Murray State University
COURSE SYLLABUS

Revised Fall 2013

DEPARTMENT: ADOLESCENT, CAREER, AND SPECIAL EDUCATION

COURSE PREFIX: PHE          COURSE NUMBER: 200          CREDIT HOURS: 3

I. TITLE: Health Implications for HPE Professionals

II. COURSE DESCRIPTION AND PREREQUISITE(S):
This course is designed to cover health-related issues that are encountered by Physical Education/Health teachers which include, but are not limited to: disease transmission, effective communication, illegal, prescription, and over-the-counter drug abuse, and misuse, as well as the abuse of alcohol consumption; eating disorders; risk management/liability issues associated with K-12 athletes; head injuries; performance enhancing drugs; and mental health.
Prerequisite(s): none

III. COURSE OBJECTIVES:
Class activities will be centered on the attainment of the course objectives listed below. These objectives are understood to be reflective of, but not limited to those behaviors aligned with the Kentucky Core Academic Standards (KCAS), Characteristics of Highly Effective Teaching and Learning (CHETL), and Assessment Literacy. Following each objective and enclosed in parentheses are numbers which reference the Kentucky Teacher Standards for Preparation and Certification (KTS) and CHETL standards addressed by that objective. As a result of participation in this course, a student will be able to
A. analyze and interpret the Center for Disease Control’s Youth Risk Behavior Surveillance Survey (YRBSS) as it relates to behavior among 9-12 grade students (KTS #1, 5; CHETL #4, 5);
B. identify and describe the method of disease transmission (KTS #1; CHETL #4, 5);
C. explain cultural awareness in the classroom specific to physical education and health related content (KTS #1, 3; CHETL #1, 4, 5);
D. identify and describe the levels of concussion/head injuries which would include determining the appropriate time to allow re-entry into a game, or practice (KTS #1; CHETL #4, 5);
E. effectively communicate health-related concerns with student athletes and parents (KTS #1, 3, 5, 8; CHETL #4,5);
F. identify and describe the warning signs of depression or suicide ideation (KTS #1; CHETL #4, 5);
G. effectively practice communication strategies for the athletes and coaches of opposite genders to understand and prevent sexual harassment (KTS # 1, 5; CHETL #4, 5);
H. develop a zero tolerance hazing policy for athletes (to include issues such as underage drinking, illegal drug use, mental health, and physical or sexual abuse) (KTS #1, 5, 8; CHETL #4, 5);
I. identify common ergogenic aids used in sports (KTS #1, 5, 8; CHETL #4, 5);
J. identify characteristics of a responsible consumer of health-related products and services (KTS #1, 3, 5; CHETL #4, 5);
K. develop sequentially appropriate health-related content using the six dimensions of health within a K-12 curriculum (KTS #1, 3, 5; CHETL #4, 5);
L. identify barriers to health care due to socioeconomic status and school curriculum policies (KTS #1, 3, 5, 8; CHETL #4, 5); and
M. write professionally for the field of health and physical education (KTS #1; CHETL #2).

The COE Theme of Educator as Reflective Decision Maker is addressed in this course by requiring students to reflect on teaching methods in a classroom environment, physical education teachers as engaged professionals, and the ecology of teaching and learning in physical education.

The EPSB Themes of Diversity and Assessment are explored in the course through chapters within the text and more specifically in topics such as Teaching to Make a Difference and Teaching Today’s Students.

Learned societies from each discipline should be referenced by the preservice/inservice teacher. Kentucky documents, including SB1 Initiatives (e.g., Kentucky Core Academic Standards and Characteristics of Highly Effective Teaching and Learning) will be resources for all teacher candidates.

IV. CONTENT OUTLINE:
A. Introduction & history of health
B. Teaching Today’s Students
C. Life Skills
D. Dealing with Stress
E. Media Literacy Skills
F. Promoting Healthy Eating and Physical Activity
G. Promoting a Tobacco-Free and Drug-Free Lifestyle
H. Promoting Sexual Health
I. Promoting Safety and Violence Prevention
J. Dealing with Crises and Critical Issues
K. Center for Disease Control YRBSS Bi-Annual Reports
L. Coordinated School Health Program
M. National Health Education Standards
N. Senate Bill 1 Initiatives

V. INSTRUCTIONAL ACTIVITIES:
Lecture, group discussion, group assignments, Internet research, presentations

VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:
None

VII. TEXT(S) AND RESOURCES:
VIII. EVALUATION AND GRADING PROCEDURES:

This course is designed to be participatory and interactive. Students are expected to engage in class discussion and group activities which serve to improve critical thinking and problem solving skills. Most class meetings will be worth up to 25 points and students will be given a grade at the end of each class based upon their level of engagement with the instructor as well as other students.

An example of this grading format is as follows:

**25 points** – student was fully engaged in discussion, asked questions, offered explanations, shared ideas for further discussion, offered alternative suggestions, and/or actively involved in small group assignments.

**20 points** – student was involved in small group assignments, expressed interest or opinion, shared ideas, answered questions.

**15 points** – student was somewhat engaged in discussion or small group assignment, was at least paying attention, and or taking notes

**10 points** – student was not at all engaged or paying attention.

If a student misses class for any reason, they will be asked to submit a 2 page typed paper over the topic for that class within one week of the absence, or forfeit the points for that class.

Additionally, at the end of most classes, students will be asked to complete “exit slips” relevant to the topic for that class the class discussion(s).

There will also be three exams, each worth 100 points.

Grading scale; 90-100 % - A, 80-89% - B, 70-79% - C, 60-69% - D, 59% and below – E

IX. ATTENDANCE POLICY:

Students are expected to adhere to the MSU Attendance Policy outlined in the current MSU Bulletin. Students are expected to clear any absence prior to class, or present a medical excuse immediately after the missed class.

Because this is a night class, attendance will be taken each week. One unexcused absence is allowed, two will result in one-letter grade reduction, and three unexcused absences will result in a failing grade.

X. ACADEMIC HONESTY POLICY:

Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students’ academic achievements accurately, as well as ascertain that work
submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

**Violations of Academic Honesty include:**

**Cheating** - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

**Fabrication and Falsification** - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

**Multiple Submission** - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

**Plagiarism** - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one’s own in any academic exercise, without due and proper acknowledgment. Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:
1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
3) Lowering the grade or failing the student(s) in the course.

**If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.**

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Equal Opportunity. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

**XI. NON-DISCRIMINATION POLICY STATEMENT:**

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or other provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and
activities. For more information, contact the Executive Director of Institutional Diversity, Equity and Access, 103 Wells Hall, (270) 809-3155 (voice), (270) 809-3361 (TDD).

XII. **FLAG SYSTEM/CONTINUOUS ASSESSMENT:**
Student progress is continuously assessed throughout the teacher preparation program. Appropriate professional characteristics and dispositions, in addition to academic achievement, are assessed. Positive and negative flags are submitted by faculty to Teacher Education Services and then presented to admissions committees. Negative flags are carefully reviewed to make a determination as to whether a student should be denied admission OR if a professional development plan will be designed for the student’s progress towards program completion. Negative flags may be grounds for denial of admission to teacher education and/or student teaching.

*Note: The instructor reserves the right to make any changes in course activities deemed necessary during the semester.*