HS 401  
Health Instruction  

Course Description  
This course will examine strategies and methods that can be used in health education in different health promotion settings, including schools, community, and worksite. The following are prerequisites for entry into this course: Junior standing, Health Studies 131 and Health Studies 132. This course is designed primarily for Kinesiology and Health Studies majors and others who will be providing health education in various settings.

Objectives  
Upon completion of the course, the student will be able to:
1. Develop and articulate a philosophy of health education/health promotion. (PS)  
2. Discuss responsibilities and competencies of health educators. (PS)  
3. Explain the rationale for health education based on the national climate, and identify strategies to communicate with and advocate for health education in schools and communities. (PS)  
4. Describe necessary ethical standards for health educators. (PS)  
5. Discuss the various settings in which health education can occur. (PS)  
6. Prepare lessons, units, and newsletters for health instruction. (SM)  
7. Discuss measurement and evaluation issues in health education. (PS)  
8. Access valid health education resources for use in teaching. (SM)  
9. Use educational technology in presenting health information. (SM)  
10. Identify and demonstrate effective teaching practices during field experiences. (SM)  
11. Evaluate the teaching practices of self and other class members. (PS)  
12. During teaching:  
   (a) Develop instructional goals and objectives. (SM)  
   (b) Use assessment strategies to collect information on student background, attitudes, and knowledge, and use assessment data to inform curricular and instructional decisions. (KL)  
   (c) Create a teaching/learning environment that incorporates learner’s needs and experiences, promotes responsible social interaction, and respect for others. (KL, SM)  
   (d) Develop and use managerial and instructional routines. (SM)  
   (e) Gather, create, and employ curricular materials and resources to meet learner’s needs. (SM, KL)  
   (f) Manage teaching resources to provide an active and equitable learning experience. (SM)  
   (g) Communicate in ways that demonstrate sensitivity to learners. (KL, SM)  
   (h) Stimulate learners to be interested in topics, and relate material to personal situations. (SM)  
   (i) Assess student learning (and include self and peer assessment). (SM)  
   (j) Reflect upon teaching performance, and revise instruction based on such. (PS)  

Abbreviations refer to components of the Conceptual Framework for Teacher Education at Southeastern Louisiana University: Setting the Standard for Excellence through Best Practice: KL – Knowledge of Learner, CK – Content Knowledge, PS – Professional Standards, SM – Strategy/Methods  

PASS-PORT  
Candidates are responsible for entering hours for field experiences (observation and teaching at approved sites) and professional development into PASS-PORT. Artifacts to be used in portfolios must also be entered. If an artifact requires instructor evaluation, it is the candidate’s responsibility to request that evaluation after the artifact is loaded into PASS-PORT.
Evaluation
Written exams
In-class group assignments and presentations
Out-of-Class Assignments, Projects, and Field Experiences
What is a Conceptual Framework?
A conceptual framework provides coherence and direction and serves as a means by which professionals describe important aspects of their work. The conceptual framework provides direction for the development of effective professionals, and is a living document that continuously evolves as opportunities and challenges emerge.

Components of the Conceptual Framework
Knowledge of the learner: an understanding of the learner is critical to providing effective and equitable instruction.
Strategies and methods: an understanding of a variety of teaching methods & strategies, as well as a sense of inquiry, creativity, and reflective thinking are goal characteristics of effective teachers.
Content knowledge: teachers should strive to gain a thorough understanding of their content areas of specialization.
Professional standards: standards that guide effective education, both generally and in each discipline area, are used to design our programs, and teachers should know and incorporate professional standards in everyday practice.
Diversity: The unit provides opportunities for candidates to understand the role of diversity and equity in the teaching and learning process. The effective professional can help all students learn and can teach from multicultural and global perspectives that draw on the histories, experiences, and representations of students from diverse cultural backgrounds.
Technology: Technology is emphasized throughout all programs and is used to support and improve student learning.