

COURSE DELETIONS

At the conclusion of the prerequisite amnesty approval, these courses were flagged for deletion by APIR. Courses were approved for deletion by the PETE committee at the March 9, 2018 meeting and Undergraduate Studies Committee at April 6, 2018 meeting.

Kines 126 – Gymnastics for Teaching

Kines 323 – Physical Education for Elementary School Children

Kines 335 – Methods of Teaching Elementary Physical Education

Kines 462 – Methods of Teaching Secondary Physical Education

University of Wisconsin – Madison Department of Kinesiology, School of Education

Course Name: Skills for Health: Methods and Practicum of Teaching Health

Course Number: Kines 547, 3 Credits

Fall, 2019 Canvas Course URL

Day/Time/Location of Class: TBD

INSTRUCTOR:

Name: Cindy Kuhrasch

Phone number: 608-262-4348

Email: ckuhrasch@education.wisc.edu

Office Hour location/time: By appointment

COURSE DESCRIPTION:

Content for this course is centered on the components (social, emotional, spiritual, environmental, occupational, intellectual, and physical) and skills (influence analysis, interpersonal communication, health-enhancing behaviors, accessing valid information, goal-setting, decision-making and advocacy) of wellness. Students will gain competence by planning for, learning, and practicing teaching skills in educational settings. Through this approach, highly competent teachers will be developed who can adapt health instruction to a wide variety of audiences and topics. Peer and instructor feedback will be a significant part of the course.

INSTRUCTIONAL MODE:

The course will be presented in a blended format combining online work with two 100 minute face-to-face lab periods each week.

CREDIT HOURS:

Will be met using the Traditional Carnegie Definition of one hour of instruction and a minimum of two hours of out of class student work over approximately 15 weeks/credit.

PREREQUISITES:

None

COURSE LEARNING OUTCOMES:

Students will be able to:

1. Comprehend concepts and skills related to health promotion and disease prevention.
2. Analyze and organize content for teaching.
3. Effectively organize content for presentation to students.
4. Identify, select, and/or create learning activities that are appropriate, inclusive and engaging.
5. Demonstrate their understanding of quality teaching skills by reviewing videotape and analyzing teacher performance.

LEARNING MATERIALS:

1. Textbook: The Essentials of Teaching Health Education, Benes, S., Alperin, H. 2016, 1e, Human Kinetics; Champaign, IL. ISBN-10: 1492507636
2. Additional Course Readings and Materials: Posted on Canvas
3. Assignment instructions and grading rubrics will also be posted on the course website

SEMESTER ASSIGNMENTS:

COURSE EVALUATION

Quizzes on L@UW	20%
Planning, Teaching and Assessment Project (PTA) (Health topic 1)	25%
Planning, Teaching and Assessment Project (PTA) (Health topic 2)	25%
Planning Google Doc	10%
Video Reflection Task	10%
Participation	<u>10%</u>
	100%

GRADE BREAKDOWN

A = 93 - 100%
 AB = 89 - <93%
 B = 83 - <89%
 BC = 79 - <83%
 C = 70 - <79%
 D = 60 - <70%
 F = <60%

Quizzes

Quizzes will be on *Canvas* for most topics and are due before the lab associated with the topic. The quizzes will be based on the learning materials on *Canvas* and assigned readings.

Planning, Teaching, and Assessment Projects

Each student will teach four topics, such as "Nutrition," "Disease Prevention", or "Human Sexuality" during the semester. For each PTA assignment the student will create a content analysis table, a unit plan, one lesson plan, and assessment tools. The final written project will be due one week after the teaching performance. Specific components of the project are described below:

Content Analysis

The student will use a constraint table to demonstrate an ability to Analyze, Shrink, and Know (ASK) the content involved in teaching the assigned topic. The student will break down each element of content into critical elements and organize them sequentially.

Lesson Plan

The student will develop a lesson plan for each teaching assignment containing the following information: (a) a listing of the content involved in the topic, (b) content elements, (c) safe, equitable, quality learning activities organized in the proper sequence, (d) organizational information such as materials and technology, (e) a list of references, and (f) a student assessment tool. The lesson plan will be evaluated on inclusion of all lesson plan elements with enough detail to be utilized by any instructor, organizing flow of activities that clearly addressed the needs of students, and including management and organizational concerns that result in enough detail to be utilized by any instructor.

Planning Notebook/Google Doc

Students will research and select (or create) what they think would be the best learning activities to teach a health concept. Using the existing Google doc, students must submit 3 new learning activities in each content category. The final product will be evaluated in terms of its comprehensiveness and the quality of learning activities

Video module

This culminating activity will serve as the means through which students will demonstrate improvement in their teaching competencies as well as their ability to reflect and analyze both the strengths and

weaknesses of their teaching performance.

- Students will plan and instruct students and will be videotaped by classmates.
- Using the videotape, each student will complete one prompt from the EdTPA
- In addition, the instructor will evaluate the students' teaching performance based on the rubric created in class.

Participation

Each day in class, we will create materials that will be of use to you in your teaching. Students will earn participation points by attending class and working on these items in class. Points based on: 1) Attendance to all classes and communicated ahead of time if absent (excused), 2) Arrived early and eager to work

School of Education Standards Met (out of 15)	Assignment
1: Incorporates understanding of human learning and development	<i>Planning, Teaching and Assessment Project</i>
4: Demonstrate pedagogical knowledge in specific domains	<i>Content Analysis Tables</i>
5: Explains and justifies educational choices	<i>Planning, Teaching and Assessment Project, Planning Notebook</i>
7: Understands and adapts to multiple forms of communication	<i>Planning, Teaching and Assessment Project Video module</i>
8: Employs varied assessment processes	
10: Employs varied instructional strategies	
11: Uses technologies	
13: Is a reflective practitioner	

Class Schedule:

Week	Content	Skill	Readings	Check for Understanding	Assignments
1	Course Overview and Introduction				
	What is Health?		Benes, Alperin, Chapter 1	What is Health? quiz	
2	Levels of Participation		Benes, Alperin, Chapter 2	Levels of Participation in health quiz	Planning Assignment
3	Social Health	Health Promotion Skill Analysis	Benes, Alperin, Chapter 3 UNESCO, Skills For Health	Social health quiz Health Promotion Skill Analysis quiz	
4	Emotional Health	Health information	Benes, Alperin, Chapter 1	Emotional health quiz Health information quiz	

5	Emotional Health	Identifying Health Concepts	Benes, Alperin, Chapter 1	Identifying Health Concepts quiz	Complete PTA 1
6	Teach PTA 1				
7	Spiritual Health	Analyzing Influences related to health	Benes, Alperin, Chapter 5	Spiritual Health quiz Analyzing Influences related to health quiz	
8	Environmental Health	Accessing valid Information related to health	Benes, Alperin, Chapter 4	Environmental Health quiz Accessing valid Information related to health quiz	
9	Occupational Health	Interpersonal Communication related to health	Benes, Alperin, Chapter 6	Occupational Health quiz Interpersonal Communication related to health quiz	
10	Intellectual Health	Decision Making related to health	Benes, Alperin, Chapter 7	Intellectual Health quiz Decision Making related to health quiz	
11	Physical Health	Goal setting related to health	Benes, Alperin, Chapter 8	Physical Health quiz Goal setting related to health quiz	Complete PTA 2
12	Physical Health	Practicing Health Behaviors	Benes, Alperin, Chapter 9	Practicing Health Behaviors quiz	
13	Physical Health	Health Advocacy	Benes, Alperin, Chapter 10	Health Advocacy quiz	
14	Teach PTA 2				
15	Video Reflection and Discussion				

LATE ASSIGNMENT POLICY: Assignments submitted late will be deducted 10% points per day.

ABSENCES POLICY: If students have a valid reason, as determined by the teaching staff, for missing class, they must notify their instructor BEFORE class begins to be granted an excused absence. All students will be granted 1 unexcused absence.

LEARNING SUPPORT SERVICES: Free UW tutoring & learning support resources at advising.wisc.edu. (<https://advising.wisc.edu/tutoring>)

ACCOMMODATIONS: The instructional team will try to ensure that all students are fully included in the course activities. Please let us know if you are in need of any special accommodations in the curriculum, instruction, or assessments of this course to enable you to participate fully. We will make every effort to maintain the confidentiality of the information you share. Students with questions about accommodations or assessment for learning issue can contact the McBurney Resource Center. <http://mcburney.wisc.edu/services/>

ACADEMIC HONESTY: The Board of Regents, administrators, faculty, academic staff, and students of the University of Wisconsin System believe that academic honesty and integrity are fundamental to the mission of higher education and the UW. Thus, the University has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. All students have an obligation to conduct their academic work according to University standards. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors. Students who violate these standards must be confronted and must accept the consequences of their actions. Students are encouraged to visit the UW-Madison Dean of Students page on Academic Integrity: <http://www.students.wisc.edu/doso/academic-integrity/>

HATE AND BIAS INCIDENTS: We value each member of our community. Hate and bias incidents distract from our classroom community and negatively affect your and your classmates' ability to learn, feel welcome, and feel safe. Hate and bias incidents will not be tolerated in this classroom.

Please intervene in incidents of hate and bias when you can, and report incidents to us-if you feel comfortable-and/or to the UW-Madison hate and bias reporting system: students.wisc.edu/repotheate. The University and the teaching team are dedicated to addressing reports of hate and/or bias seriously, promptly, confidentially, and sensitively. Reports can include, but are not limited to, crimes such as vandalism or physical assault; non-academic misconduct such as online or verbal harassment or disruptive behavior; and/or micro-aggressions such as derogatory or demeaning speech from another student, TA, or faculty/staff member. A Hate and Bias Incident Team member will respond to your report and provide you with options meet your needs. You can also report anonymously.

For more information, support, and resources regarding addressing hate and bias on campus, please visit www.students.wisc.edu/repotheate

DIVERSITY & INCLUSION

Institutional statement on diversity: Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals.

The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world.” <https://diversity.wisc.edu/>

New Course Proposal

Changes saved but not submitted

Viewing: KINES 547 : Skills for Health: Methods and Practicum of Teaching Health

Last edit: 04/08/18 4:13 pm

Proposal contact information:

Name

Kuhrasch, Cynthia N

E-mail cnkuhrasch@wisc.edu

Phone 608/262-4348

Type of approval

Governance Approval Needed

Is your unit (department/subject listing) submitting more than 5 course proposals at this time?

No

Basic Catalog Information

First Available Term

Fall 2019 (1194)

Should this course have the graduate attribute?

No

Subject

KINES - Kinesiology

Course Number

547

Is this course crosslisted?

No

Course Title

Skills for Health: Methods and Practicum of Teaching Health

Transcript Title

Skills for Health

Course Description

Content for this course is centered on the components (social, emotional, spiritual, environmental, occupational, intellectual, and physical) and skills (influence analysis, interpersonal communication, health-enhancing behaviors, accessing valid information, goal-setting, decision-making and advocacy) of wellness. Students will gain competence by planning for, learning, and practicing teaching skills in educational settings. Through this approach, highly competent teachers will be developed who can adapt health instruction to a wide variety of audiences and topics. Peer and instructor feedback will be a significant part of the course.

Enrollment Information

Requisites

Grading Basis

A/F

Component Type

Lecture, Discussion

Credits

3

Is this a topics course?

No

Repeatable

No

Does this course need a scheduled two-hour final exam for fall and spring offerings?

No

Course Designations

Type of honors designation (if any)

Breadth attribute (if any)

Should this course be considered for LAS credit?

No

General Education: QRA, QRB, Comm A or Comm B (if any).

Should this course be considered for the Ethnic Studies General Education attribute?

No

If this is a foreign language course, indicate the level.

Should this course have the workplace course attribute?

No

Rationale for the Course

Why is this course being proposed? In responding to this question, be sure to answer the following: What gap in the curriculum is this course fulfilling? What is the purpose of the course? What degree and/or major requirement(s) will this fulfill?

This course will provide a vital component of the Health Education Minor. This course will build upon the health content from Kinesiology 501, "Health Information for Teachers", as well as the educational theory from Kinesiology 370, "Planning, Facilitating, and Assessing for Health and PA Professionals". As the name, "Skills for Health: Methods and Practicum of Teaching Health", denotes, this course will help students develop highly competent teachers who can adapt health instruction to a wide variety of audiences and topics

What is the estimated enrollment for the course?

50

How many qualified instructors in the primary unit will be able to teach the course?

3

Address the relationship of the course to other UW-Madison courses, including the duplication of content, both inside and outside the primary unit.

There are no other courses on campus which are specifically teaching the skill set in this course.

What subjects (if any) might be interested in this course?

Course Content Information

Course Learning Outcomes

Outcome	Audience
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- | | |
|----|--|
| 1. | Comprehend concepts and skills related to health promotion and disease prevention. |
| 2. | Analyze and organize content for teaching. |
| 3. | Effectively organize content for presentation to students. |
| 4. | Identify, select, and/or create learning activities that are appropriate, inclusive and engaging. |
| 5. | Demonstrate their understanding of quality teaching skills by reviewing videotape and analyzing teacher performance. |

Undergraduate Credit hour policy

This course has been designed to meet the credit hour policy.

Please upload a syllabus.

742-547 Skills for Health_Methods and Practicum of Teaching Health.pdf

Please provide additional information, as necessary, to further describe your course.

Current Health Education Minor		Proposed Health Education Minor	
Requirements—18–20 credits		Requirements-17-18	
Kines 116, First Aid and Basic Life Support, 2 or certification in both first aid and CPR from a campus or community organization.	2	Met in BSPE Program coursework	
PHYSIOL 335, Physiology	5	Met in BSPE Program coursework	
Kines/Curric 501, Health Information for Teachers	3	Kines 501, Health Information for Teachers	3
Kines/Curric 541, Organization and Administration of School Health Programs	3	Kines 547, Skills for Health: Methods and Practicum of Teaching Health	3
Kines/Curric 542, Teacher Education About Alcohol and Other Drugs	3	Soc Work 453, Alcohol and Other Drug Abuse	3
Kines/Curric 561, Teacher Education in Human Sexuality	3	Soc/Psych 160, Human Sexuality: Social and Psychological Issues OR PSYCH 453, Human Sexuality OR ED POL 677, Education, Health and Sexuality: Global Perspective and Policies	3-4
Kines/Curric 567, Issues, Materials and Methods in Hed	3	Kines 566, Promoting Health in the Community (HPHE major req)	3
C&I 457, Student Teaching in Health Education	2	Kines 568, Student Teaching in Health Education	2
Breadth Requirements— Choose at least 6 credits from:			
Cnsr Sci 478, Consumer Information	3		
Cnsr Sci 532, Health Care Issues for Individuals, Family, and Society	3		
Com Arts 325, Mass Media and Human Behavior	3		
Food Sci 120, Science of Food	3		
Inter-He 111, Alcohol: Behavior, Culture and Science	3		
Kines 465, Principles of Relaxation	2		
Nutr Sci 132, Nutrition Today	3		
Nutr Sci 350, World Hunger and Malnutrition	3		
PE Activ 100, Exercise, Nutrition, and Health	2		
Soc/Psych 160, Human Sexuality: Social and Psychological Issues	3		
Soc Work 105, Health Care Systems: Interdisciplinary Approach	2		
Soc Work 453, Alcohol and Other Drug Abuse	3		
Envir St 112, Environmental Studies: The Social Perspective	3		
Envir St 308, People, Chemicals, Environment	2		
KINES 525, Nutrition in Physical Activity and Health	3		
Total	30	Total	17-18