

LSC # 106  
Action App'd  
5-1-92

COVER SHEET: Request for Approval to Use W-Designation

TYPE I. PROFESSOR COMMITMENT

- Professor DR. ELAINE BLAIR Phone 5656  
 Writing Workshop? (If not at IUP, where? when? YES)  
 Proposal for one W-course (see instructions below)  
 Agree to forward syllabi for subsequently offered W-courses?

TYPE II. DEPARTMENT COURSE

- Department Contact Person \_\_\_\_\_ Phone \_\_\_\_\_  
 Course Number/Title \_\_\_\_\_  
 Statement concerning departmental responsibility  
 Proposal for this W-course (see instructions below)

TYPE III. SPECIFIC COURSE AND SPECIFIC PROFESSOR(S)

- Professor(s) Dr. Elaine Blair Phone X5656  
 Course Number/Title HP 325/School and Community Health  
 Proposal for this W-course (see instructions below)

SIGNATURES:

Professor(s) Elaine Blair  
Department Chairperson James G. Mill  
College Dean Harold E. Wingard  
Director of Liberal Studies Chad D. Hill 5-1-92

COMPONENTS OF A PROPOSAL FOR A WRITING-INTENSIVE COURSE:

I. "Writing Summary"--one or two pages explaining how writing is used in the course. First, explain any distinctive characteristics of the content or students which would help the Liberal Studies Committee understand your summary. Second, list and explain the types of writing activities; be especially careful to explain (1) what each writing activity is intended to accomplish as well as the (2) amount of writing, (3) frequency and number of assignments, and (4) whether there are opportunities for revision. If the activity is to be graded, indicate (5) evaluation standards and (6) percentage contribution to the student's final grade.

II. Copy of the course syllabus.

III. Two or three samples of assignment sheets, instructions, or criteria concerning writing that are given to students. Limit: 4 pages. (Single copies of longer items, if essential to the proposal, may be submitted to be passed among LSC members and returned to you.)

Please number all pages. Provide one copy to Liberal Studies Committee.

## WRITING RESPONSIBILITIES

### HP 325 - SCHOOL AND COMMUNITY HEALTH

<b>TYPE OF WRITING</b>	<b># PAGES</b>	<b>GRADED</b>	<b>REWRITE OPPORTUNITIES</b>
Writing To Stimulate Thought	8	10%	No
Writing To Stimulate High Quality Class Participation	5-10	10%	Yes
Writing To Integrate Learning	10	20%	Yes
Writing To Integrate Course Materials	5-10	15%	No
Writing For Evaluation	4-6	45%	No

## WRITING SUMMARY

### HP 325 "School and Community Health"

HP 325, School and Community Health is proposed for identification as a "W" course. The course is taught every Fall and Spring semester to students majoring in Health and Physical Education. It is not listed as a Liberal Studies Elective. Due to prerequisite requirements, students taking the course are typically juniors and/or seniors. Class size is limited to approximately 25.

There are five basic types of writing which will occur in this class:

#### 1. WRITING TO STIMULATE THOUGHT OR TO SUMMARIZE A POINT.

After a class discussion, lecture or reading assignment, students may be asked to write a brief summary (1-2 pages) of the main concepts presented. The purpose of this type of assignment is to enhance students' comprehension of new concepts through the writing process. This type of assignment will also often be used to facilitate students' ability to identify and analyze a variety of social, economic and cultural issues underlying health-related policies and decisions. (personal as well as programmatic) Writing assignments will be collected and points will be awarded for completion. (Depending upon the length of the assignment completed, 3-5 points per writing will be awarded) These assignments will be part (10%) of the larger class participation component of the course which, combined with other writing assignments and class quizzes, collectively will comprise 20% of the final grade.

#### 2. WRITING TO STIMULATE HIGH QUALITY CLASS PARTICIPATION AND INVOLVEMENT

Class participation will also frequently include writing assignments in response to assigned readings, individual assignments, class lectures and activities. For example, students may be asked to write a brief summary of their personal reactions to an assigned reading prior to class or after a class discussion. Also, working in small groups, students may be asked to brainstorm/discuss major points presented in a lecture, film or outside reading, and then write a brief response paper to summarize the group process and outcome. Students may also be asked to attend one of various health-related programs and/or lectures conducted in the community or on campus. Following their attendance at the assigned meeting, students will be asked to write on two different levels. First, they will be asked to write about their personal reactions to the program presented (e.g., what personal relevance the program had for them, what they

learned, etc.) Second, as health educators, students will be asked to write about their professional response to the program. This will include analysis of the objectives of the presentation, intended audience, methods/strategies employed, effectiveness of the presenter, accuracy and validity of material presented and evaluation of program outcome. Each of these writings will be one-typed page. During past semesters, students have completed this writing assignment after attending programs such as an American Heart Association sponsored lecture on "Women and Heart Disease," a panel-discussion by local legislators and physicians on Health Care Reform in Pennsylvania sponsored by the League of Woman voters, IUP Student Health Fair, sponsored by the Student Health Center, various programs during IUP's "Alcohol Awareness Week", or one of a variety of "Six O'Clock Series" programs on campus sponsored by the School of Continuing Education. These assignments will compromise 10% of the class participation grade.

3. WRITING TO INTEGRATE LEARNING AND THINK CREATIVELY ABOUT A TOPIC

Students will be requested to choose a topic from a broad list of controversial health related issues in community and/or school based programs and to write a ten-page interpretative essay. Sample topics students may choose from will include legislation of health behaviors, health care reform, proposed AIDS testing in schools, abortion, euthanasia, and a variety of curriculum issues such as values clarification vs. morals education and abstinence vs. condom distribution. Students will identify underlying issues, gather information to clarify opposing viewpoints and finally, present and defend their personal interpretation. Student progress will be guided throughout the semester according to distributed criteria. Opportunities for rewriting will be provided several times prior to completion of the final project. This written assignment (15 points) plus oral presentation (15 points) will comprise 20% of class grade. A sample of grading criteria is attached.

4. WRITING TO INTEGRATE COURSE MATERIALS WITH PERSONAL EXPERIENCE

The primary goal of this course is to teach major students about school and community health concepts and enable them, as health professionals, to develop skills for program planning, implementation and evaluation. However, developing personal awareness and responsibility for health promotion, as well as skills for lifestyle management are requisite to achieving this goal. Therefore, students will be assigned to write weekly in a personal diary to enable them to integrate their personal experiences with course content. Questions will be posed in class to prompt/guide creative student thought. Diary entries will be monitored regularly for completion. Two required entries per week for 10 weeks during the semester will comprise 15% of the total class grade.

5. WRITING FOR EVALUATION.

Two major essay exams, mid-term and final, will be given. Essay exam questions will be very broad, sometimes open ended questions which will require students to apply and synthesize information learned in class. Students will write their exam answers during a one-hour class period, but will be given sample test questions ahead of time for study. Both exams combined will be worth 45 percent of the final grade. Criteria for evaluation of essay tests are below.

CRITERIA FOR EVALUATION OF ESSAY EXAMINATIONS  
HP 325 School and Community Health  
Dr. Elaine Blair

Student Name \_\_\_\_\_

Each of the 3 essay questions will be worth 15 points, with 5 points possible for each of the following criteria:

<u>Evaluation Criteria</u>	<u>Exam Question</u>		
	#1	#2	#3
Accuracy and Completeness (demonstrates comprehension of course content)	_____	_____	_____
Conceptual Organization and Clarity	_____	_____	_____
Application and synthesis (applies and synthesizes knowledge/concepts; uses examples effectively)	_____	_____	_____
Total Points for each question (15 points possible)	_____	_____	_____
Total Test Score (out of 45 points)	_____		



- J. explain the Pennsylvania State Regulations regarding health, human sexuality and Aids education in the schools.
- K. analyze the current national agenda for health promotion and disease prevention by completing a variety of written assignments throughout the semester.

### III. COURSE OUTLINE

- A. Definition of health (2 hours)
  - 1. Historical perspective - "from physical health to high level wellness."
  - 2. Current definition - Dynamic interaction of social, emotional, intellectual, physical and spiritual dimensions.
- B. Public health/epidemiological approach to defining and addressing health concerns (4 hours)
  - 1. Disease patterns: shift from infectious to chronic.
  - 2. Identification of personal and environmental risk factors.
  - 3. Focus on health promotion and disease prevention.
  - 4. Emphasis on personal responsibility and lifestyle management
- C. National and community efforts toward health promotion (7 hours)
  - 1. Healthy People (1979): The Surgeon General's Report
    - a. Proposal of a national agenda for reduction of disease, disability and premature death among all age groups by 1990 (4 goals).
    - b. Identification of schools as having major responsibility in achieving these goals.
  - 3. Objectives for the Nation: Promoting Health/Preventing Disease (1980).
    - a. Fifteen priority areas and corresponding objectives to be obtained by 1990.
    - b. Objectives described in terms of desired change in incidence of specific health problems.
  - 4. Prospects for a Healthier America Achieving the Nation's Health Promotion Objectives (1984).
    - a. Expansion of support and cooperation of national organizations from public and private sectors.

- b. Organization and contribution of five (5) working groups.
        - 1. Health care settings
        - 2. Health professions
        - 3. Business and industry
        - 4. Voluntary associations
        - 5. Schools
      - c. Recommendation for development of comprehensive K-12 school health curriculum and school health services to maximize contribution of schools to achievement of national objectives.
  - 5. Healthy People 2000: National Health Promotion and Disease Prevention Objectives
  - 6. Development of National certification for Health Education Specialists (C.H.E.S.)
- D. Community/environmental Health (7 hours)
- 1. Identification of resources - agencies, organizations that contribute to the health of the local, national and international community.
  - 2. Environmental concerns - (e.g., air, water, radiation, violence)
    - a. Selected federal environmental legislation
    - b. Personal, social and professional responsibilities: getting involved
  - 3. Disease control: communicable and chronic
  - 4. Mental health and changes in community and national mental health care.
- E. Occupational safety and health (2 hours)
- F. Special target groups (3 hours)
- 1. Minorities and socioeconomic factors which affect health status.
  - 2. Women, infants and children
  - 3. Senior citizens
- G. Public health education/community intervention (3 hours)
- 1. Mass media influence
  - 2. Public screening
  - 3. Consumer responsibility

- H. Current controversial issues, as examples (4 hours)
1. Homelessness
  2. Health care economics
  3. Paid endorsements for foods, health care products
  4. Toxic waste disposal
  5. Individual rights vs. legislation of health behaviors
- I. Multidimensional influences on school and community health (3 hours)
1. Sociocultural influences
  2. Political influences
  3. Economic influences
- J. School Health Programs (7 hours)
1. Essential anatomy of comprehensive health programs
    - a. Health instruction - Focus on development of concepts, values and decision-making skills.
    - b. Health services
    - c. Healthful school environment
  2. Integrated model for school health programs of the future: A.C.C.E.S.S.
  3. Curriculum Development
    - a. National curriculum efforts
      1. School Health Education Study (SHES)
      2. SHES project
    - b. Other current health curriculum models (e.g. American Heart Association, American Cancer Society, Red Cross).
  4. Pennsylvania state guidelines and regulations
    - a. Regulations regarding health, human sexuality and Aids education.
    - b. Curriculum guidelines:
      1. PA Health Education Conceptual Guidelines
      2. PA Health Curriculum Progression Chart (focus on comprehensive K-12 developmentally appropriate behavioral objectives in ten recommended content areas).
      3. Achieving the Nation's Objectives through the Schools - focus on student educational experiences/behaviors and interaction with school health services and environment needed to achieve 1990 and year 2000 objectives.
  5. Dealing with controversial issues in school health curriculum
    - a. Human sexuality
    - b. Aids education/school attendance by children with Aids

- c. Values clarification vs. morals education
  - d. Death and dying
6. School health programs as part of the total community health effort.
- a. Socially defined communities (e.g. families, neighborhoods, clubs, religious and professional groups).
  - b. Reciprocal relationship: Individuals and organizations within the community which promote student health and school health.
  - c. Shared responsibility for health education: home, school and community

#### IV. EVALUATION METHODS

- A. Active class participation is a very important component in this class. Classroom participation and unannounced quizzes.....20%  
 Students enrolled in this course are expected to attend class, ask questions and be prepared to contribute ideas and information relevant to the assignments. Participation will be evaluated by completion of frequent class writing assignments and unannounced quizzes.
- B. Interpretive essay: written paper and presentation...20%  
 Each student will be asked to select a controversial topic of school or community health, identify issues underlying the controversies, gather information to clarify opposing points of view and write an essay of individual interpretation. The written paper and class presentation will each be worth 15 points. Specific criteria for this assignment will be presented in class.
- C. Diary: This course focuses on professional issues and programming for community health promotion and disease prevention. However, it is first necessary to consider one's personal opinions, beliefs, attitudes and behaviors regarding health and wellness before one is able to adequately defend a professional position. In order to help you integrate your personal experiences with the professional issues presented in class, you will be asked to write in a personal diary throughout the semester. More details of this writing assignment will be provided in class.....15%
- D. Exams: 2 essay exams, midterm and final.....45%  
 A list of example essay questions will be provided one week before each test. You will be asked to answer 3 questions on each test.

V. REQUIRED TEXTBOOKS, SUPPLEMENTAL BOOKS AND READINGS

A. Textbook:

Miller, Dean F. (1988). Dimensions of community Health. DuBuque, Iowa: Wm. C. Brown Publishers.

B. Other Required Readings selected from the following:

Fodor, John T. and Gus T. Dalis. (1989). Health instruction: Theory and practice. Chapters 1, 9 and 10. Philadelphia, PA: Lea & Febiger

Greene, Walter H. and Jenne H. Frank, (1987). Health education in the elementary school, New York, NY: Macmillan Publishing Company Inc.

Greene, W. and Simons-Morton, B. (1990). Introduction to health education. Prospect Heights, Ill.: Waveland Press, Inc.

Pollock, Marion, (1987). Planning and implementing health education in schools. Chapters 1, 9, 10. Appendices A-D & F. Palo Alto, California: Mayfield Publishing Co.

VI. BIBLIOGRAPHY

Allensworth, Diane D. and Wolford, Cynthia A.M., (1988). Achieving 1990 objectives through the schools. Bloomington, Indiana: Tichenor Publishing.

Comprehensive school health programs: Current status future prospects. (April, 1990) A Special Issue of the Journal of School Health, supported by the Metropolitan Life Foundation. Vol. 60 (4).

Morbidity and mortality weekly report. (January, 1988) Guidelines for Effective School Health Education to Prevent the Spread of AIDS.

National Institute on Drug Abuse. (1989). U.S. Department of Health and Human Services. The national adolescent student health survey: A report on the health of america's youth. Office of Disease Prevention and Health Promotion, Centers for Disease Control.

Pennsylvania Department of Education. (1984). Conceptual guidelines for health education, Harrisburg, PA.

Pennsylvania State Board of Education, (1991) Curriculum regulations for health education, (Chapter 5). Harrisburg, PA.

Pennsylvania State Board of Education. (September, 1987). Curriculum requirements for acquired immune deficiency syndrome (AIDS) education, Chapter 5, Annex A. Harrisburg, PA.

Pennsylvania Department of Education. (1980). Pennsylvania health curriculum progression chart. Harrisburg, PA.

\*Raimen, Tristine. (1978). The new diary. Los Angeles, CA: Jeremy P. Tarcher, Inc.

\*Sliepevich, Elena M. (1964). School health education study: A summary report. Washington, D.C.: U. S. Government Printing Office. School Health Education Study.

\*U.S. Department of Health and Human Services, Public Health Service, (1990). Healthy people: The surgeon general's report on health promotion and disease prevention. (DHEW). Publication No. 79-55071. Washington, DC: U.S. Government Printing Office.

\*U.S. Department of Health and Human Services, Public Health Service. (1973). Promoting health/preventing disease. Washington, DC: U.S. Government Printing Office.

U.S. Department of Health and Human Services, Public Health Reports, September-October 1983 Supplement. (1983). Promoting health/preventing disease: Public health service implementation plans for obtaining the objectives for the nation. Washington, DC: U.S. Government Printing.

U.S. Department of Health and Human Services. Public Health Service. (1984). Prospects for a healthier america (proceedings): Achieving the nation's health promotion objectives. Washington, D.C.: U.S. Government Printing Office.

U.S. Department of Health and Human Services. Public Health Service. (1986). The 1990 health objectives for the nation: A midcourse review. ODPHP. Washington, DC: U.S. Government Printing Office.

U.S. Department of Health and Human Services. Public Health Service. (1992). Healthy People 2000 Summary Report. Boston, MA: Jones and Bartlett Publishers.

\* historically important resource