

HED-915: Skills Based Health Education

Independent Study Online Course Syllabus

Instructor: Andy Herrick, PhD**Phone:** (602) 751-2528**Email:** andrew.herrick@fresno.edu**Number of Graduate Semester Units:** 3 units**Target Audience:** K - 14th grade teachers**Course Access:** <https://connect.fresno.edu>

Course Description

Skills based approach to teaching K-14 health education prepares students for success in the 21st century. This practical course provides all you need in order to build, teach, and assess a health education program that will help your students become health-literate individuals, develop the 21st-century skills that they need for success in college and in their careers beyond, and maintain or improve health outcomes. This course meets the unique needs of schools, teachers, and students. It emphasizes an individualized approach to enhancing student learning and developing skills based on current research and national health education standards.

The course is arranged into nine modules covering three areas. Part I delves into the skills-based approach to health education, explaining the importance of the approach and how to understand student motivation. Part II focuses on how to teach life skills that are based on the National Health Education Standards: accessing valid and reliable information, products, and services; analyzing influences; interpersonal communication; decision making and goal setting; self-management; and advocacy. Finally, Part III explores how to use data to inform your curriculum planning, outlines the eight steps for curriculum development, and shows you how to design meaningful assessments.

Skills Based Health Education offers evidence-informed strategies as it guides you through the critical process of supplying students with the tools they need for success in school and life. Course assignments encourage participants to integrate the course material with specific national standards for health education. Objectives for each lesson are modeled around standards-based learning as identified by SHAPE America. Evidence of learning is tied directly to stated objectives and is assessed via knowledge checks, learning activities, action plans, lesson plans, and reflective evaluations. The course is designed for teachers, school counselors, school nurses, and administrators of K through 14th-grade students.

Note: Required book must be acquired separately.

Required Texts and Course Materials

Book: Benes, S. & Alperin, H. (2016). The Essentials of Teaching Health Education: Curriculum, Instruction, and Assessment. Human Kinetics Publishers. ISBN: 978-1492507635.

<https://www.amazon.com/Essentials-Teaching-Health-Education-Instruction/dp/1492507636>

Note: Students are responsible for purchasing their own textbook, analyzing the content, and applying what they learned to the course assignments. You are welcome to purchase used, ebook, or new versions to save money. You can order the book directly from the publisher or from one of several discount aggregators (for example): <https://www.amazon.com/>

Online Resources: Relevant online resources that support the course content and encourage further investigation will be available throughout the course assignments. Active hyperlinks are utilized throughout the course and will link to the appropriate information when clicked. These include videos, podcasts, worksheets, online activities, journal articles and other resources.

Canvas: This course will be delivered totally online. Canvas is a web-based learning management system (LMS) that provides students access to online resources, documents, videos, assignments, quizzes, forums, etc. Canvas is easy to learn and has a user-friendly interface.

Course Dates

Self-paced; students may enroll at any time and take up to one year, from the date of registration, to complete assignments. Students may complete assignments in no less than three weeks for a 3-unit course (one week per unit).

National Standards Addressed in This Course

National Board for Professional Teaching Standards (NBPTS)

(<http://www.nbpts.org/standards-five-core-propositions/>)

First published in 1989 and updated in 2016, [*What Teachers Should Know and Be Able to Do*](#) articulates the National Board's Five Core Propositions for teaching. The Five Core Propositions - comparable to medicine's Hippocratic Oath — set forth the profession's vision for accomplished teaching. Together, the propositions form the basis of all National Board Standards and the foundation for National Board Certification. Course assignments have been designed so students can demonstrate excellence against these professional teaching standards whenever possible.

- Proposition 1: Teachers are committed to students and their learning
- Proposition 2: Teachers know the subject they teach and how to teach those subjects to students
- Proposition 3: Teachers are responsible for managing and monitoring student learning
- Proposition 4: Teachers think systematically about their practice and learn from experience
- Proposition 5: Teachers are members of learning communities

National Health Education Standards by SHAPE America

(<https://www.shapeamerica.org/standards/health/new-he-standards.aspx>)

The following content standards defined by SHAPE America specify what students should know and be able to do as result of a quality health education program. States and local school districts across the country use the National Standards to develop or revise existing standards, frameworks and

curricula. Participants are asked to apply these standards in their teaching practices and demonstrate them within their coursework.

- SHAPE 1 - Use functional health information to support health and well-being of self and others.
- SHAPE 2 - Analyze influences that affect health and well-being of self and others.
- SHAPE 3 - Access valid and reliable resources to support health and well-being of self and others.
- SHAPE 4 - Use interpersonal communication skills to support health and well-being of self and others.
- SHAPE 5 - Use a decision-making process to support health and well-being of self and others.
- SHAPE 6 - Use a goal-setting process to support health and well-being of self and others.
- SHAPE 7 - Demonstrate practices and behaviors to support health and well-being of self and others.
- SHAPE 8 - Advocate to promote health and well-being of self and others.

Continuing Education Student Learning Outcomes (CE-SLO)

CE-SLO 1	Demonstrate proficient written communication by articulating a clear focus, synthesizing arguments, and utilizing standard formats in order to inform and persuade others, and present information applicable to targeted use.
CE-SLO 2	Demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
CE-SLO 3	Reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and professional improvement.
CE-SLO 4	Apply critical thinking competencies by generating probing questions, recognizing underlying assumptions, interpreting and evaluating relevant information, and applying their understandings to the professional setting.
CE-SLO 5	Reflect on values that inspire high standards of professional and ethical behavior as they pursue excellence in applying new learning to their chosen field.
CE-SLO 6	Identify information needed in order to fully understand a topic or task, organize that information, identify the best sources of information for a given enquiry, locate and critically evaluate sources, and accurately and effectively share that information.

Course Student Learning Outcomes (C-SLO)

Student Learning Outcomes for This Course By the end of this course student will be able to:		National Standards Addressed*	CE-SLO Addressed**
C-SLO 1	List and describe the steps in a skill development model and skill-based approach.	SHAPE 1, 2, 7, 8	CE 2, 4
C-SLO 2	Implement all steps of the skill development model for accessing valid and reliable information, products, and services.	SHAPE 1, 2, 3, 4, 8	CE 3, 4, 5, 6

C-SLO 3	Create high-quality classroom activities for developing the skill of analyzing influences.	SHAPE 3, 4, 5, 6, 7, 8	CE 1, 3, 5
C-SLO 4	Implement all steps of the skill development model for interpersonal communication.	SHAPE 1, 2, 3, 7, 8	CE 1, 2, 4, 6
C-SLO 5	Create high-quality classroom activities for developing the skill of decision making.	SHAPE 1, 2, 3, 4	CE 1, 2, 3, 5
C-SLO 6	Implement all steps of the skill development model for goal setting.	SHAPE 3, 4, 5, 6, 7	CE 2, 4, 6
C-SLO 7	Create high-quality classroom activities for developing the skill of self-management.	SHAPE 1, 4, 5, 6, 7, 8	CE 2, 3, 4
C-SLO 8	Identify topics and functional information that address the needs identified through data.	SHAPE 3, 4, 5, 6, 7	CE 2, 4, 6
C-SLO 9	Apply a variety of strategies to achieve a positive learning environment.	SHAPE 1, 2, 3, 4, 5, 8	CE 2, 3, 5, 4

* Please refer to the section on **National Standards Addressed in This Course**

** Please refer to the section on **Continuing Education Student Learning Outcomes**

Topics, Assignments, and Activities

The participant's grade will be determined by the number and quality of modules they choose to complete. Outlined below are the module requirements for each type of unit and grade options.

A Letter Grade - (All coursework must receive "A-grade" quality or better for this option)

- Nine modules - Complete all 9 content modules.
- Complete the Knowledge Check for each module.
- Complete ONE of the Reflective Forum Questions for each module.
- Complete ONE of the Application Choice Assignments for each module.

B letter grade - (All coursework must receive "B-grade" quality or better for this option)

- Seven modules - Complete 7 of the 9 content modules (any 7 of your choice).
- Complete the Knowledge Check for each module.
- Complete ONE of the Reflective Forum Questions for each module.
- Complete ONE of the Application Choice Assignments for each module.

Module Title	Module Assignments and Activities	Assignment Credit
Welcome Module	• Welcome Video • Course Syllabus • Introduce Yourself Forum	
Module 1 - Building the Foundation of a Skills-Based Approach	• Read Chapters: 1, 2, 3 • 1.1 Knowledge Check: Skills-Based Approach • 1.2 Reflective Forum: Skills-Based Approach • 1.3 Application: Presentation, Activity, or Choice	A mark of "Complete" is required for each Assignment
Module 2 - Accessing Valid and Reliable Information	• Read Chapter: 4 • 2.1 Knowledge Check: Accessing Valid & Reliable Info • 2.2 Reflective Forum: Accessing Valid & Reliable Info • 2.3 Application: Presentation, Activity, or Choice	A mark of "Complete" is required for each Assignment

Module Title	Module Assignments and Activities	Assignment Credit
Module 3 - Analyzing Influences	• Read Chapter: 5 • 2.1 Knowledge Check: Analyzing Influences • 2.2 Reflective Forum: Analyzing Influences • 2.3 Application: Presentation, Activity, or Choice	A mark of "Complete" is required for each Assignment
Module 4 - Interpersonal Communication	• Read Chapter: 6 • 2.1 Knowledge Check: Interpersonal Communication • 2.2 Reflective Forum: Interpersonal Communication • 2.3 Application: Presentation, Activity, or Choice	A mark of "Complete" is required for each Assignment
Module 5 - Decision Making	• Read Chapter: 7 • 2.1 Knowledge Check: Decision Making • 2.2 Reflective Forum: Decision Making • 2.3 Application: Presentation, Activity, or Choice	A mark of "Complete" is required for each Assignment
Module 6 - Goal Setting	• Read Chapter: 8 • 2.1 Knowledge Check: Goal Setting • 2.2 Reflective Forum: Goal Setting • 2.3 Application: Presentation, Activity, or Choice	A mark of "Complete" is required for each Assignment
Module 7 - Self-Management	• Read Chapter: 9 • 2.1 Knowledge Check: Self-Management • 2.2 Reflective Forum: Self-Management • 2.3 Application: Presentation, Activity, or Choice	A mark of "Complete" is required for each Assignment
Module 8 - Developing Curricula and Assessments	• Read Chapters: 11, 12, 13 • 2.1 Knowledge Check: Dev Curricula and Assessments • 2.2 Reflective Forum: Dev Curricula and Assessments • 2.3 Application: Presentation, Lesson Plan, or Choice	A mark of "Complete" is required for each Assignment
Module 9 - Strategies for Effective Instruction	• Read Chapters: 14, 15 • 2.1 Knowledge Check: Strategies for Effective Instruction • 2.2 Reflective Forum: Strategies for Effective Instruction • 2.3 Application: Presentation, Activity, or Choice	A mark of "Complete" is required for each Assignment
Course Wrap-up – Grading and Evaluation	• Final Reflection Forum • Course Evaluation • Course Completion Checklist • Grade Request / Transcript Request	

Grading Policies, Rubrics, and Requirements for Assignments

Grading Policies

- Assignments will be graded per criteria presented in the course rubrics.
- A = 90-100% and B = 80-89%, (anything below 80% will not receive credit.)
- The discernment between an A or a B letter grade is at the discretion of the instructor based on the quality of work submitted (see course rubrics).

- Coursework falling below a B grade will be returned with further instructions.
- All assignments must be completed to receive a grade and are expected to reflect the quality that teacher-training institutions require of professional educators. If completed assignments do not meet this standard, students will be notified with further instructions from the instructor.

Grading Rubrics

Grade	Percent	Description	Rubric
A	90-100%	Excellent	Meets all course / assignment requirements with significant evidence of subject mastery and demonstration of excellent graduate level professional development scholarship.
B	80-89%	Very Good	Adequately meets criteria for all course/assignment requirements - demonstrates subject competency with very good graduate level professional development scholarship.
NC	Below 80%	Unacceptable	Does not meet the minimum criteria for all course/assignment requirements and demonstrated little, if any, evidence of acceptable graduate level professional development scholarship.

Writing Requirements

- **Superior:** Writing is clear, succinct, and reflects graduate level expectations. Clearly addresses all parts of the writing task. Maintains a consistent point of view and organizational structure. Includes relevant facts, details, and explanations.
- **Standard:** Writing is acceptable with very few mistakes in grammar and spelling. Addresses most parts of the writing task. Maintains a mostly consistent point of view and organizational structure. Includes mostly relevant facts, details, and explanations.
- **Sub-standard:** Writing contains noticeable mistakes in grammar and spelling. Does not address all parts of the writing task. Lacks a consistent point of view and organizational structure. May include marginally relevant facts, details, and explanations.

Lesson Plan Requirements

- **Superior:** Instructional goals and objectives clearly stated. Instructional strategies appropriate for learning outcome(s). Method for assessing student learning and evaluating instruction is clearly delineated and authentic. All materials necessary for student and teacher to complete lesson clearly listed.
- **Standard:** Instructional goals and objectives are stated but are not easy to understand. Some instructional strategies are appropriate for learning outcome(s). Method for assessing student learning and evaluating instruction is present. Most materials necessary for student and teacher to complete lesson are listed.
- **Sub-standard:** Instructional goals and objectives are not stated. Learners cannot tell what is expected of them. Instructional strategies are missing or strategies used are inappropriate. Method for assessing student learning and evaluating instruction is missing. Materials necessary for student and teacher to complete lesson are missing.

Instructor/Student Contact Information

Throughout the course participants will be communicating with the instructor and their classmates on a regular basis using asynchronous discussion forums. Students are provided with instructor

contact information in the event they want to make email or phone contact. In addition, students are encouraged to email or phone the instructor at any time. Students will also receive feedback on the required assignments as they are submitted.

Forums

Participation is an important expectation of this course and all online courses. Online discussions promote reflection and analysis while allowing students to appreciate and evaluate positions that others express. While students may not be engaging with the same students throughout this course, they will be expected to offer comments, questions, and replies to the discussion question whenever possible. The faculty role in the discussion forum is that of an observer and facilitator.

Coursework Hours

Based on the Carnegie Unit standard, a unit of graduate credit measures academic credit based on the number of hours the student is engaged in learning. This includes all time spent on the course: reading the textbook, watching videos, listening to audio lessons, researching topics, writing papers, creating projects, developing lesson plans, posting to discussion boards, etc. Coursework offered for FPU Continuing Education graduate credit adheres to 45 hours per semester unit for the 900-level courses. Therefore, a student will spend approximately 135 hours on a typical 3-unit course.

Services for Students with Disabilities

Students with disabilities are eligible for reasonable accommodations in their academic work in all classes. In order to receive assistance, the student with a disability must provide the Academic Support Center with documentation, which describes the specific disability. The documentation must be from a qualified professional in the area of the disability (i.e. psychologist, physician or educational diagnostician). Once documentation is on file, arrangements for reasonable accommodations can be made. For more information and for downloadable forms, please go to <https://www.fresno.edu/departments/disability-access-education>.

Plagiarism and Academic Honesty

All people participating in the educational process at Fresno Pacific University are expected to pursue honesty and integrity in all aspects of their academic work. Academic dishonesty, including plagiarism, will be handled per the procedures set forth in the Fresno Pacific University Catalogue and Handbook - <https://handbook.fresno.edu/graduate/academic-policies>

Technology Requirements

To successfully complete the course requirements, course participants will need Internet access, can send and receive email, know how to manage simple files in a word processing program, and have a basic understanding of the Internet. Please remember that the instructor is not able to offer technical support. If you need technical support, please contact your Internet Service Provider.

Getting Help with Canvas: If you need help with Canvas, please contact the FPU Help Desk by phone: (559) 453-3410 or email: helpdesk@fresno.edu. Help is available Mon-Fri 8:00 am to 7:00 pm.

Final Course Grade and Transcripts

When all work for the course has been completed, students will need to request their final grade by accessing the form at ce.fresno.edu/grade-request. Once the instructor receives the request and posts their final grade, students will receive an email communication from the University. Please allow at least two weeks for the final grade to be posted before you order your transcripts online.

University Policies and Procedures

Students are responsible for becoming familiar with the information presented in the Academic Catalog and for knowing and observing all policies and procedures related to their participation in the university community. A summary of university policies may be found on the university website at <https://www.fresno.edu/departments/registrars-office/academic-catalogs>.

Fresno Pacific University Student Learning Outcomes (FPU-SLO)

FPU-SLO 1	Oral Communication: Students will <i>exhibit</i> clear, engaging, and confident oral communication – in both individual and group settings – and will critically <i>evaluate</i> content and delivery components.
FPU-SLO 2	Written Communication: Students will <i>demonstrate</i> proficient written communication by <i>articulating</i> a clear focus, <i>synthesizing</i> arguments, and utilizing standard formats in order to <i>inform</i> and <i>persuade</i> others.
FPU-SLO 3	Content Knowledge: Students will <i>demonstrate</i> comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
FPU-SLO 4	Reflection: Students will <i>reflect</i> on their personal and professional growth and <i>provide evidence</i> of how such reflection is utilized to manage personal and vocational improvement.
FPU-SLO 5	Critical Thinking: Students will <i>apply</i> critical thinking competencies by <i>generating</i> probing questions, <i>recognizing</i> underlying assumptions, <i>interpreting</i> and <i>evaluating</i> relevant information, and <i>applying</i> their understandings to new situations.
FPU-SLO 6	Moral Reasoning: Students will <i>identify</i> and <i>apply</i> moral reasoning and ethical decision-making skills, and <i>articulate</i> the norms and principles underlying a Christian worldview.
FPU-SLO 7	Service: Students will <i>demonstrate</i> service and reconciliation as a way of leadership.
FPU-SLO 8	Cultural and Global Perspective: Students will <i>identify</i> personal, cultural, and global perspectives and will employ these perspectives to <i>evaluate</i> complex systems.
FPU-SLO 9	Quantitative Reasoning: Students will accurately <i>compute</i> calculations and symbolic operations and <i>explain</i> their use in a field of study.
FPU-SLO 10	Information Literacy: Students will <i>identify</i> information needed in order to fully understand a topic or task, <i>explain</i> how that information is organized, <i>identify</i> the best sources of information for a given enquiry, <i>locate</i> and critically <i>evaluate</i> sources, and accurately and effectively <i>share</i> that information.