

**Loyola University Chicago**

**School of Education**

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**CIEP 365: Health/Fitness Education**

**Spring 2011**

**Tuesdays, 4:45-6:45 p.m.,**

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Office Hours: Before and after class and by appointment

**COURSE OVERVIEW, OBJECTIVES, AND STANDARDS**

**Course Overview**

This course is designed to engage learners with issues, challenges, and opportunities associated with health and health education. Through course readings, discussions, and assignments, we will explore the connections between aspects of health and social justice, various issues related to health education in K-12 schools and beyond, and ideas and resources associated with maintaining a healthy lifestyle. As part of the course, you will demonstrate your understanding of human body systems and the importance of nutrition and exercise as part of wellness and prevention of disease. The larger context of the course however is situated in larger sociocultural frameworks that help people enact services to and health promotion support for the well being of children in local and global communities.

**Course Objectives**

1. Students will demonstrate an understanding of human body systems and the importance of nutrition and exercise as part of wellness and prevention of disease.
2. Students will reflect on various aspects of what we know about how people learn and then consider issues pertaining to the relationship between culture and health.
3. Students will reflect on their roles as citizens in local and global societies, in health and wellness interactions (e.g., engaging with K-8 students as teachers, providing service to our communities), and in advocacy roles involving health promotion for children.

CORE Assessment Requirement for NCATE and Course standard

This course includes an ACEI/NCATE Core Assessment requirement:

**#2: Assessment of content knowledge in elementary education;** this will be met by the course grade;

This course is aligned to standard of The Association for Childhood Education International (ACEI)

*2.6: Health Education:* Candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health.

à Candidates understand the foundations of good health, including the structure and function of the body and its systems and the importance of physical fitness and sound nutrition. They help students understand the benefits of a healthy lifestyle for themselves and others as well as the dangers of diseases and activities that may contribute to disease. Teacher candidates are alert to major health issues concerning children and the social forces that affect them, and of the need to impart information on these issues sensitively. These foundations support students' awareness and learning about potentially dangerous situations, health misconceptions, and reliable sources of information for health promotion.

## CONCEPTUAL FRAMEWORK

This course embodies the conceptual framework – *Professionalism in Service of Social Justice* – of the School of Education (SOE) at Loyola University Chicago. The four components of the SOE's conceptual framework are *service, skills, knowledge, and ethics*. We must interrogate how our actions serve others and must learn how health and wellness provide interesting, informative, and important contexts to begin thinking about issues associated with social justice and service.

additional policies and expectations

### **Academic Honesty**

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education's Policy on Academic Integrity can be found at: [http://www.luc.edu/education/academics\\_policies\\_integrity.shtml](http://www.luc.edu/education/academics_policies_integrity.shtml). For additional academic policies and procedures refer to: [http://www.luc.edu/education/academics\\_policies\\_main.shtml](http://www.luc.edu/education/academics_policies_main.shtml)

### **Accessibility**

Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four

weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at:  
<http://www.luc.edu/sswd/>

### **Harassment (Bias Reporting)**

It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago's Jesuit Catholic University-- a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: <http://webapps.luc.edu/biasreporting/>

### **Diversity**

It is my intention to facilitate this course in ways that acknowledge and respect all aspects of diversity. This includes respect for ideas and practices related to gender, sexuality, disability, religion, age, socio-economic status, race, ethnicity, and culture. We must certainly have respect for each other relative to diversity but we will also examine how issues of diversity interact with health and wellness in K-8 classrooms and beyond.

### **Technology**

Various technologies will be integrated into this course by using Blackboard, Internet queries and technology presentation formats.

### **Classroom Community**

Our work together relies on honest, open, and respectful dialogue so that all participants feel free to express their views. Here are a few guidelines to help facilitate our conversations each week:

- a. *There is no such thing as a stupid question.* Please ask any and all questions that you have and remember that by asking your questions, you are allowing us to learn as a community because you are helping to make ideas visible.
- b. *Be respectful of others' ideas and experiences* even if they are different from your own. We do not have to agree but we do owe it to each other to listen to and

consider each other's points of view. Also, please *respect confidentiality* both in and outside of the class.

c. *Listen to others* by trying not to interrupt until whoever is talking finishes and by trying not to pass judgment until you have heard and considered what others have said. Do not assume that silences are unproductive. Give others time to think, consider, and formulate ideas.

d. *Monitor your participation*. If you are outgoing and tend to dominate conversation, use this course to practice allowing others a space to participate. If you are less outgoing and tend to let others do the talking, use this course as an opportunity to share your own ideas. It is always helpful to ask others what they think in any given situation.

e. *Please either turn off or silence cell phones* before each class session out of respect for our community. On a related note, *use laptops appropriately*. Please *turn off all MP3 players*.

### **Attendance, Participation, and Communication**

(a) Regular, on-time attendance and thoughtful participation during class discussions and other activities are essential not only to your individual performance but also to the success of the course. We all share responsibility for the learning and teaching in this course and beyond. Because you will not be able to participate in the class community if you are not present, absences will result in you receiving a lower grade in the course, except in the case of extreme circumstances (e.g., family emergency, illness). You will be allowed one absence for illness or a family emergency; for any other emergency, please consult with the professor prior to your absence. "Attendance and Active Classroom Participation" include public discussions in whole group conversations and online discussions. I expect excellent communication (e.g., notifying me prior to any absence, notifying me about any issues regarding assignments) because excellent communication is part of what it means to be a professional.

### **Late Work and Extension Requests**

All assignments are due on the dates listed in the syllabus. Please contact me via email or phone to discuss extreme issues. Late assignments will result in a 5% deduction of points for that assignment for each calendar day the assignment is late. Final drafts of all written assignments are to be word processed using standard American English and should be free of distracting errors in grammar, usage, spelling, punctuation, and sentence structure. Please double-staple in the left hand corner. *Please contact me if you have an emergency **prior** to any given due date.*

### **Format for Assignments**

Unless otherwise noted, all assignments must be typed. Please double-space your work and use 12 point Times New Roman font. As with all assignments, I expect you to attend closely and carefully to spelling and grammar. If referencing course or other materials, please follow

American Psychological Association style guidelines (APA – 5th edition). You can access the APA style manual through Loyola University Chicago’s libraries or online at <http://www.apastyle.org>.

#### COURSE TEXTS AND MATERIALS

1. Telljohann, S.K., Symons, C.W., & Pateman, B. (2009). *Health education: Elementary and middle school applications* (6th ed.). New York, NY: McGraw Hill. **(HE)**

2. Additional readings and materials will be posted to Blackboard throughout the course.

course evaluation - Grades are based on total points earned *and* attendance/class participation. No curve is used. The course grading scale is as follows:

Grade	Percent	Points
A	93%	186 - 200
A -	90%	180 - 185
B +	87%	174 - 179
B	83%	166 - 173
B -	80%	160 - 165
C +	77%	154 - 159
C	73%	146 - 153
C -	70%	140 - 145
D +	67%	134 - 139
D	63%	126 - 133

D -	60%	120 - 125
F	59% and below	Below 120

## COURSE ASSIGNMENTS AND PROJECTS

NOTE: More information (i.e., detailed assignments with rubrics when applicable) will be distributed during class sessions and posted on Blackboard. Unless otherwise discussed, you will bring a hard copy of your work to class.

### 1. Leading Class Discussion- 50 pts; reflection 10 pts. 90 minutes

**Length:**

You will select one chapter from the readings during the course about which you and two members of the class will lead the class discussion. For each of your readings, you will be responsible for creating a handout detailing aspects of the reading. The following steps should be followed with appropriate information included in your handout and presentation:

- Create a one page handout detailing aspects of the reading and main points you will be emphasizing.
- Lead the class discussion in which you act as facilitators by listening and encouraging other members of the class to enter the discussion-these may be largely based on your group's "homework" for the class.
  - The week before your presentation, you will be able to "assign" students homework. Do you want them to bring an "entry slip" of some kind? Or, do you want them to study for a short quiz? Think of creative strategies that will not only show that students engaged with the text but will also help you in your presentation.
- Design an interactive teaching activity-you may use the textbook sections "Teacher's Toolbox" and "Internet and Other Resources" for ideas/suggestions.
- Write a reflection about the discussion and respond to questions listed in Blackboard. This reflection is due two days after your presentation. (10/60 pts.)

### 2. Active participation-20 points

It is important that everyone be prepared to participate in discussions and offer their knowledge-based contributions. In this regard, it is imperative that views of others be given respect and professional courtesy. To participate actively in these conversations, please "Listen carefully to other students when they speak. Ask questions when you do not understand what is being said. Generate ideas that build coherence regarding participants' responses. Extend or advance a line of thought or conversation in whole group discussions."

### **3. Film review and applications – 30 points**

You will write a review of one of the films viewed in class (about two pages in length). As part of your review, you will discuss applications for teaching K-8 health/nutrition and/or serving the community relative to the health of its children. Reviews are due the following class session.

### **4. Quizzes – 50 points**

Over the course of the semester, you will take 2 in-class quizzes related to course content. Each quiz is worth 25 points. Quizzes will take place tentatively on Tuesday, February 8 and Tuesday, March 15

### **5. End-of-Course reflections and action plan – 40 points**

In this last assignment you will reflect on the course and provide feedback, as well as develop and propose applications for teaching K-8 health/nutrition and/or serving the community relative to the health/wellness of its children. Due the last class. Bring a hard copy to class, and email a copy to me as well.

## **COURSE SCHEDULE\***

**\*I reserve the right to revise this schedule as needed.**

### **Week 1: January 18, 2011      Introduction-Foundations of Health Education**

We will begin to form our community by starting to grapple with the guiding questions of the course: What is health? What does it mean to view health through the lens of social justice? What does it mean to teach health and/or be actively involved in community health issues?

**Week 2: January 25, 2011**

**Foundations of Health Education**

assigned readings to be completed before this class

1. Read Chapter 1 "The Coordinated School Health Program" (pp. 1-25);(HE) Read Chapter 3 (pp. 54-86)
2. Read article in Blackboard Course Documents: McIntyre, E., Rosebery, A., & Gonzalez, N. (2001). *Classroom diversity: Connecting curriculum to students' lives*. Portsmouth, NH: Heinemann.

**Week 3: February 1, 2011**

**Sociocultural Perspectives on Learning**

**Film: !Salud!**

**Assignments:**

1. For those who choose to review !Salud!, your review and proposed applications are due next week.
2. Read Chapter 4: Building and Managing the Safe and Positive Learning Environment (pp. 88-108). Follow whatever directions you are given regarding the readings by the classmates who will facilitate the discussion.
3. Study for quiz next week on mental and emotional health.

**Week 4: February 8, 2011**

**Promoting Mental and Emotional Health**

**Quiz on Mental and Emotional Health**

assigned readings to be completed before this class

(HE) Read Chapter 5 (pp. 114-151)

**Assignments:**

1. Follow whatever directions you are given regarding the readings by the classmates who will facilitate the discussion.

**Week 5: February 15, 2011      Promoting Physical Activity**

assigned readings to be completed before this class

**(HE)** Read Chapter 7 (pp. 189-217)

**Assignments:**

2. Follow whatever directions you are given regarding the readings by the classmates who will facilitate the discussion.

**Week 6: March 1, 2011      Disease**

**Film: *Sicko***

**Assignments:**

1. For those of you choosing to review *Sicko*, your review and proposed applications are due at the next class meeting.

**Week 7, March 1, 2011      Promoting Healthy Eating**

**Quiz on Physical Activity and Healthy Eating**

assigned readings to be completed before this class

**(HE)** Read Chapter 6 (pp. 153-187)

**Assignments:**

1. Follow whatever directions you are given regarding the readings by the classmates who will facilitate the discussion.

**Week 8: March 8, 2011      Mid-semester break--no class**

**Week 9: March 15, 2011      Personal Health and Wellness**

1. **(HE)** Chapter 9 (pp. 245-271)
2. Follow whatever directions you are given regarding the readings by the classmates who will facilitate the discussion.

**Week 10: March 22, 2011      Nutrition**

**Film: *Super Size Me***

**Assignments:**

1. For those of you choosing to review *Super Size Me*, your review and proposed applications are due next week.
2. Follow whatever directions you are given regarding the readings by the classmates who will facilitate the discussion.

**Week 11: March 29, 2011**

**Managing Health Risks-**

**Intentional Injuries and Violence**

assigned readings to be completed before this class

**(HE)** Chapter 10 (pp. 274-310)

**Assignments:**

1. Follow whatever directions you are given regarding the readings by the classmates who will facilitate the discussion.

**Week 12: April 5, 2011**

**Promoting a Tobacco-Free Lifestyle**

assigned readings to be completed before this class

**(HE)** Chapter 11 (pp. 312-335)

**Assignments:**

1. Follow whatever directions you are given regarding the readings by the classmates who will facilitate the discussion.

**Week 13: April 12, 2011**

**Alcohol-free and Other Drug-free Lifestyles**

assigned readings to be completed before this class

**(HE)** Chapter 12 (pp. 337-370)

**Assignments:**

1. Follow whatever directions you are given regarding the readings by the classmates who will facilitate the discussion.

**Week 14: April 19, 2011**

**Promoting Sexual Health**

assigned readings to be completed before this class

(HE) Chapter 13 (pp. 372-402)

**Assignments:**

1. Follow whatever directions you are given regarding the readings by the classmates who will facilitate the discussion.
2. End-of-course reflections and action plans are due on **April 26**, email a copy, and bring a hard copy to class.

**Week 15: April 26, 2011      Managing Loss, Death, and Grief**

assigned readings to be completed before this class

(HE) Chapter 14 (pp. 404-423)

Course Reflection and Action Plan are Due