I. **TITLE:** Effective Teaching Strategies in Health Education

II. **CATALOG DESCRIPTION:** This course is designed to address comprehensive school health education. Topics covered include the health status of children, adolescents, and young adults; *Healthy People 2000*; school health services; school health education; program goals and objectives; and instructional strategies. Content covered in the school health education program: 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. Prerequisites: HPE 175 or permission of 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)

The COE Theme of Educator as Reflective Decision-Maker is addressed in this course by requiring students to reflect on classroom settings, student characteristics, and teaching effectiveness through peer observations.

The EPSB Theme of Diversity is explored in the course through various chapters within the text including *Growth and Development*.

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 based on the following criteria:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quiz</td>
<td>10%</td>
</tr>
<tr>
<td>Chapters 1-4</td>
<td>10%</td>
</tr>
<tr>
<td>Chapters 9-12</td>
<td>10%</td>
</tr>
<tr>
<td>Chapters 5-8</td>
<td>10%</td>
</tr>
<tr>
<td>Chapters 13-16</td>
<td>10%</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>20%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>40%</td>
</tr>
</tbody>
</table>

Grades:
- A = 90% - 100%
- B = 80% - 89%
- C = 70% - 79%
- D = 60% - 69%
- E = 0% - 59%

X. ATTENDANCE POLICY:
This course adheres to the attendance policy published in the current MSU Undergraduate Bulletin.

XI. ACADEMIC HONESTY POLICY:
This course adheres to the academic honesty policy stated in the current MSU Undergraduate Bulletin.

XII. TEXT AND REFERENCES:

XIII. PREREQUISITES:
HPE 175 or permission of the chair.

XIV. STATEMENT OF AFFIRMATIVE ACTION:
Murray State University does not discriminate on the basis of race, color, national origin, sex, religion, marital status, age, or disability in employment, admission, or the provision of services, educational programs and activities, and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities an equal opportunity to participate in all programs and activities. For information regarding nondiscrimination policies, contact the Office of Equal Opportunity, 270-809-3155.

XV. 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 committee. 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 OR ADMISSION TO TEACHER EDUCATION AND/OR STUDENT TEACHING.

Note: Instructor of HPE 450 reserves the right to make changes in the course activities and assignments as deemed necessary during the semester.