

COURSE IMPLEMENTATION DATE: January 2002
 COURSE REVISED IMPLEMENTATION DATE: January 2009
 COURSE TO BE REVIEWED: November 2012
(four years after UPAC approval) (month, year)

OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION

Students are advised to keep course outlines in personal files for future use.
 Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor

KPE 360	Kinesiology & Physical Education	3
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UCFV CREDITS
Concepts in Health Promotion and Health Education		
COURSE DESCRIPTIVE TITLE		

This course will provide students with the necessary knowledge, skills, and attributes needed to effectively plan, implement, and deliver health education across the K-12 school system. Included will be an investigation of the general theories, topics, and issues surrounding health promotion and health education in the school setting.

PREREQUISITES: KPE 160. Note: As of September 2010, the prerequisites will be the following: third year standing (60 university level credits completed) and admission to the Bachelor of Kinesiology degree program.

COREQUISITES: None
 PRE or COREQUISITES:

SYNONYMOUS COURSE(S): _____ **SERVICE COURSE TO:** *(department/program)*
 (a) Replaces: N/A
 (b) Cross-listed with: _____
 (c) Cannot take: N/A for further credit.

TOTAL HOURS PER TERM: <u>42</u>	TRAINING DAY-BASED INSTRUCTION:
STRUCTURE OF HOURS:	Length of course: _____
Lectures: <u>27</u> Hrs	Hours per day: _____
Seminar: <u>15</u> Hrs	
Laboratory: _____ Hrs	OTHER: Maximum enrolment: <u>36</u> Expected frequency of course offerings: <u>Twice Annually</u> <i>(every semester, annually, every other year, etc.)</i>
Field experience: _____ Hrs	
Student directed learning: _____ Hrs	
Other (specify): _____ Hrs	

WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only) Yes No
WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department) Yes No
TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE: Yes No

Course designer(s): <u>J. Sheppard</u>	Date approved: <u>July 2008</u>
Department Head: <u>G. Anderson</u>	Date of meeting: <u>July 11, 2008</u>
Supporting area consultation (UPACA1)	Date approved: <u>July 25, 2008</u>
Curriculum Committee chair: _____	Date approved: <u>October 22, 2008</u>
Dean/Associate VP: <u>D. Ryan</u>	Date of meeting: <u>November 11, 2008</u>
Undergraduate Program Advisory Committee (UPAC) approval	

LEARNING OUTCOMES:

Upon completion of the course, the student will be able to:

- appreciate and understand the educational values and benefits of health education
- appreciate and understand health education's role in a child's growth and development
- research findings on successful intervention programs to develop and change health behaviours
- develop the knowledge, skills, and attributes (KSAs) to effectively teach health education in school settings
- understand health education IRP content
- effectively deal with sensitive issues in health education
- understand effective teaching methods for school environments
- understand assessment and evaluation in school health education
- understand cross-curricular connections

METHODS: *(Guest lecturers, presentations, online instruction, field trips, etc.)*

Lectures, discussions, seminars, group projects, and presentations

METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

Examination(s) Portfolio assessment Interview(s)

Other (specify):

PLAR cannot be awarded for this course for the following reason(s):

TEXTBOOKS, REFERENCES, MATERIALS:

[Textbook selection varies by instructor. An example of texts for this course might be:]

Page, R.M., & Page, T.S. (2007). *Promoting Health and Emotional Well-Being in Your Classroom*. Toronto: Jones and Bartlett

STUDENT EVALUATION:

[An example of student evaluation for this course might be:]

Midterm exam	30%
Final exam	35%
Presentation	20%
Group project	10%
Class participation	5%

COURSE CONTENT:

[Course content varies by instructor. An example of course content might be:]

Introduction to course/overview

Introduction to Health Education

- Health in the school system

Role of the Teacher

- Functions, effective teaching strategies

Planning in Health Education

- Year, unit and daily lesson planning

Curriculum Topics in health education

- Teaching physical activity

- Teaching media literacy
- Teaching nutrition
- Teaching sexual health education
- Teaching life skills/communication
- Teaching substance use prevention education
- Teaching stress management education
- Teaching communicable and chronic diseases prevention

Assessment In Health Education

- Formative and summative evaluation techniques