-level health educators formulated from the Role Delineation Study. The experiences in this course are designed to enable the student to:

1. identify health related data about social and cultural environments, growth and development factors, health needs and interests of the school age population; (AAHE 1, Knowledge, Diversity; Responsibility 1; RIPTS 1, 2, 3)
2. analyze information to determine areas of need for the school aged population; (AAHE 1, Pedagogy; Responsibility 1; RIPTS 2,3)
3. analyze typical physical, social, emotional, and intellectual behaviors of the elementary, middle, and high school student; (AAHE 1, knowledge, Pedagogy; Responsibility 2,3; RIPTS 3)
4. select valid sources of information about health needs and interests of the specific population addressed; (Knowledge; Responsibility 1; RIPTS 1, 2)
5. utilize computerized sources of health-related information; (Technology; Responsibility 6; RIPTS 2)
6. determine resources for establishing a scope and sequence for learning experiences for a health education program; (Pedagogy, Standards; Responsibility 2; RIPTS 2,3)
7. determine the role and function of others in the planning process (i.e. students, parents, professionals, and community); (Diversity, Global Perspectives; Responsibility 5; RIPTS 7)
8. develop and implement age appropriate unit plans that utilize contemporary concepts directed at providing sound, scientific health knowledge and skills for the purpose of influencing attitudes and promoting health decision making; (Pedagogy, Standards; Responsibility 2; RIPTS 2,3,4,5)
9. implement individual or group process methods as appropriate to given developmental age, cultural diversity, and socio-economic settings; (Global Perspectives; Responsibility 3; RIPTS 3,4,5)
10. assess the quality of health education materials; (Knowledge; Responsibility 4; RIPTS 2,3)
11. design plans to assess achievement of educational methods and program objectives; (Assessment; Responsibility 3,4; RIPTS 9)
12. construct valid and reliable items for measurement; (Assessment; Responsibility 3,4; RIPTS 9)
13. know several ways to evaluate student performance and assign a value to that performance; (Assessment; Responsibility 3,4; RIPTS 9)
14. accurately analyze and evaluate the effects of his/her professional instruction on others; (Professionalism, Reflection; Responsibility 3,4; RIPTS 10)
15. investigate social / political influences causes conflicting viewpoints in the area of health education needs and concerns; (Global Perspectives, Professionalism; Responsibility 1,5; RIPTS 2,7,11)
16. understand how to integrate health education into all areas of the coordinated school health program. (Knowledge; Responsibility 5,7; RIPTS 7)
17. demonstrate an understanding of a reflective approach to teaching and learning e.g., as expressed in the Rhode Island College Conceptual Framework for Teacher Education and the P.A.R. acronym; (Reflection; Responsibility 2,3,4; RIPTS 10)
18. explore ways to promote positive multi-cultural interaction when developing Health Education programs. (Multiculturalism, Diversity; Responsibility 2, RIPTS 4)

Rhode Island Professional Teaching Standards:

Students will continue to study, and gain field practice in the Rhode Island Professional Teaching Standards (RIPTS) during this course through assignments and through the PTP Mini Work Sample.



COURSE REQUIREMENTS AND GRADING

Attendance & Participation Policy

Each class will require student attendance, input, participation in class activities and written work, and oral discussions. Students are expected to also come prepared with assigned materials. Each class students will be engaged in listening to and sharing ideas. Students will interact and work with others during class activities. Throughout the course students will be engaged using Socratic methods to provide oral discussions. Points will be deducted for unexcused absences. Points will be deducted for cell phone usage. Student may be asked to leave if usage occurs. Student may also be asked to leave if behavior is deemed unprofessional or distracting by the instructor. Students must use their RIC email account. Students MUST keep copies of ALL their work.

GRADING:

Letter Grade Earned	Percentage of Points Earned	Description of Learning Accomplished
A	93-100	Exceptional Learning Accomplishment
A-	90-92	
B+	86-89	Above Average/Superior
B	83-85	
B-	80-82	
C+	76-79	Average
C	73-75	
C-	70-72	
D+	66-69	Below Average/Inferior
D	63-65	
D-	60-62	
F	< 60	Inadequate demonstration of learning to pass course

A note regarding Preparing To Teach Artifacts

There are 4 artifacts from HED 418:

Performance Assessment: Must earn a B or better

Mini Teacher Candidate Work Sample: Must earn at least an average of 3 or higher with no 1's.

Classroom Management: Must earn a B or better

Implemented Lesson Plan: Must earn at least an average of 3 or higher with no 1's.

Academic Policies

Attendance: Attendance is required. Ten point deduction for each unexcused absence. Points deducted for being unprepared, non-participatory, cell phone usage, and speaking out of turn. Student is responsible for documentation of excused absences and attendance procedures. Excused absences are limited to documented school functions, recorded infirmary visits, death in own family. Excused absences do not include employment, car malfunctions, unreported illness, optional vacation time, troubles of friends, etc. Make choices. There is a limit of 3 absences of *any kind* to pass the course. No make-up work accepted for unexcused absence. For excused school functions, work must be passed in no later than date/time due. Ask fellow student before instructor for missed work/handouts. No make-up exams or extensions on projects will be given for unexcused absences. In case of emergency, please contact instructor as soon as possible to discuss potential arrangements.

Unprofessional Work: Work not done on *time* = zero points. No reduced credit given. No requests for exceptions will be heard or honored. All work must be presented professionally (stapled, typed, etc.) in order to be accepted at all, and to earn full points.

Academic Dishonesty

Academic integrity is the foundation of the academic community. Students who violate College rules on academic dishonesty are subject to disciplinary penalties, including the possibility of failure or

removal from a course, disciplinary probation, and/or dismissal from the College. Individual schools may have additional standards and policies related to academic honesty.

(a) Examples of Academic Dishonesty include (but are not limited to):

- Cheating: intentionally using or attempting to use unauthorized materials, information or study aids in any academic exercise.
- Fabrication: intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
- Plagiarism: intentionally or knowingly representation the words or ideas of another as one's own in any academic exercise. The following are examples of plagiarism:
 - Word-for-word plagiarism: This includes (a) the submission of another student's work as one's own; (b) the submission of work from any source whatever (print or electronic) without proper acknowledgement by footnote or reference within the text of the paper; (c) the submission of any part of another's work without proper use of quotation marks.
 - Patchwork plagiarism: This consists of a piecing together of unacknowledged phrases and sentences quoted verbatim (or nearly verbatim) from a variety of sources. The mere reshuffling of other people's words does not constitute original work.
 - Unacknowledged paraphrase: It is perfectly legitimate to set forth another author's facts or ideas in one's own words, but if one is genuinely indebted to the other author for these facts or ideas, the debt must be acknowledged by footnote or reference within the text of the paper (e.g., the above paragraphs are based largely on Sears, Harbrace *Guide to the Library and Research Paper*, p. 39)

Many facts, ideas and expressions are considered to be in the public domain or general knowledge and need not be acknowledged (e.g., the fact that the Declaration of Independence was signed in 1776; the idea that universal public education is essential to the survival of democratic institutions; such proverbial expressions as "a rolling stone gathers no moss," or "New York is a great place to visit, but I wouldn't want to live there,") but as a general rule, when one is in doubt, it is best to acknowledge the source.

- Collusion: facilitating academic dishonesty intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.
- Deception: Providing false information to an instructor concerning a formal academic exercise, e.g. giving a false excuse for missing a deadline or falsely claiming to have submitted work.
- Sabotage: Acting to prevent others from completing their work. This includes cutting pages out of library books or willfully disrupting the experiments of others.

Multiple Submissions: Submitting for credit, when a student has not been given permission to do so, any work that is the same or substantially the same as work that has been submitted for credit in another course. Many professors allow re-working or building on prior work; however, multiple submissions are permitted only with the prior permission of the instructor(s), and only when the student acknowledges the multiple submission in the work itself.

Students with Disabilities: Request for Reasonable Accommodations
(<http://www.ric.edu/disabilityservices/faq.php>)

Once accepted to the College, students with disabilities who want to request reasonable accommodations MUST contact and make an appointment with the Disability Services Office. The process of registering as a student with a disability includes three elements in order to be considered complete:

- Students are required to make an appointment to meet with the Office of Disability Services, Craig Lee, Room 127, 456-8061.
- Students should bring to this appointment, documentation of the disability from a qualified licensed professional. (See [Disability Verification Documentation](#).)
- A Release of Information form must be signed by the student allowing the Disability Services Office to verify registration and eligibility for accommodations.

Summary of Assignments and Projects - See additional handouts for specific requirements for assignments

ASSIGNMENT:	OBJECTIVES:	POINT VALUE:
Classroom Management Reflection Artifact – PART I	1-3	20 pts.
Classroom Management Reflection Artifact - PART II	1-3	50 pts.
Practicum #1 (Planning, Implementation, Journal – see PAR rubric)	4,5,9,10, 14,17,18	100 pts.
Lesson Plan Project (related to field experience #1)	4,5,10,11, 17,18	75 pts.
Practicum #2 (Planning, Implementation, Journal – see PAR rubric) **Practicum #2 also includes FSEHD implemented lesson plan artifact	4,5,8-10, 14,15,17,18	100 pts.
Performance Assessment	11-14	30 pts.
Mini TCWS Process 1-3 - Each process 100 pts. (related to field experience #2)	4-8,10, 12,13,15,17,18	300 pts.
Revision of Mini TCWS Process 1-3 Each process 25 pts.		75 pts.
Participation and Attendance		100 pts.
Diversity Reflection	18	25 pts.
		Total Points: 875

Tentative Course Schedule of Significant Events –

We meet on *every* scheduled day. Not every day is listed below.

Date	Significant Events	Due Today
M 8/30		
W 9/1		Your class schedule
W 9/8		Planning Resources
F 9/10		Classroom Management Part 1
F 9/24	Field Experience 1 Begins	
F 10/6		Lesson Plan Project Due
M 10/12	College Closed	
F 10/16	Field Experience 1 Ends	
M 10/18	Back to RIC	Journal of Field 1 hardcopy due
F 10/22		Classroom Management Part 2
M 11/1	Field Experience 2 Begins	
W 11/10	No Class – Thurs. classes meet	
W 11/24	Field Experience 2 Ends	
TH 11/25		
F 11/26	Thanksgiving Break	
M 11/29	Back to RIC	Journal of Field 2 hardcopy due
W 12/1		Mini Work Sample Due
F 12/10		Revisions of MWS Due Diversity Reflection Due

Suggested Readings / Websites:

Armstrong, T. (1998). *Awakening genius in the classroom*. Alexandria, VA: Association for Supervision and Curriculum Development.

Carr, J. F., & Harris, D. E. (2001). *Succeeding with standards: Linking curriculum, assessment, and action planning*. Alexandria, VA: Association for Supervision and Curriculum Development.

Council of Chief State School Officers (1998). *Assessing health literacy: Assessment framework*. Soquel, CA: ToucanEd Publications.

Fairhurst, A.M., & Fairhurst, L.L. (1995). *Effective teaching effective learning*. Palo Alto, CA: Davies-Black Publishing.

Fountas, I.C., & Pinnell, G. S., (2001) *Guiding Readers and Writers Grades 3-6*. Portsmouth, NH, Heinemann

Henley, M. (1997). Six surefire strategies to improve classroom discipline. Learning. August.

Jackson, A. W., & Davis, G. A. (2000). *Turning points 2000: Educating adolescents in the 21st century*. New York: Teachers College Press.

Jensen, E. (1998). *Teaching with the brain in mind*. Alexandria, VA: Association for Supervision and Curriculum Development.

Marzano, R. J., Pickering, D. J., & Pollack, J. E. (2001). *Classroom instruction that works*. Alexandria, VA: Association for Supervision and Curriculum Development.

Popham, W. J. (1999). *Classroom assessment: What teachers need to know* (2nd ed.). Boston: Allyn and Bacon.

Resnick, L. (1999). From aptitude to effort: A new foundation for our schools. American Educator. Spring.

Rhode Island Department of Education (1999). Assessing health literacy: Rhode Island assessment portfolio. Soquel, CA: ToucanEd Publications.

Rose, L., Gallup, A., & Elam, S. (2003). The 35th annual Phi Delta Kappa/Gallup poll of the public's attitudes toward the public schools. Phi Delta Kappan. September.

Saphier, Jon, & Gower, Robert (1997). *The Skillful Teacher*, Research for Better Teaching, Inc. Acton, Massachusetts.

Telljohann, S., Symons, C., & Pateman, B. (2004). *Health Education: Elementary and Middle School Applications*, 4th Edition, McGraw-Hill.

Wubbels, T. Levy, J., & Brekelmans, M. (1997). Paying attention to relationships. Educational Leadership. April.