

Course Outline

INSTRUCTOR: Laura Erickson

CLASSROOM: A2712

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TIME: Monday 1:00- 3:50 pm

TELEPHONE: 867.332.8498

DATES: Sept 12 – Dec 12, 2022

COURSE DESCRIPTION

This course provides information, strategies and skills teachers need to implement comprehensive school health education. It provides opportunities for students to learn how to help children reflect and act on health issues in their lives and their communities. The new health curricula support children in developing a solid foundation for attaining and maintaining a balanced life. Students will have a look at the way they can use strength-based approaches to examine the broad areas of learning through helping children achieve knowledge, skills and attitudes in these Broad Areas of Learning: Lifelong Learners, Sense of Self, Community and Place and Engaged Citizens.

An important focus of this course is on the skills needed to develop curricula and teach health in a way that engages students. Current information is provided on school health services, safe and healthful environments, comprehensive school health curriculum and instructional strategies and technologies. A central focus will be to consider health education as a means of challenging and changing authoritative and oppressive cultural norms and working towards a more just society.

Rationale: Health education is important for all students to experience, as good health is a fundamental aspect of a viable society. While health education assists individuals to be responsible for maintaining his/her own health and also for promoting the health in others and it also considers how social practices and social organizations influence health.

RELATED COURSE REQUIREMENTS

It is highly recommended that all students have access to a computer or other device and Internet to do their studies. The minimum specifications for a student device are as follows:

Requirement	Windows-based PC	Apple Mac/macOS-based PC
Operating System	Windows 10	macOS X
Web Browser	Firefox, Edge, or Google Chrome	Firefox, Edge, or Google Chrome
RAM/Memory	4 GB	4 GB

Storage	5 GB of available space	5 GB of available space
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LEARNING OUTCOMES

Upon successful completion of the course, students will be able to:

1. Become confident and competent using the information in the BC Curriculum Guides to plan health activities and a health program.
2. Use a variety of instructional strategies for a wide range of learning styles.
3. Develop an awareness of the emphasis and design of current, effective health education programs.
4. Develop an awareness of current health issues that affect children and youth.
5. Use information from strength-based ideology to apply in daily teaching routines and in creating a healthy classroom environment that recognizes the development of the whole child.
6. Develop interprofessional skills necessary to function in an interprofessional context.
7. Develop the skills necessary for problem solving and decision-making in groups.
8. Identify best practices that serve to overcome barriers and create sustainable interprofessional partnerships.

COURSE FORMAT

Weekly breakdown of instructional hours and Delivery format

Monday afternoon classes will take place on Ayamdigut Campus, room A2712.

With this in mind, and to the extent possible, classes will be a combination of lectures, instructor demonstrations, use of videos, group exercises, student presentations, and group discussions. Students are expected to come prepared to contribute opinions, observations, insights, and experiences to all group discussions.

This course utilizes a social constructivist approach to learning, whereby information is presented and knowledge is created through dialogue and experience. Students must be prepared to engage in lively discussions and class activities. To this end, readings must be done ahead of time.

EVALUATION

Personal Exploration Statement	20 %
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Individual Presentation (to a group of 2-3 classmates)	40 %
Comprehensive School Health Paper: A Teacher's journey/adventure	40 %
Total	100%

COURSE WITHDRAWAL INFORMATION

Refer to the YukonU website for important dates.

TEXTBOOKS & LEARNING MATERIALS

None required.

ACADEMIC INTEGRITY

Students are expected to contribute toward a positive and supportive environment and are required to conduct themselves in a responsible manner. Academic misconduct includes all forms of academic dishonesty such as cheating, plagiarism, fabrication, fraud, deceit, using the work of others without their permission, aiding other students in committing academic offences, misrepresenting academic assignments prepared by others as one's own, or any other forms of academic dishonesty including falsification of any information on any Yukon University document.

Please refer to Academic Regulations & Procedures for further details about academic standing and student rights and responsibilities.

ACADEMIC ACCOMMODATION

Reasonable accommodations are available for students requiring an academic accommodation to fully participate in this class. These accommodations are available for students with a documented disability, chronic condition or any other grounds specified in section 8.0 of the Yukon University Academic Regulations (available on the Yukon University website). It is the student's responsibility to seek these accommodations by contacting the Learning Assistance Centre (LAC):

LearningAssistanceCentre@yukonu.ca.

6.2 Code of Professional Ethics

These are the ethical ideals for Saskatchewan teachers, expressed as commitments made by assuming the duties of a professional teacher within Saskatchewan's publicly funded public education system:

Commitments to the Profession

6.2.1 To act at all times in a way that maintains the honour and dignity of the individual teacher and www.yukonu.ca

the teaching profession.

6.2.2 To strive to make the teaching profession attractive and respected in ideals and practices.

6.2.3 To act in a manner that respects the collective interests of the profession.

6.2.4 To perform teaching duties competently in accordance with the profession's standards of practice and taking into consideration the given context and circumstances for teaching.

6.2.5 To provide professional service to the best of one's ability.

6.2.6 To treat each student justly, considerately and appropriately in accordance with the beliefs of the profession.

6.2.7 To respect the right of students to form their own judgments based upon knowledge.

6.2.8 To support each student in reaching their highest levels of individual growth across intellectual, social-emotional, spiritual and physical domains.

6.2.9 To respond generously and appropriately to colleagues seeking professional assistance.

6.2.10 To evaluate the work of another teacher only at the request of the other teacher or when required by role as a supervisor.

6.2.11 To protect the educational program from exploitation. Commitments to the Community

6.2.12 To model the fulfilment of social and political responsibilities associated with membership in the community.

6.2.13 To respect the various roles and responsibilities of individuals involved in the educational community.

6.2.14 To keep the trust under which confidential information is exchanged.

6.2.15 To keep parents and the school community informed of and appropriately involved in decisions about educational programs.

6.2.16 To inform an associate before making valid criticism and to inform the associate of the nature of the criticism before referring the criticism to appropriate officials.

6.2.17 To strive for the appropriate implementation and enforcement of legislation, regulations, bylaws and policies enacted by the Ministry responsible for PreK-12 education, school divisions and schools.

6.2.18 To maintain awareness of the need for changes in the public education system and advocate appropriately for such changes through individual or collective action.

Source: STF Bylaw 6 (Professional Ethics and Practice) Approved by Council, April 2017

6.3 Standards of Practice

These are the core principles of competent teaching practice for Saskatchewan teachers, expressed as commitments to standards of practice, each of which teachers may demonstrate in various ways throughout their careers:

Commitments to Standards of Practice

6.3.1 To create and maintain a learning environment that encourages and supports the growth of the whole student.

6.3.2 To strive to meet the diverse needs of students by designing the most appropriate learning experiences for them.

6.3.3 To demonstrate and support a repertoire of instructional strategies and methods that are

applied in teaching activities.

6.3.4 To develop teaching practices that recognize and accommodate diversity within the classroom, the school and the community.

6.3.5 To carry out professional responsibilities for student assessment and evaluation.

6.3.6 To demonstrate a professional level of knowledge about the curriculum and the skills and judgment required to apply this knowledge effectively.

6.3.7 To implement the provincial curriculum conscientiously and diligently, taking into account the context for teaching and learning provided by students, the school and the community.

6.3.8 To reflect upon the goals and experience of professional practice and adapt one's teaching accordingly.

6.3.9 To work with colleagues in mutually supportive ways and develop effective professional relationships with members of the educational community.

6.3.10 To conduct all professional relationships in ways that are consistent with principles of equity, fairness and respect for others in accordance with the beliefs of the profession.

Source: STF Bylaw 6 (Professional Ethics and Practice) Approved by Council, April 2017