

SENIOR SEMINAR IN HEALTH EDUCATION
HES 397 FALL 2005

DESCRIPTION:

The Senior Seminar is designed as a capstone course that will focus on vocation, diversity, ethics, the ability to read and interpret research within the discipline, preparation for graduate study, and critical thinking as a learning and teaching tool. Prerequisites: HES 355 and 360.

INSTRUCTOR: Dr. Jeanne Herman, Professor and Chair, Dept. of Health and Exercise Science, phone 933-7614 email jherman@gac.edu

TEXT: None. The student will be reading and analyzing journal articles and completing projects.

COMPETENCIES: The student will...

1. consider graduate school opportunities and ways to choose a graduate school program.
2. learn how to read and comprehend research in health education.
3. explore the issue of health education credentials and certification.
4. learn how to create and deliver a health education program that emphasizes cultural diversity.
5. assess personal fears regarding teaching and mentoring.
6. use the internet to explore career options and opportunities in health education.
7. explore professional ethics in health education.
8. explore professional organizations and associations affiliated with school health.
9. consider the impact of advertising and media on children and teens and the role of health education in countering these effects.
10. complete the senior electronic portfolio initiated in HES 237.
11. employ critical argumentation techniques in a research project that examines a controversial issue and present results in class.
12. define vocation and explore one's person calling.

EXPECTATIONS:

Discussion and group sharing is the focus of this senior seminar. Responsibility, integrity, timeliness, and quality of preparation are assumed. A student can earn up to 10 points per week for active participation and leadership within class discussions. (See participation rubric and description later in this syllabus.) This course is all about CONTRIBUTIONS and group discussion of issues very relevant to seniors. Unless "first draft" is indicated, there are no opportunities to rewrite papers/analyses. If you have questions as you complete assignments, ask for help BEFORE an assignment is due.

COURSE EVALUATION:

%	Grade	%	Grade	%	Grade
94-100	A	82-83	B-	70-71	D+
92-93	A-	80-81	C+	64-69	D
90-91	B+	74-79	C	63 or less	F
84-89	B	72-73	C-		

COURSE PROJECTS

*In addition to daily work and reading, each student should sign up for a Controversial Issue Analysis project topic by the end of week one of classes. Course Grade is based on daily work, participation, readings analyses, exam scores, and the course project.

PARTICIPATION DESCRIPTION AND RUBRIC – Between 60-100 points depending on topics and course progression

What is regular, active participation in this course that enables a student to earn full participation points?

- ✓ Demonstrate critical thinking during discussions by asking good questions and building on comments from other students in class.
- ✓ Bring news articles from the internet or newspapers on relevant topics being discussed and share in class.
- ✓ NEVER sit silently, look distracted, or show lack of interest...every topic is important for majors in this discipline. When listening, be active through gestures and body language and acknowledge comments made by classmates and professor, take notes, jot down a question you wish to ask, and then get involved.
- ✓ Be fully active every day in both small and large group discussions.

Rubric for Weekly Points During Discussion Periods

10 points Rating of 3= participated fully and actively each day; comments reflected readings and critical thinking about topics being discussed; comments build on those made by other students and challenge us all to think about the topic; important and appropriate questions were asked without prompting from the instructor; active listening demonstrated through appropriate body language, confirming behaviors, and taking notes.

7 points Rating of 2= participated actively each day; comments reflected readings; offered valuable comment and raised questions; listening demonstrated through note-taking and appropriate body language.

4 points Rating of 1= participated to some degree each day in class; comments were appropriate to the subject matter; appeared to be listening to comments and points raised by classmates and professor.

0 points Rating of 0= did not participate in discussions and/or, was not present in class.

PROGRESSION FOR THE COURSE

INTRODUCTION TO THE COURSE AND PROJECTS

Sept. 8 Discuss the course syllabus, procedures, grading, and projects.

UNIT ONE – CRITICAL ARGUMENTATION – AN ESSENTIAL SKILL

For Sept. 13 All students - read the article, “Critical Thinking Strategies for Constructing Arguments” by Balog on two-hour electronic reserve. Come with a personal copy of the article, read it thoroughly, and complete the attached questions. Be prepared to thoroughly discuss this article since it is the foundation for the course project. 10 points

Boldt and Spitzack will lead this discussion.

Sign up for one of the “critical thinking research project” topics.

For Sept. 15 All Students -read the article, “An approach to teaching for critical thinking in health education” by Broadbear on electronic two-hour reserve. Complete the attached questions and be prepared to discuss this article. 10 points

Leonard and Anderson will lead discussion of this article.

20 possible points plus weekly participation points for all students..0 to 10 points

***Be working on your critical thinking project... DRAFT ONE due on Oct. 11. This means all parts included, typed, bibliography, APA citations... see project description for details.**

UNIT TWO – VOCATION AND TEACHING

Sign up for an appointment with Dr. Herman to review your preliminary bibliography: I expect to see the following:

**At least five good sources on your topic,
a preliminary bibliography using APA format;
a list of search terms you used to find the five articles;
a list of questions you wish to discuss with Dr. Herman.
10 points, all or nothing**

For Sept. 20 All Students Read “Young Adulthood in a Changing World” by Sharon Daloz Parks on electronic two-hour reserve.

TASK: Identify ten key concepts discussed by Parks and for each, illustrate the concept using an example or explanation. About ten paragraphs. 15 points

Now write a closure paragraph responding to these questions:

What did you find most interesting/controversial/valuable in this essay?

If you could ask Parks one question, what would it be? 5 points

Erickson and Gordon lead this discussion.

For Sept. 22 Parks article continued and In-class lecture and discussion of vocation.

For Sept. 27 Partner Interview and Active Listening Project with Summary Analysis

Assigned partners schedule a thirty minute time period to meet in a quiet location for a formal interview. The interviewer asks the following eight questions and four of his or her own. The interview has three purposes:

- To help the person being interviewed reflect on his or her identity as a teacher and sense of vocation.
- To help the interviewer practice active listening skills and learn more about another person's sense of calling.
- To prepare for further discussion on vocation.

Eight Required Questions: Person being interviewed thinks carefully about each question. Remember that a total of 12 or more questions are to be asked and answered. Interviewer asks follow up questions, and summarizes responses. All information shared is confidential. Neither interviewer nor interviewee shares any information with another person.

1. Tell me about an important experience you have had that contributed to becoming the person you are today.
2. Describe yourself and what you most value in life.
3. What factors affected who you are today and how you view your talents and abilities? How did each affect your growth as a person?
4. Who is the most important role model/mentor in your life and why did you choose that individual?
5. When did you first realize that you wanted to be a teacher? Why did you choose education, specifically health education and/or physical education?
6. What personal skills and attributes will make you an excellent teacher?
7. In addition to teaching students, what else gives meaning to your life?
8. How will who you are as a person and what you value in life affect teaching and learning?
- 9.
- 10.
11. (interviewers four or more questions...)
- 12.

PARTNER ASSIGNMENTS FOR THE INTERVIEW (reflection done individually)

Kaisa and Blythe
Sara Boldt and Kelly Holland
Sarah and Josh
Kelsey and Mike

Following completion of the interview exercise, each person types a closure-reflection to the exercise using the format described below: (1 and 1/2 pages)...due Sept. 27 20 points

Your Name _____ Person Who Interviewed Me _____
Date and Time of Interview _____

Respond to each of these questions:

A. What did you realize during/after the interview that you perhaps had not thought much about before the interview?

B. What was the most difficult question for you and why did it seem somewhat difficult?

C. What did you learn about your sense of VOCATION or CALLING?

D. Write a couple of questions here that were prompted by the interview exercise... questions you continue to think about or questions you are struggling to answer, etc.

REMEMBER that draft one of project due Oct. 11

For Sept. 29 Read Chapter One of Parker Palmer's book, *The Courage to Teach*, on two-hour reserve. Chapter One is titled, "The Heart of a Teacher". Respond to the attached questions as you read the chapter. 15 points
Bittman and Holland lead this discussion.

There are 65 points possible in Unit TWO plus weekly participation points earned.

October 4, Nobel, no class. 10 bonus points if you attend at least one full session and take notes. You would then share what you learned with all of us in class.

UNIT THREE – DIVERSITY IN HEALTH EDUCATION

For October 6, discuss Nobel sessions attended and what was learned.

For October 6, Come prepared to talk about where you are with the project, seek ideas and assistance from classmates, and describe the major research question and sub-questions. Time for peer input and assistance in class.

For Oct. 11 Lecture with discussion regarding race, gender, class, and "isms" and DRAFT ONE of Critical Thinking Project due today – up to 15 possible points:

Rubric: all parts included; APA format used correctly; APA bibliography submitted that meets requirements; draft one is edited and all directions were followed.

For Oct. 13 Partners will be assigned to read one or the other of the following two articles. Complete the analysis form (attached).

Anderson, Bittman, Holland, and Spitzack read and analyze the article "Health issues of Gay and Lesbian Youth: Implications for Schools" by Giorgis et al. 15 points and you will serve as discussion leaders...write discussion questions.

SIGN UP FOR AN APPT WITH DR. HERMAN AND DISCUSS DRAFT ONE COMMENTS AND DIRECTION FOR FINAL DRAFT OF PROJECT.

For Oct. 18 Boldt, Erickson, Gordon, and Leonard read and analyze "Hatred in the Hallways: Violence and Discrimination Against Lesbian, Gay, Bisexual, and Transgender Students in U.S. Schools" by Human Rights Watch (two-hour reserve). 15 points Discuss scenarios in class.
and facilitate discussion of this article...write discussion questions.

*EXTRA CREDIT: Visit the following web site and take notes, print out a few pages to share in class. <http://www.spps.org/outforequity/> 5 bonus points

For Oct. 20 EXAM I today

**Unit three = 35 points plus weekly discussion points earned
DRAFT TWO of complete project due November 8.**

UNIT FOUR – GRADUATE PROGRAMS and CHES

For Oct. 27 **ALL Students** Choose TWO grad schools that have programs in your majors. Visit the graduate school web site for each institution and find the information requested on the attached form (see course pack) for each graduate school. SIGN FOR GRAD SCHOOLS SO WE HAVE NO DUPLICATION... Two forms are completed – leave nothing blank. If you cannot find something, seek assistance from Dr. Herman 20 points

After visiting the web sites of two schools, write several questions you wish to discuss about grad school in health education, physical education, or another of your majors. 5 points

*SCHEDULE A MEETING WITH DR. HERMAN TO DISCUSS DRAFT TWO COMMENTS IF YOU WISH TO DO SO AND NEED ASSISTANCE.

For Nov. 1 **All students - Read** "Personal Credentialing and the Professionalization of Health Education" by Taub on electronic two-hour reserve. Type 8 important concepts you learned and at least two questions you have. 10 points

Then use whatever articles and web sites needed to answer the attached questions on CHES certification. Hint: You will definitely need to visit the AAHE site within AAHPERD homepage. 10 additional points

Unit Four = 45 points plus participation points earned

***Remember that formal draft two of project due Nov. 8!**

UNIT FIVE – Job Hunting in Health/PE/HF

For Nov. 3 **All students – You are to find an online JOB site for PE and/or Health Ed. or Health Fitness. Work independently! In one page:**

List the complete URL, who sponsors the site, costs to use it, types of job categories included at the site, and other general information of potential interest to classmates. 15 points What questions do you have about jobs and careers in health education?

For Nov. 8 Applying for positions and interview process; **DRAFT TWO OF PROJECT DUE TODAY = 0 or 10 points**

Unit Points = 15 points plus participation points earned

UNIT SIX - ETHICS

For Nov. 10 Each student finds a journal article on ETHICS or ETHICAL DECISION MAKING in a reputable journal...not a web site! Make a copy of the article for yourself and one for Dr. Herman. Carefully read the article and in one typed page, identify and describe 8 important concepts you wish to share in class...end the summary with two questions you will ask us in class based on what you read and learned. Remember we have not read your article so be clear and use examples! Attach the copy of the article to your analysis. 15 points

For Nov. 15 discussion of ethics continues

For Nov. 17 Study the items within the AAHE Code of ETHICS and then apply them to the attached scenarios. 15 points

For Nov. 22 Conclude discussion of ethics...put the finishing touches on your course project. We begin formal presentations right after break. FINAL DRAFT OF PAPER DUE WHEN YOU PRESENT.

PRESENTATION OF PROJECTS BEGIN

NOV. 29 **BOLDT AND LEONARD** present papers with discussion (see syllabus description of presentation). Papers due today.

DEC. 1 **GORDON AND HOLLAND** present papers with discussion (see syllabus for description of presentation). Papers due today.

DEC. 6 **ERICKSON AND SPITZACK** present papers with discussion (see syllabus for description of presentation). Papers due today.

DEC. 8 **BITTMAN AND ANDERSON** present papers with discussion (see syllabus for description of presentation). Papers due today.

DEC. 13 Closure to course

FINAL EXAM (about 75 points) WILL EITHER BE TAKE HOME ESSAY EXAM OR SCHEDULED DURING THE FINAL EXAM PERIOD. IT WILL COVER MAJOR CONCEPTS FROM UNIT ONE AND ANYTHING SINCE EXAM I IS FAIR GAME.

DESCRIPTION OF THE CONTROVERSIAL ISSUES PROJECT

Each student will sign up for a project that involves research on a controversial issue in health education/fitness. Once a topic is approved, the student conducts library and online research. As a minimum expectation, the following databases should be used: ERIC, EAI, Academic premiere, Info Trac, Health Index, Books in Print. Then use Google.com to do an internet search. Other databases may also be helpful. Consult a reference librarian once your topic is approved.

MINIMUM sources: 5 quality journal articles from the library-reputable health and education journals, plus 5 online sources.

The purposes of this project are three-fold:

1. Learn more about the topic and the nature of controversial issues in health education.
2. Practice critical analysis and argumentation skills and develop a well-reasoned and rational position based on evidence. These are essential skills for both teachers and those of you who go on to graduate study.
3. Facilitate a meaningful discussion and dialogue regarding the issue with classmates.

Your goal in preparing the WRITTEN PROJECT and ORAL PRESENTATION/DISCUSSION is to explore research on the problem and possible solutions.

I will meet with each student about the project, research completed, the outline, and presentation during periods to be announced in class. I expect you to be well prepared for those meetings. **A minimum of TWO drafts will be submitted** as we move through the course. A third draft may be required if needed. Points are earned for each draft and each draft is a complete document, well-edited, all parts included, directions followed. If points are not awarded on the draft, they may not then be earned. If you need help, ask for it **BEFORE A DRAFT IS DUE**. Final draft is due when a student presents the project in class. See syllabus and find your name.

FORMAT FOR CRITICAL ANALYSIS PROJECT-85 points for written part of the project; 25 points for oral presentation

*** Include all sub-headings that are in bold print within your paper.**

Title Page – Includes appropriate title, your name, graphic, appropriate quote (3 points)

Section I: Statement of the Problem being researched in the form of a question with at least three sub-questions you expect to answer by reviewing the research. (7 points)

Questions should be clear and not too broad.

Example: POOR STATEMENT OF THE PROBLEM

“Should schools adopt a zero tolerance policy to reduce school violence?”

(NEVER pose a question that can be answered with yes or no.)

Example: BETTER QUESTION

“When a public school adopts a zero tolerance policy to reduce school violence, is violence decreased and how is this measured?”

Sub-Questions

1. How many schools have adopted a zero tolerance policy and what does this term mean?
- 2: When a ZT policy is implemented in schools, to what degree does the policy reduce violence and how is this determined?
- 3: To further reduce violence in schools, how can the ZT policy be improved so that violence in schools decreases?
(one of your three questions must relate to “solutions” to the problem being considered)

Section II: Research Results Regarding the Main and Sub-Questions

(45 points – 15 points can be earned per sub-question; section two will be about 4 pages in length)

Sub-Question One Restated: _____

In about 1-2 pages, summarize research related to sub-question one in regular research paper/paragraph format. This includes citations using APA. Quotes from experts and study results are included and cited here. You learned how to do APA format in HES 355.

Sub-Question Two Restated: _____

As above

Sub-Question Three Restated: _____

As above

Section III: Synthesis of Research – Your Reflection Based on Research Reviewed (25 points)

In this section, you first reflect on the ARGUMENTATION TECHNIQUES used in the research you reviewed. This part should be about one page. Remember we discussed different ways to defend or argue a point early in the course and your read an article on these techniques. We also used a handout in the course pack...review it.

THEN, consider all of the research you read and summarized earlier in paper and answer the main question in about one page. End this section by raising some questions you would ask a PANEL OF EXPERTS about your topic and what you've learned and/or still need to better understand. (about two pages)

Section IV: Bibliography (5 points for format and structure – if poor quality, points deducted under Section II and III)

Use APA format as you learned in my class last spring.

Remember the minimum requirements for sources – number, type, and quality.

*Editing and quality of writing and preparation are reviewed under each section.

I highly recommend that you ask one of your classmates to read and help you make corrections on each draft of your paper.

Teaching Us About Your Topic: 25 points
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TEACH us about your topic, relevant questions and arguments, and the argumentation techniques used by authors. **You will NOT tell us, talk at us, or read to us...**the presentation is INTERACTIVE and includes us in the conversation. Remember what Brenda Reinholtz taught you about effective teaching techniques in HES 360 last spring. Use a knowledge pre-test, formulate open ended discussion questions, use a hand out, write case studies so that we can see and debate the relevant arguments and recommendations, and so on. Remember too that we are not as knowledgeable as you are about the topic so be sure your questions and teaching techniques do NOT require extensive prior knowledge. Be well prepared!

(20 minutes of interactive teaching followed by a question/answer period
Be sure you use an intro that captures our attention, involve us during the presentation, and have an appropriate closure to your presentation. Use of media or other materials is expected. This is a short time period so use time well and be organized!)

POSSIBLE TOPICS FOR CRITICAL ANALYSIS PROJECT

Choose one topic and sign up for it. First come, first served...only one student per project. If you wish to propose an additional topic that piques your interest, that would be fine. Discuss it with Dr. Herman.

- _____ Effective techniques to help teens build character and self-esteem
- _____ Effective techniques for working with inner city/socially disadvantaged youth to improve health status
- _____ Engaging family/parents in classroom health education and results
- _____ Effective techniques to improve problem solving skills in youth/adolescents
- _____ Engaging youth in community service and results
- _____ Creating/delivering an effective health promotion program for a diverse adolescent population group
- _____ Helping adolescent clients change unhealthy behaviors
- _____ Preventing teacher burnout to improve both quality of life and teaching effectiveness
- _____ The benefits and importance of state standards in health education
- _____ The role of teacher in working with clinically depressed adolescents
- _____ Effective techniques to assist youth with body image disorders
- _____ Your idea??

*See syllabus for when you present your topic and turn in paper. Find your name...

PRACTICE – Applying Critical Thinking Strategies to Controversial Health-Related Issues

Based on reading the Balog and Broadbear-Kyser articles, work on this application exercise in your small group.

1) Issue: Health education teachers should teach about weight management to reduce the incidence of body image disorders.

What might be an argument you could find/use that would illustrate **INDUCTIVE REASONING**?

What might be a useful **ANALOGY** you would find/use to explore the issue?

What might be an argument you could find/use that would illustrate **DEDUCTIVE REASONING**?

What would be an **IF-THEN** argument you might use in exploring the issue?

What is an example of **EMPIRICAL EVIDENCE** you might find/use as you explore the issue?

2) ISSUE: Zero-tolerance should be part of any anti-violence K-12 school policy .

What might be an argument you could find/use that would illustrate **INDUCTIVE REASONING**?

What might be a useful **ANALOGY** you would find/use to explore the issue?

What might be an argument you could find/use that would illustrate **DEDUCTIVE REASONING**?

What would be an **IF-THEN** argument you might use in exploring the issue?

What is an example of **EMPIRICAL EVIDENCE** you might find/use as you explore the issue?

