MURRAY STATE UNIVERSITY  
COURSE SYLLABUS  

DEPARTMENT: ADOLESCENT, CAREER AND SPECIAL EDUCATION  

COURSE: HPE 450  
3 Semester Hours  

I. TITLE: Effective Teaching Strategies in Health Education  

II. CATALOG DESCRIPTION: This course is designed to address comprehensive school health education including: the health status of children, adolescents, and young adults; Healthy People 2000; school health education, program goals and objectives; and instructional strategies. Topics covered in the school health education program will be mental-emotional health, life skills, family and relationship skills, human sexuality, growth and development, nutrition, personal fitness, substance use and abuse, diseases and disorders, consumer health, safety and injury prevention, and community and environmental health. Prerequisite: HPE 175, junior or senior standing, or permission of the program coordinator.  

III. PURPOSE: The purpose of HPE 450 is to prepare students to teach health education.  

IV. COURSE OBJECTIVES: The behaviors indicated below are understood to be reflective of, but not limited to those behaviors advocated by the Kentucky Education Reform Act guidelines: Following each objective, and enclosed in parentheses, are numbers which reference the Kentucky New Teacher Standards. As a result of participation in this course, a student will:  
A. Explain the health status of children and adolescents in the U.S. (NTS VIII)  
B. Define comprehensive school health education. (NTS VIII)  
C. Describe school health services, school health environment, and school health education (NTS VIII)  
D. Explain the importance of Healthy People 2000. (NTS III & VIII)  
E. Describe philosophy, behavioral objectives, scope, and sequence as they pertain to health education curriculum (NTS I)  
F. List and define life skills incorporated in school health education. (NTS VIII)  
G. Explain the strengths and weaknesses of teaching strategies (lecture, discussion, role play, brainstorming, buzz group, panel discussion, debate, cooperative learning, decision-making, self appraisals, field trips, demonstrations, guest speakers). (NTS II & III)  
H. Define health content areas (mental and emotional well-being, family and relationships, growth and development, nutrition, personal fitness, substance use and abuse, diseases and disorders, consumer health, safety and injury prevention, and community and environmental health). (NTS VIII)  
I. Collaborate in instruction with area middle and high school health teachers. (NTS VI)
J. Demonstrate teaching strategies in relation to addressing learner diversity, collaborative learning situations, decision-making, refusal skills, and conflict resolution. (NTS I, II, and III)

K. Demonstrate teaching strategies utilizing multimedia computer technology (NTS IX)

V. CONTENT OUTLINE:
   A. Health status of children and adolescents
   B. Families, communities, and schools
   C. Comprehensive school health education
   D. Healthy People 2000
   E. School health services
   F. Comprehensive school health education curriculum
      1. Philosophy and content
      2. Behavioral objectives and life skills
      3. Scope and sequence
      4. Lessons
   G. Evaluation of school health education
   H. Instructional strategies
   I. Health content areas
      1. Mental and emotional well being
      2. Family and relationship skills
      3. Growth and development
      4. Nutrition
      5. Personal fitness
      6. Substance use and abuse
      7. Diseases and disorders
      8. Consumer health
      9. Safety and injury prevention
     10. Community and environment

VI. INSTRUCTIONAL ACTIVITIES: Demonstration, group discussion, team planning oral presentation, role play, simulation, application of teaching strategies, integration of content areas, multimedia computer technology, reflection and collaboration with area middle and high school teachers.

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

VIII. RESOURCES: Waterfield Library, computer labs, Internet

IX. GRADING PROCEDURES: Grading for HPE 450 is determined by preparation and presentation of lesson plans and units (60%), class assignments and written test (40%).

Grades:

- A = 90% - 100%
- B = 80% - 89%
- C = 70% - 79%
- D = 60% - 69%
- E = 0% - 59%
X. ATTENDANCE POLICY: This course adheres to the policy published in the MSU Undergraduate Bulletin.

XI. ACADEMIC HONESTY POLICY: Cheating, plagiarism (submitting another person’s materials as one’s own), or doing work for another person which will receive academic credit are all impermissible. This includes the use of unauthorized books, notebooks, or other sources in order to secure or give help during an examination, the unauthorized copying of examinations, assignments, reports, or term papers, or the presentation of unacknowledged materials as if it were the student’s own work. Disciplinary action may be taken beyond the academic discipline administered by the faculty member who teaches the course in which the cheating took place.


XIII. PREREQUISITES: HPE 175, junior or senior standing, or permission of program coordinator.

XIV. Note: Instructor of HPE 450 reserves the right to make changes in the course syllabus.