

HLTH 420 – SPRING 2008

METHODS & MATERIALS IN HEALTH EDUCATION

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OFFICE HOURS: BY APPOINTMENT

OFFICE: HHP 2379
CLASSROOM: HHP 0303
CLASS TIMES: TU/TH 11:00AM – 12:15PM
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REQUIRED TEXT:

Health Education: Creating Strategies for School & Community Health 2nd Edition. Gilbert, G., and Sawyer, R. (2000) Jones & Bartlett, Boston, MA.

RECOMMENDED TEXT:

Community Health Education Methods: A Practical Guide. Bensley, R.J. and Brookins-Fisher, J. (2003) Jones & Bartlett, Boston, MA.

ALSO REQUIRED:

All students **MUST** have a working e-mail address during the semester – one that you check regularly and frequently. If your e-mail address changes during the semester, inform the instructor.

COURSE DESCRIPTION:

Methods and Materials in Health Education (3) Prerequisites: HLTH 105 or 140, 310 or consent of instructor. The purpose of this course is to present the interrelationship of curriculum planning, methodology and the selection and use of teaching aids and materials. Special problems associated with health teaching and presentations are discussed. Students will become familiar with a variety of resources as well as planning for and presenting demonstration lessons/presentations.

GENERAL GOAL OF COURSE:

To fully examine the process of selecting, organizing and presenting materials in health education, in both the school and community setting.

Upon completion of this course, the student will be able to design, deliver and evaluate health education lessons/presentations, which are situationally and contextually appropriate to a given set of circumstances and/or audiences. S/he will be able incorporate instructional techniques and methods targeting all learning modalities, use the most current technologies as teaching aides, and based them upon relevant health behavior theories and models.

SPECIFIC OBJECTIVES OF COURSE:

1. The student will be able to outline basic curriculum designs.
2. The student given a concept or content area, will be able to write behavioral objectives in the cognitive, affective, and psychomotor domains based on the text and classroom discussions.
3. From the provided list of teaching methods the student will be able to cite two examples of how each method could be employed successfully in a Health Education presentation.
4. The student will be able to design teaching lessons for diverse populations.
5. The student will be able to cite multiple examples of teaching methods in the cognitive domain.
6. The student will be able to cite multiple examples of teaching methods in the affective domain.
7. The student will be able to cite multiple examples of teaching methods in the psychomotor domain.
8. The student will be able to design appropriate evaluation for given objectives or any self generated objectives based on the classroom discussion and the text.
9. The student will be able to present a rationale for the inclusion of controversial topics in the Health Education Curriculum/Community.
10. The student will be able to demonstrate understanding of the material presented in the text and additional reading material by successfully completing an examination on the assigned material.
11. The student will be able to present Health Education lessons/presentations based on the criteria set forth in class.
12. The student will be able to present Health Education information utilizing the guidelines regarding cultural sensitivity as set forth in class.
13. The student will be able to build a comprehensive curriculum incorporating a variety of teaching methods and strategies, and instructional technologies based on techniques covered in the class.
14. The student will be able to conduct a SMOG readability test on any piece of health education literature as taught in class.
15. The student will be able to identify at least two methods for measuring audience reading levels and comprehension.

In order to help you achieve these objectives, I will make every attempt to provide a classroom environment that encourages the expression of thoughts, ideas, attitudes and values relevant to the topics being presented. This will require the cooperation of each of you in displaying punctuality, mutual respect, and courtesy during class meetings.

ASSIGNMENTS / GRADING:

Presentation Plans	45 (15 each)
Presentations	45 (15 each)
Newsletter	25
Readability Test	15
Semester Examination	50
Unit Plan	60
Objectives	<u>30</u>
Total Possible points	270

All assignments must be completed using a personal computer unless otherwise indicated.

ATTENDANCE:

Given the interactive nature of this class, attendance is **ESSENTIAL**. If you have more than two unexcused absences your grade will be reduced by one grade level, and if you miss three complete classes you will fail the course and need to repeat. Additionally, if you consistently come to class late or leave early, you will be assessed unexcused absences (3 lates = 1 unexcused absence; 3 leaving early = 1 excused absence).

Classes will begin **ON TIME**. Unless you have extenuating circumstances, please make your best effort to be in class when it is time to begin. **On presentation days, I will close and lock the door at 11:00am. You will have to wait outside until an appropriate break to be let in without disrupting your classmates.** Also, I will dismiss class when the class activities are finished for the day. Please refrain from "packing up" before we are officially through. Rarely – if ever – will we go overtime. Occasionally we will finish early. Regardless, it is very rude to hurry up the finish time of the class. If you absolutely must leave during class, please leave in a way that does not disrupt the flow of the class.

In order to help you achieve these objectives, I will make every attempt to provide a classroom environment that encourages the expression of thoughts, ideas, attitudes and values relevant to the topics being presented. This will require the cooperation of each of you in displaying punctuality, mutual respect, and courtesy during class meetings.

MISSED EXAMS AND/OR ASSIGNMENTS:

If you have an emergency or sudden illness at exam/assignment time you need to contact me within 24 hours so we can arrange a make-up. Don't simply show up to the next class or call me a week later expecting to take the exam or hand in the assignment at your convenience. Once you have taken an exam or completed an assignment, I can't let you re-take it because you weren't feeling well, and weren't able to study ... I'd have to offer that option to all the other students. If you're sick let me know as soon as possible *before* the exam or assignment is due.

DISABILITY:

If you have a documented disability and wish to discuss academic accommodations for test taking, please talk to me as soon as possible. You will need documentation from Disability Support Service (314-7682).

ACADEMIC INTEGRITY:

The University's code of academic integrity is designed to ensure that the principle of academic honesty is upheld. Any of the following acts, when committed by a student, shall constitute academic dishonesty:

CHEATING: intentionally using or attempting to use unauthorized materials, information, or study aids in an academic exercise.

FABRICATION: intentional and unauthorized falsification or invention of any information or citation in an academic exercise.

FACILITATING ACADEMIC DISHONESTY: intentionally or knowingly helping or attempting to help another to violate any provision of this code.

PLAGIARISM: intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise.

For more information see: <http://www.inform.umd.edu/CampusInfo/Departments/PRES/policies/iii100a.html>

MY EXPECTATIONS OF YOU:

- Attend class, arrive on time, **and participate**. This is your learning opportunity, and this class is **HIGHLY PARTICIPATORY!** The easiest way to earn a high grade in this course is to *come to class*. You will find that your attendance and participation will pay off on exams and in the long run.
- All assignments are to be turned in on time. **Late work will not be accepted** unless prior arrangements have been made with the instructor, *or* circumstances beyond your control do not allow for timely submission of work.
- If you choose to leave early (not recommended), please sit near the door. If you leave early or have an unexcused absence, **you are completely responsible for missed work/assignments/etc.**

WHAT YOU CAN EXPECT OF ME:

- I welcome your comments, suggestions, and feedback. I will try to vary the activities and learning media as much as is possible, but it makes it much easier and more interesting for all of us if you actively participate by sharing *your* thoughts, ideas, and experiences.
- I understand that everyone's situation is different and a course outline of rules does not always cover all possible situations. If you have a situation or anticipate a problem with something, come talk to me! I am happy to make whatever arrangements I can to help you succeed in this class.
- I will respect and appreciate the unique individuality you each bring to class. I ask that you please do the same for one another.
- I will be as enthusiastic as possible and on-time for class.
- I will share as many of my own experiences as I can with you – both to help you get to know me, and to illustrate any concepts we may be discussing in class.

TENTATIVE SYLLABUS:

<u>Date</u>	<u>Topic</u>	<u>Reading/Assignments Due</u>
Jan 29	Introductions Course Overview/Textbooks Needs Assessment Explain & Assign 2-min Presentations	Ch. 1
Jan 31	2-minute Presentations Presentation Planning Sign-up for 4-min Presentations	Ch. 4
Feb 5	Objectives	Ch. 2
Feb 7	Objectives Methods	Ch. 2
Feb 12	4-minute Presentations	
Feb 14	Review 4-minute Presentations	
Feb 19	Effective Presentations	Ch. 3 / Ch. 5
Feb 21	Presentation #1 - Cognitive	Presentation Plan #1 Due
Feb 26	Presentation #1 – Cognitive	Presentation Plan #1 Due
Feb 28	Presentation #1 – Cognitive	Presentation Plan #1 Due
Mar 4	No Class	
Mar 6	Review Presentation #1	
Mar 11	Health Literacy / Plain Language	
Mar 13	Discuss Newsletters Practice SMOG	
Mar 18 & 20	SPRING BREAK – NO CLASS 😊😊	
Mar 25	Unit Plan Construction	Ch. 4 NEWSLETTER & READABILITY TEST DUE
Mar 27	Presentation #2 - Activity	Presentation Plan #2 Due
Apr 1	Presentation #2 - Activity	Presentation Plan #2 Due

Apr 3	Presentation #2 - Activity	Presentation Plan #2 Due
Apr 8	No Class	
Apr 10	Review Presentation #2	
Apr 15	Health in a Multicultural Society/ Cultural Competence	Ch. 8 OBJECTIVES DUE
Apr 17	Controversial Topics	Ch. 10
Apr 22	Semester Exam	
Apr 24	AV Development & Evaluation	Ch. 7 UNIT PLANS DUE
Apr 29	Special Challenges	Ch. 9
May 1	Ethics in Health Education	
May 6	Presentation #3 - Teams	Presentation Plan #3 Due
May 8	Presentation #3 – Teams	Presentation Plan #3 Due
May 13	Presentation #3 – Teams	Presentation Plan #3 Due