

**SIMON FRASER UNIVERSITY
SPRING SEMESTER 2005**

**◇ EDUC 487-4
SPECIAL TOPICS: COMPREHENSIVE SCHOOL HEALTH
EDUCATION PLANNING
(D01.00)**

Cancelled (low enrolment)

DR. COLIN MANGHAM
Office: TBA

WEDNESDAY 16:30-20:20 in EDB 7610

PREREQUISITE: 60 credit hours

Course Description

Comprehensive School Health Education is the term used in Canada to refer to school based curricula, services and other activities and polices promoting health in the school community. In British Columbia, the curriculum component exists in the form of Personal Planning (Elementary) and Career and Personal Planning (Secondary). In Canada, health education frequently is viewed in context of the broader frameworks of population health, public health and health promotion. It subsists in some form in all provinces and territories, sometimes alone, sometimes allied with other subjects such as physical education, science or guidance. In the past, little specific pre-service training has been available for teachers who will be expected to health education. This course is intended to provide some of that training by assisting students in formulating and designing a plan for comprehensive school health promotion that fits with prescribed learning outcomes while meeting local and individual needs and preferences.

After reviewing basic concepts in health education and population health promotion, students will design a health education unit for a grade level and thematic or content area of their choosing. They will work from beginning to end, choosing a planning framework from among several that are available and working through the tasks that will lead to a cohesive program of study. The planning process will include organizing around content or theme; identifying prescribed and desired outcomes; generating specific learning and action outcomes; coordinating the unit with community resources and efforts, school services and environments; developing best practice and evidence based learning activities to meet the desired outcomes; tying the unit into other subject areas for synergy in learning, finding ways to challenge students; and evaluating outcomes appropriately.

Course Objectives:

As a result of the course, students will:

1. Demonstrate understanding of basic concepts in health education, population health and health promotion in Canada.
2. Identify different planning frameworks and their advantages and disadvantages.

3. Apply one or more of these frameworks in creating a unit of study in elementary or secondary health education

Text: To be announced. Required readings as noted in syllabus. These will be available as a course packet and in many cases electronically.

Return to Education's Undergraduate [2005-1 Course Outlines Main Page](#).

Comprehensive School Health Education Planning

Instructor: Dr. Colin Mangham

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Scheduled Topics/Readings

Week/Topics	Text and other Readings
1. School Health Education in Canada: Current trends, future directions	Canadian Association for School Health, (undated) <i>Consensus Statement on Comprehensive School Health</i> . http://www.schoolfile.com/cash/consensus.htm
2. School health education: Where does it fit? How is it structured, how it is done elsewhere, examples from different jurisdictions	<i>US State School Health Curricula Scopes and Sequences</i> (Oregon, Wisconsin). McBride, N., Midford, R. & Cameron, I. (1999). <i>An empirical model for school health promotion: The</i>

	<i>Western Australian school health project model.</i> <u>Health Education International</u> , 14 (1), 17-25.
3. Planning School Health Education Planning Frameworks I: <i>Choosing a Planning Template</i>	Health Canada. <i>The Population Health Approach.</i> http://www.hc-sc.gc.ca/hppb/phdd/approach/index.html
4. Planning Comprehensive School Health Education Planning Frameworks II: <i>Choosing an Approach</i>	Youth Development Approaches: McCreary Centre Society. (2002). <u>Accenting the Positive: A Developmental Framework For Reducing Risk And Promoting Positive Outcomes Among BC Youth.</u> Vancouver, authors.
5. Planning Comprehensive School Health Education Planning Frameworks III: <i>Choosing an Approach</i>	Assets Based Approaches: Search Institute: Healthy Schools, Healthy Youth http://www.search-institute.org/communities/hchy.htm
6. Planning Comprehensive School Health Education Planning Frameworks IV: <i>Working With the Community</i>	<i>Communities That Care, The Whistler Process, Healthy Communities</i> , BC Provincial Infrastructure for Community Health Health Canada. <i>Strong Families, Healthy Children - Canada's Community Action Program for Children: Celebrating the Community Action Program for Children</i>
7. Planning Comprehensive School Health Education Planning Frameworks V:	Health Canada, Population and Public Health Branch. <i>Voices and Choices: Planning For School Health</i> http://www.hc-sc.gc.ca/pphb-dgspsp/vc-

<i>Choosing Learning Strategies</i>	ss/data_e.html
8. Planning Comprehensive School Health Education Planning Frameworks VI: <i>More learning Strategies</i>	
9. Planning Comprehensive School Health Education Planning Frameworks VII: <i>Developing Synergism Through Integration</i>	Mangham, C. <i>Making Decisions: Classroom Resources For Grade 8 and 9.</i>
10. Planning Comprehensive School Health Education Planning Frameworks X: <i>Challenging Today's Students</i>	
11. Planning Comprehensive School Health Education Planning Frameworks XI: <i>Evaluating What? Choosing the Best Evaluation</i>	
12. Class Presentations	
13. Class Presentations II; Wrap Up	

Evaluation

Specifics of each item will be given in class:

Term Project	50%
Issue Paper	20%
Class Presentation	10%
In Class Readings Quiz 1	10%
In Class Readings Quiz II	10%

Term Project: Using principles and concepts learned in class and in the readings, students will prepare a one month unit of study in comprehensive health education that will fit within the confines of the Personal Planning or Career / Personal Planning curriculum as taught in a BC school district or as proposed by the student. This unit may be on a health content topic or on a health theme. It should follow a specific planning framework and address each planning step. Two documents will be turned in 1) a description of the rationale, background, structure, and content of the unit, and 2) detailed lesson plans addressing all planning elements from learning outcomes to evaluation. These will be shared with other students and presented in class. Each student will present his or her project briefly in class.

Issue Paper: Students will prepare a concise (2,000 words maximum excluding references) paper on a health education topic of their own interest. The paper should discuss the topic, relate it to school health education, and where appropriate, offer suggestions or recommendations for possible actions by schools, government and / communities.

Group Project: Working in groups of 3 to 4, students will identify a current trend or issue of their choosing, and prepare and deliver a 30-minute class presentation. This presentation should include a) background of the issue, b) current trends, c) health promotion/population health solutions, and d) What schools can do, with a list of currently available tools for addressing it. **(Presentations will begin in Week 5.)**

Class Quizzes: Short in-class tests on knowledge of content of the readings. Times to be announced, one near mid-term and one in the latter part of the term.

Grading of subjective portions of assignments will be as follows (0 is failing):

Dimension	Barely satisfactory (1)	Fair (2)	Good (3)	Exceptional (4)
<p>Overall quality of presentation:</p> <p>Writing quality, proper use of citations where required or needed organization.</p>				
<p>Synthesis of research/ideas:</p> <p>Pulling concepts together in a unified picture</p>				
<p>Understanding of concepts:</p> <p>Understands the concepts and is able to use them</p>				
<p>Comprehensiveness:</p> <p>Evidence of research and thorough coverage of the topic</p>				
<p>Organization:</p> <p>Evidence of being able to construct a viable health education unit that is internally consistent and thorough</p>				