Education 631: Curriculum Construction in Health Education

Course Information
3 credits
Fall 2010
119 Moffett Center

Professor Information
Dr. Joseph F. Governali
607 753-2988
102 Moffett Center
Office Hours: Posted
joseph.governali.cortland.edu

Texts and Bibliographic Materials Required

General Texts and Websites
University of the State of New York, State Education Department. LEARNING STANDARDS FOR HEALTH, PHYSICAL EDUCATION AND HOME ECONOMICS, May 1996.
University of the State of New York, State Education Department. A GUIDANCE DOCUMENT FOR ACHIEVING THE NEW YORK STATE STANDARDS IN HEALTH EDUCATION.

History, Foundations, Philosophy, Theory & Background

American Cancer Society, American Diabetes Association and American Heart Association. “Health Education in Schools-The Importance of Establishing Healthy Behaviors in our Nation’s Youth.” THE HEALTH EDUCATOR, 40(2), (Fall 2008), 55-58.


Data Gathering and Program Planning


Evans, Retta; Roy, Jane; Geiger, Brian; Werner, Karen; and Burnett, Donna. “Ecological Strategies to Promote Healthy Body Image Among Children.” JOURNAL OF SCHOOL HEALTH, 78(7), (July 2008), 359-367. (note ecological approach, relevance to CSHP, Social Change Philosophy and PRECEDE/PROCEED)

Vickberg, Suzanne; Kohn, Julia; Franco, Lydia; and Criniti, Shannon. “What Teens Want to Know: Sexual Health Questions Submitted to a Teen Web Site,” AMERICAN JOURNAL OF HEALTH EDUCATION, Vol 34 (5), (September/October 2003), 258-264. [student interests, compare with “Teach Us What We Want to Know.”]

Eisenberg, Marla, Wagenaar, Alexander and Neumark-Sztainer, Dianne. “Viewpoints of Minnesota Students on School-Based Sexuality Education,” JOURNAL OF SCHOOL HEALTH, (October 1997), 323-326. [compare with “Teach Us We Want to Know”]


Byler, Ruth; Lewis, Gertrude; and Totman, Ruth. TEACH US WHAT WE WANT TO KNOW. New York: Mental Health Materials Center, Inc. 1969. (Historical document)

Concepts, Goals, Objectives, Standards

modified April 2010]
Tappe, Marlene; Wilbur, Katherine; Telljohann, Susan; and Jensen, Marilyn. “Articulation of the National Health Education Standards to Support Learning and Healthy Behaviors Among Students, AMERICAN JOURNAL OF HEALTH EDUCATION, (July/August , 2009), 40(4), 245-253.


Joint Committee on National Health Education Standards. NATIONAL HEALTH EDUCATION STANDARDS, Second Edition. Atlanta, Georgia: American Cancer Society, 2007. (Listing of the standards without supplementary material can be found at http://www.aahperd.org/aahe/pdf_files/stanards.) [Repeat citation]

University of the State of New York, State Education Department. LEARNING STANDARDS FOR HEALTH, PHYSICAL EDUCATION AND HOME ECONOMICS, May 1996. [Repeat citation]

University of the State of New York, State Education Department. A GUIDANCE DOCUMENT FOR ACHIEVING THE NEW YORK STATE STANDARDS IN HEALTH EDUCATION. [Repeat citation]


Evaluation


Fahlman, Mariane; Dake, Joseph; McCaughtry; and Martin Jeffrey. “ A Pilot Study to Examine the Effects of a Nutrition Intervention and Nutrition Knowledge, Behaviors and Efficacy Expectations in Middle School Children,” JOURNAL OF SCHOOL HEALTH (April 2008), 78 (4), 216-222.

DeBate, Rita; Yan, Shang; and Thompson, Sharon. “ Changes in Commitment to Physical Activity among 8-to-11-Year-Old Girls Participating in a Curriculum-Based Running Program,” AMERICAN JOURNAL OF HEALTH EDUCATION, (September/October), 38 (5), 276-281. (look carefully at evaluation focus)


Resource Bibliography Upon which Course is Based:

General Texts

Telljohan, S.K., Symons, C.W. & Miller, D.F. HEALTH EDUCATION: ELEMENTARY AND MIDDLE


Gilbert, G.G & Sawyer, R.G.  HEALTH EDUCATION: CREATING STRATEGIES FOR SCHOOL AND COMMUNITY HEALTH, Sudbury, Massachusetts: Jones and Bartlett Publishers, 2000


**History, Foundations, Philosophy, Theory & Background**


New York State Education Department. HEALTH EDUCATION SYLLABUS, GRADES K-12, 1986.

New York State Education Department and New York State Division of Alcoholism and Alcohol Abuse. ALCOHOL: THE GATEWAY DRUG, ALCOHOL SUPPLEMENT TO THE DRUG EDUCATION CURRICULUM. Albany: New York State Education Department, 1986.


”Code of Ethics for the Health Education Profession.” HEALTH PROMOTION AND PRACTICE, 1, (2), (April 2000), 200-203.

” Code of Ethics for the Health Education Profession” (abridged version), HEALTH EDUCATION & BEHAVIOR, Vol. 29 (1), (February 2002), 11.

"Healthy People 2000: National Health Promotion and Disease Prevention Objectives and Healthy Schools,” JOURNAL OF SCHOOL HEALTH. (September 1991), entire issue.

Healthy People 2010- http://www.cdc.gov/nchs/about/otheract/hpdata2010/about.htm

Metropolitan Life Foundation. AN EVALUATION OF COMPREHENSIVE HEALTH EDUCATION IN

**Data Gathering and Program Planning**

Lowry, Richard; Lee, Sarah; McKenna, Mary; Galuska, Deborah; and Kann, Laura. “Weight Management and Fruit and Vegetable Intake Among US High School Students*” JOURNAL OF SCHOOL HEALTH 78 (8), (August 2008) 417-424.

Nihiser, Allison; Lee, Sarah; Wechsler, Howell; McKenna, Mary; Odom, Erica; Reinold, Chris; Thompson, Diane; and Grummer-Strawn, Larry. “Body Mass Index Measurement in Schools,” JOURNAL OF SCHOOL HEALTH, (December 2007) 77 (10), 651-671. (article reviews an important and controversial health-related data gathering issue in schools)

Eaton, Danice, Kann, Laura, Okoro, Catherine and Collins, Janet. “Selected Health Status Indicators and Behaviors of Young Adults, United States –2003,” AMERICAN JOURNAL OF HEALTH EDUCATION, 38(2), (March/April, 2007) 66-75. (examine the type of data that are available and implications for health education)

Zapata, Lauren; Bryant, Carol; McDermott, Robert; and Helfelfinger, Jennie. “Dietary and Physical Activity Behaviors of Middle School Youth: The Youth Physical Activity and Nutrition Survey.” JOURNAL OF SCHOOL HEALTH 78 (1), (January 2008), 9-18.


Soronen, Lisa, “Surveying Students About Controversial Subjects,” JOURNAL OF SCHOOL HEALTH, (February, 2007) 77 (2), 92-97 (examine issues in surveying students and “practical suggestions”)


Simons-Rudolph, Ashley; Ennett, Susan; Ringwalt, Christopher; Rohrbach, Louise; Vincus, Amy; and Johnson, Ruby. “The Principles of Effectiveness: Early Awareness and Plans for Implementation in a National Sample of Public Schools and Their Districts,” JOURNAL OF SCHOOL HEALTH, 73 (5), (May 2003), 181-185 [national recommendations and program planning]


Eyler, Amy, Nanney, Marilyn, Brownson, Ross, Lohman, Debra and Haire-Joshu. “Correlates of After-


Hallfors, Denise; Vevea, Jack; Bonita, Iritani; HyunSan Cho; Khatapoush, Shereen; and Saxe, Leonard.”Truancy, Grade Point Average, and Sexual Activity: A Meta-Analysis of Risk Indicators for Youth Substance Use,” Vol. 72 (5), (May 2002), 205-211. (correlates)


Collins, Janet; Robin, Leah; Wooley, Susan; Fenley, Dean; Hunt, Peter; Taylor, Julie; Haber, Deborah; and Kolbe, Lloyd. “Programs-That-Work: CDC’s Guide to Effective Programs that Reduce Health-Risk Behavior of Youth. JOURNAL OF SCHOOL HEALTH, 72 (3), (March 2002), 93-99.

"Federal Activities Addressing Violence in Schools, JOURNAL OF SCHOOL HEALTH, (April 2000), 70, (4), 119-140. [comprehensive collection of federal sources of data, information, research activities, funding and programs related to school violence].

"Youth 97: Summary Data From the Youth Risk Behavior Survey,” JOURNAL OF SCHOOL HEALTH, (March 1999), 128. [description of source Web site and CD-ROM for YRBS data]

Frauenknecht, Marianne, Droog, Rebecca and Minnear, Stacey. “Needs Assessment in School Health Education: Comparing the Expressed Needs of Students in Seven Schools,” THE HEALTH EDUCATOR, 30 (2), (Spring 1999), 13-19


Concepts, Goals, Objectives, Standards


New York State Education Department. HEALTH, PHYSICAL EDUCATION, FAMILY AND CONSUMER SCIENCES RESOURCE GUIDE, Albany, NY: New York State Education Department, 1997


Shane, J. and Shane. "Ralph Tyler Discusses Behavioral Objectives." TODAY'S EDUCATION (September-October, 1973), 41-46. (historical perspective)

Campbell, David N. "Behavioral Objectives - The Grande Charade," TODAY'S EDUCATION, (March-April, 1976), 43-44. (historical perspective)


Evaluation


Eischens, Alissa; Komro, Kelli; Perry, Cheryl; Bosma, Linda and Farbakhsh, Kian. “The Association of Extracurricular Activity Participation with Substance Use Among Youth in the DARE Plus Project, AMERICAN JOURNAL OF HEALTH EDUCATION (March/April 2004), 35(2), 68-75. [evaluation of behavior, positive outcomes and expansion of DARE]

Fearnow-Kenney, Melodie; Wyrick, David; Jackson-Newsom, Julia; Wyrick, Cheryl; and Hansen, William. “Initial Indicators of Effectiveness for a High School Drug Prevention Program,” AMERICAN JOURNAL OF HEALTH EDUCATION, 34 (2), (March/April 2003), 66-71. (evaluation across


PLEASE NOTE: The “Resource Bibliography Upon which Course is Based” contains a broad sampling of articles and other materials from areas addressed throughout the course. The intent is to help students identify key readings and to provide a selection of professional material dealing with the various areas of curriculum development/program planning. Included are illustrations of the type of material which would be helpful to read for the class project; readings for reflection; older readings which can help in filling preparation gaps and which provide historical perspective; and general background information relevant to health education and program planning. Happy Reading!

Course Description:
“Based on current theories of education applied to school health education. Opportunities to work on individual curriculum problems at any school level.”

This is professional course aimed at helping health educators develop skills and background in the area of health education curriculum development. The course’s frame of reference is the school and its role in health promotion and quality of life enhancement through the health education curriculum.

Course Attendance Policy:
“It is the policy of the College that regular class attendance is a basic requirement in all courses…Penalties for excessive absences, as determined by the instructor’s policy, shall not exceed one-third of a letter grade per class hour of absence.” In this course, excessive is defined as more than one absence. Absences as a result of participation in College approved activities, with appropriate documentation, are not counted toward excessive absences.

Rationale Statement Linking EDU 631 to the Conceptual Framework:
The objectives of this required professional course in the Health Department’s graduate programs reflect the Conceptual Framework which guides all of our teacher education programs. It is committed to the ideals of liberal learning and particularly to the goals of personal responsibility and social justice, while focusing on developing students who have exceptional pedagogical knowledge and skills. The course seeks to instill in students the importance of being a life-long learner and reinforces the importance of communication with children, parents, co-workers and colleagues. By its very nature, the health education field requires such communication and it is particularly important in this course which focuses on communicating with and assessing the needs of children, parents and communities as a starting point in the curriculum development process. Because the course involves program planning from its most basic elements, the students are required to confront many issues related to educating for character and ethical concerns related to sensitive and controversial health education topics which need to be evaluated for inclusion into school programs. Through all of its activities and contents, the course seeks to promote the design of school programs that meet
the needs of students and society, promote **social justice** and contribute to **full participation in society for all people.**

**Course Objectives:**
Upon completion of this course, the student can:

1. Explain his/her view of the purpose of education in American society.
2. Explain his/her philosophy of school health education.
3. Support the presence of health education as part of the school curriculum.
4. Describe recent trends in health education curriculum development.
5. Describe major steps involved in the health education curriculum development process.
6. Design a health education "needs" assessment strategy that could be used as a means of gathering information for curriculum development.
7. Access Web-based sources of needs assessment data and information (VIA1,2)
8. Identify predisposing, reinforcing and enabling factors that influence health behaviors (IB1,2,3)
9. Analyze needs assessment data and infer priority areas for health education (IC1,2)
10. Communicate program needs, seek ideas and opinions of those related to the program and incorporate feasible ideas into the planning process (IIA1,2,3,4)
11. Develop a logical scope and sequence plan (II B1,2)
12. Develop clear, meaningful concept statements.
13. Write goal statements that provide direction and are related to stated concepts.
14. Write instructional objectives that are related to stated goals and that are clear, precise and evaluable (IIC1,2; IIIB1,2)
15. Identify or design objective-appropriate educational strategies (IID1,2,3; IIIA1,2,3,4; IIIC1,2,3; III1,2,3)
16. Outline criteria that would be useful in evaluating curriculum projects (IVA4; IVD1)
17. Design objective-appropriate evaluation strategies (IVA4)
18. Develop a plan to facilitate coordination of health education services. (VA1,2,3)
19. Develop practical modes of collaboration among school, health agencies and organizations (VC1,2,3)
20. Describe relationships which exist between curriculum components such as concepts, content, objectives, goals, learning activities, evaluation and emerging " standards" terminology.
21. Relate the New York State Standards and program initiatives, and the National Health Education Standards to the curriculum development process and to more commonly used program components/terms
22. Evaluate health education materials that might be utilized as aids or resource material in health education curriculums (VID1,2,3,4)
23. Describe “ standards” documents relevant to school health education.

**Evaluation of Student Performance**

1. Curriculum development project…………………………………………..55 points
   (IA1,2,3;IB1,2,3;IC1,2)(IIA1,3,4;IIBI1,2;IIIC1,2,IIID1,2,3,4)
   (IIIA1,2,4; IIIB1,2;IIIC1,2,3; IIID1,2,3,4) (IVA4)
   (VA1,2,3)( VID1,2,3)

2. Technology presentation………………………………. 5 points
2. Final Examination.........................................................30 points
   (IB1,2,3; IC1,2; IIC1,2; IID1,2,3)(IVD1) (VC1,2,3)

3. Class participation.......................................................10 points

   Class participation is based on a subjective appraisal of the quality of your contributions to class discussions. Obviously, if you are not in attendance or are in an altered state of consciousness while in class, you cannot make contributions. (Note: reaction papers and written work not included above will be considered part of class participation.)

   If you have any questions or comments about the evaluation plan, please see the instructor.

**Course Schedule and Activities:**

Course Schedule

I. Nature of Education
   - Student views of educational philosophy
   - Education philosophy: Historical perspective
   - Present issues and perspectives
   - Implications for health education

II. Data Gathering for Program Development
   - Perspectives on data gathering
   - Importance of needs based programming
   - Sources of data
   - Types of data
   - Review of literature
   - Field studies
   - Some general approaches to data gathering

III. Concept Statements
   - Definitions
   - An approach to developing concepts
   - Relationship between concepts and data
   - Evaluating concept statements

IV. Goals and Objectives
   - Definitions
   - Relationships between concepts, goals and objectives
   - Differences between goals and objectives
   - Developing clear and meaningful goal statements
   - Developing clear, precise and evaluable objectives
   - Objective domains
   - Objectives and learning activities
   - Objectives and evaluation
   - Importance of objectives
   - Standards and standards-based terminology
V. Organizing for Health Education
   - Vertical organization
   - Horizontal organization
   - Program design principles
   - Prioritizing criteria

VI. Evaluation
   - Definitions
   - Importance of evaluation
   - Elements of evaluation
   - Planning for evaluation
   - Approaches to evaluation and evaluation design

Class Activities
1. Class members will be expected to participate in and at times lead class discussions on assigned class topics. Students will be expected to draw upon outside readings and experiences related to the discussion topics. [PR;KB;PS;PC;D]

2. Class members will be expected to participate in the evaluation of curriculum resource materials. [PR;KB;PS;A;T;D]

3. Class members will present to the class, through the use of the “Smart Classroom” technology equipment, a Web site that would be a good source of data/information for the needs assessment portion of curriculum development. [KB;T]

4. Each person in the class will become a member of a small group that will work as a group on a curriculum development project. The group process is an essential and important part of this project. [PR;KB;PS;PC;A;T;D]

5. Each curriculum development group will prepare and present to the class at least one oral report on the group’s work. [PR;KB;PS;PC;T]

6. Each group will prepare a written curriculum project and provide a written copy (i.e., hard copy) of the project for each class member and two copies for the instructor. [read this again and be sure you understand its implications…now read it again] [PR;KB;PS;PC;A;T;D]

7. Each member of the class will participate in a final examination. [PR;KB;PS;PC;A]

If you are a student with a disability and wish to request accommodations, please contact the Office of Student Disability Services Located in B-40 Van Hoesen Hall or call 607 753-2066 for an appointment. Information regarding your disability will be treated in a confidential manner. Because many accommodations require early planning, requests for accommodations should be made as early as possible.

The School of Professional Studies Dean’s office is located in 307 Corey Union.
Academic Integrity (340.01 STATEMENT OF ACADEMIC INTEGRITY, College Handbook)

The College is an academic community whose mission is to promote scholarship through the acquisition, preservation and transmission of knowledge. Fundamental to this goal is the institution’s dedication to academic integrity. Providing an atmosphere that promotes honesty and the free exchange of ideas is the essence of academic integrity. In this setting all members of the institution have an obligation to uphold high intellectual and ethical standards.

It is the responsibility of the faculty to impart not only knowledge but also respect for knowledge. It is also the professional responsibility of all faculty members to explain the importance of honesty and respect for knowledge in order to ensure an academic environment that encourages integrity. To establish such an environment, students must recognize that their role in their education is active; they are responsible for their own learning. Specifically, it is the responsibility of students to protect their own work from inappropriate use by others and to protect the work of other people by providing proper citation of ideas and research findings to the appropriate source. This includes the obligation to preserve all educational resources, thereby permitting full and equal access to knowledge.

This academic community takes seriously its responsibilities regarding academic honesty. Academic integrity is absolutely essential to ensure the validity of the grading system and maintain high standards of academic excellence. In addition, all members of the academic community must exhibit behavior exemplifying academic honesty and encourage such behavior in others.

340.02 VIOLATION OF ACADEMIC INTEGRITY

A violation of academic integrity as an instance of academic dishonesty can occur in many ways. At SUNY Cortland, instances of academic dishonesty are:

1. Plagiarism (most relevant issue in this class, see Handbook for other areas of concern)

Students are expected to submit and present work that is their own with proper documentation and acknowledgment when the work of others is consulted and used. Plagiarism can be intentional by deliberately presenting the work of others as one's own, or inadvertent by accidentally omitting or erroneously citing sources. Examples of plagiarism that can occur in research papers, lab reports, written reports, oral presentations as well as other assignments are:

A. Failure to use quotation marks: sources quoted directly must be shown with quotation marks in the body of the project and with the appropriate citation in the references, notes or footnotes

B. Undocumented paraphrasing: sources "put into one's own words" must have the source cited properly in the body of the project and in references, notes or footnotes

C. Creating false documentation: purposefully presenting wrong information in references or citations or manufacturing false information used in references, notes and footnotes