



RHODE ISLAND COLLEGE

FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

HED 501-01 CURRICULUM DESIGN IN HEALTH EDUCATION (3) FALL 2010

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Department: Department of Health and Physical Education / MC 130/456-8046
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1. COURSE INFORMATION

Catalog: The development of curriculum in health education programs is considered with regard to individual and social needs. *3 semester hours. Offered Fall or Spring.* **Prerequisites:** HED 500, or consent of instructor.

Relationship to Knowledge Base and FSEHD: Through this course students are introduced to the basic principles of instructional planning and curriculum development and are required to engage in a number of assignments and activities designed to extend their understanding of both content and process. Additionally, students will have an opportunity to reflect on their class-work, readings, assignments and their analysis of several local curricula in terms of their design and approach to addressing physical, emotional, and social needs including cultural diversity and global perspective. This course will require that students become familiar with State and National Health Education Standards and demonstrate an understanding of how curricula are developed using these standards.

<i>Learning Objective</i>	<i>Standards (RIPTS, SPA or NCATE, FSEHD <u>Conceptual Framework</u>)</i>	<i>How is it assessed?</i>
At end of course students will be able to:		
1- Explain the purpose and benefits of having a curriculum	RIPTS AAHE 6.A CF A.1-A.3	Discussion Homework- paper
2- Identify conditions that influence learning	RIPTS AAHE 1.D, E, F CF A.1, A.2, C.1	In-class activity Written test-1
3- Identify and write accurate health goals and objectives	RIPTS AAHE 2. C,F CF A.2, B.1	Written test Class project-1
4- Align performance objectives with appropriate health education standards	RIPTS AAHE 2. D, E. CF A.4, C.2	Written test-2 Class project-2

5- Develop an instructional/curriculum map	RIPTS AAHE 2. C, D, E, F. CF A.2; A.4	Class project
6- Interpret the Rhode Island School Health Framework	RIPTS AAHE 6. A, C CF A.1-A.4	Written test-2 Class project-2
7- Construct a unit plan that aligns with curricular standards, goals, and objectives	RIPTS AAHE 2. D,E,F. CF A.4; A.4	Class project-3 Written test-3
8- Assess individual and community needs for instruction	RIPTS AAHE 1.A, B. CF A.3; B.3	Class project 2
9- Locate evidenced based health education programs	RIPTS AAHE 2. D,E,F. CF A.3; B.2	Class project 2
10- Plan effective health education programs (instruction)	RIPTS AAHE 2.A, B, C-F CF	Class project 2
11- Implement health instructional program	RIPTS AAHE 3. A, C CF	Class project 2 Take home quiz
12- Act as a resource person in health education	RIPTS AAHE 6. A, C. CF D.2; D.3	Class project 4
13- Communicate health and health education needs, concerns, and resources	RIPTS AAHE 7. B, C. CF D.2; D.3	Class project 2,3,4
14- Advocate for a quality health education program and curriculum	RIPTS AAHE 7. C, D. CF D.2	Class project 4 Take home quiz

2. COURSE TEXTS AND MATERIALS

Required: Ainley, K.I. (2010) *Instructional Planning and Curriculum Development*, Rhode Island College, Providence, RI.

Optional: Gilbert G.G., and Sawyer, R.G. (2000) *Health Education: Creating Strategies for School and Community Health*, Jones and Bartlett Publishers.

Reference:

Ames, E. E., L.A. Trucano, J. C. Wan, and M. H. Harris. 1992. *Designing School Health Curricula: Planning for Good Health*. Dubuque, IA: W.C. Brown.

Fodor, J. and G. Dalis. 1995. *Health Instruction-Theory and Application*. Philadelphia: Lea and Febiger.

Gilbert, G. G., 2002 *Health Education: Creating Strategies for School and Community Health*. Boston, MA: Jones and Bartlett.

Greenberg, J. S. 1988. *Health Education: Learner-Centered Instructional Strategies*. Dubuque, IA: W.C. Brown.

Meeks, L., and P. Heit. 1999. *Health Education Strategies.* , Blacklick, OH: Meeks-Heit Publishing

Read, Donald, A., (1997) *Health Education: A Cognitive-Behavioral Approach.* Jones and Bartlett Publishing.

Taba, H. 1992. *Curriculum Development.* New York: Harcourt, Brace and World.

** Additional reading materials (as needed) will be distributed in class

3. COURSE CALENDAR

<i>Week</i>	<i>Class topic</i>	<i>Readings</i>	<i>Assignments</i>
1	Course Introduction and Details. Approaches to Health Educ.	Ainley, Ch.1 Gilbert, Ch 1	Class inventory
2	Best Practices in Health Education / HE goals (Kolbe)	Ainley, Ch.2 Kolbe article	Class discussion Read Kolbe's article
3	Health Frameworks, Standards, and Content	Ainley, Ch.3	Reaction paper Project-1
4	Goals, Objectives, Bloom's new and revised taxonomy	Ainley,. Ch.4	Class activity
5	Writing goals and objectives and RI common core of learning	Ainley, Ch.5	Class activity
6	Instructional Formats (lessons/units/curricula)	Ainley, Ch.6	Project 2
7	Open-Work Session/Student Presentations		
8	Curriculum Development and Design	Ainley, Ch.7	Scope/sequence Discuss project
9	Evidenced Based Health Education	Ainley, Ch.7	Discuss handout
10	Principles of learning and curriculum design	Ainley, Ch.8	Project 3
11	Instruction that supports curriculum	Ainley, Ch.9	Discussion Class activity
12	Open-Work Session		
13	Curriculum Evaluation	Ainley, Ch.11	Project 2
14	Controversy in Health Education/Sexuality Instruction	Ainley, Ch.10	Class activity Project 4
15	Finals week. – Final quiz and Project Due		

4. REQUIREMENTS

Course Expectations

- In order to benefit from this course, you are expected to come prepared (i.e. read assignments, do homework and assigned readings) for each class. Since this course is designed to be an interactive experience, you will be expected to actively participate in each class. It is not possible to actively participate in this course if you are not in class. Please remember that if you are not in the class to get handouts, notes, and assignments you must make arrangements with another student to get these materials for you. Absence, however, is not a legitimate excuse for failing to fulfill class responsibilities and obligations. *You are still responsible for what takes place in class even if you are not in class!* Please do not ask me to send you my class lecture notes.

- Please be mindful of the fact that this is a 2.5 hr. class. It is important that you attend class; arrive on time; and not leave early. Each time you miss class you are missing about 7% of the course. So, you can see what the impact 2 or 3 absences (14% and 21% respectively) will have. If you are planning on several class absences (including vacations), we need to talk early in the course so that you understand the implications of these absences and what impact they may have on your participation and grade. Attendance is taken for each class.
- Unless an exemption is obtained from the instructor, all homework assignments are to be turned in (and presented) when due. You are also expected to do your own work and cite all work properly. If a project requires a presentation you will have that portion of the project deducted from the total point value of the course if you are not in class to make the presentation. (Please see student handbook regarding Academic Honesty) It is up to the instructor's discretion to accept late assignments. So, please let the instructor know if you plan to submit a project -assignment late.
- It is not a common practice to give incompletes. They are only given in extenuating circumstances and only after the student and the instructor develop a written contract. The usual procedure is for incompletes to be resolved (made up) within three weeks. (To be discussed in class).
- If you have any learning disabilities, special needs, or requirements for tests, class projects, or class lectures as determined by the counseling center please let the instructor know so that necessary accommodations can be made. Please refer to Americans with Disabilities Act for further information.
- NO active cell phones in class. Please turn off when in class.

Requirements

1. **Quizzes.** There will be 4 quizzes (200 pts.)
2. **Projects.** There will be four projects (2 at 50 pts. and 2 at 100 pts.)

	Project Name	Points	RIPTS	AAHE	CF
1	Community needs assessment— Identify a community and identify the school health issues needing attention.	50	2,8,9	1,4	A.4, B.3
2	Identify a health curriculum and analyze it using class criteria	100	1,8,9,11	1,4,6,7	A.4, B.3
3	Development of a unit plan using class criteria	100	3,4,5,6	2	A.4, B.2-3
4	Develop and advocacy paper for a health program or health issue	50	7,8,9	7	D.2

3. **Participation.** Presentation of work and review of articles

Course Assignments and Evaluation

Requirement	#	Point Value	Percent Value
Exam	4	200 pts	40%
Projects	4	300 pts	60%
Participation	-		

Grading.

Final Grade will be based on a percentage of 500 points.

- A = 95%**
- A- = 90-94.9%**
- B+ = 87-89.9%**
- B = 84-86.9%**
- B- = 80-83.9% etc**

5. RIC Policies

- Academic Dishonesty Policy (*Rhode Island College Handbook of Policies, Practices, and Regulations* (Spring 2010), Chapter 3: Academic policies and procedures. Pp. 32-34, section 3.9.1.): http://www.ric.edu/administration/pdf/College_handbook_Chapter_3.pdf#28
- Request for Reasonable Accommodations for Students with Disabilities: <http://www.ric.edu/disabilityservices/faq.php>
- The instructor reserves the right to change the syllabus at any point in the semester to accommodate learners' needs and pace of progress. Students will be notified in class of any changes.
- Students' assignments may be duplicated and utilized anonymously for the Department's program folios, for purposes of accreditation. All information that identifies a document as belonging to a particular student will be removed before it is used.