

HPA 1491

Teaching Health and Wellness in Elementary Schools

Spring 2021

Class Days: Tuesdays (asynchronous) & Thursdays (synchronous)

Class Time (Zoom): Thursdays; 1:15-2:30 p.m.

Class Location: Online (Canvas & Zoom)

Faculty:

Sally A. Sherman, M.S., M.Ed., Ph.D.

724-826-0793 cell phone (*please feel free to call or text*)

412-383-4060 leave voicemail

Sally.sherman@pitt.edu

Office Hours: By Appointment

The syllabus is a required text. Please read it carefully!

The School of Education Mission Statement:

We ignite learning. We strive for well-being for all. We teach. We commit to student, family, and community success. We commit to educational equity. We advocate. We work for justice. We cultivate relationships. We forge engaged partnerships. We collaborate. We learn with and from communities. We innovate and agitate. We pursue and produce knowledge.

We research. We disrupt and transform inequitable educational structures. **We approach learning as intertwined with health, wellness, and human development.** We address how national, global, social, and technological change impacts learning. We shape practice and policy. We teach with and for dignity. We think. We dream. We lead with integrity. We are the School of Education at the University of Pittsburgh.

Course Description:

The overall goal of this course is to provide future Pre-K through Grade 5 classroom educators with training in key topics vital to successful promotion of health and wellness within diverse settings. Course content exists under the overarching theme of **empowering the future educator to adopt healthy lifestyle behaviors** as this is an important component of creating healthy students. Course modules provide a knowledge base in motor development, health-infused curriculum planning, appropriate selection of health knowledge and skills and the development of physical activities for young children. Content additionally allows educators to produce appropriate wellness activities for adolescents through adulthood while taking into account the social determinants of health and other contextual factors to allow for effective health promotion within diverse populations.

Course Objectives:

On completion of the course, the student will be able to meet these objectives:

1. Adopt healthy lifestyle behaviors in regards to physical and mental wellness as a way to impact long term health and become a role model of healthy living for students.
2. Develop an understanding of the current rates and trends of child physical activity and identify factors impacting the data by recognizing and reflecting on the role of interpersonal, institutional, and environmental/structural factors on health and well-being.
3. Employ the knowledge base of healthy behaviors to promoting health and wellness in young children using national standards, physical activity guidelines and nutrition standards in order have informed discussions with parents, administrators and other teachers.
4. Apply this knowledge in order to create and implement strategies, curriculum and activities that create impact in the health behaviors of youth.

Assigned Readings:

1. All assigned readings, research, articles and links will be posted on Canvas.
2. No textbook is required for class.

Grading Scale:

Your grade will be determined by dividing your actual points by the total number of points attainable (100 points).

A	= 90 – 100%	90-100 points
B	= 80 – 89.9%	80-89 points
C	= 70 – 79.9%	70-79 points
D	= 60 – 69.9%	60-69 points
F	≤ 59.9%	≤ 59 points

Course Grading:

Class Requirements	Points
Reflective Practices & Discussions	30
Academic Lesson Plan	20
Brain Break	10
School-Appropriate Healthy Snack	20
Concussion Training Certification	10
Materials Share to Box	10
TOTAL	100

Canvas:

All assignments must be submitted through Canvas by the due date/time. Late assignments are not accepted.

Student Responsibilities:

ATTENDANCE

1. Although this is officially an online course, attendance at our weekly meeting is still expected. The following actions on your part will demonstrate attendance:

Video Conferencing (Zoom) Expectations:

- Video view on during all online live discussions (need to see you).
 - Be engaged during online class discussions. Focus on lecture and eliminate outside distractions.
 - Be logged on and participating for entire class time.
 - Regular attendance is mandatory.
 - Absences are excused under the following circumstances:
 - Medical Emergency or Sickness – Must have a note from medical doctor documenting visit.
 - Mandatory Academic Event – Must have a note from advisor/professor documenting attendance.
 - Personal or Family Emergency – Communication with instructor is required prior to missing class. Discuss plan for making up classes immediately upon return.
 - A “G” grade will not be an option for students who fall behind in the course for non-emergency reasons.
2. Logging into the Canvas course environment often and participating in all activities.
 3. Frequently and regularly accessing course instructional materials and assignments (assignments, discussion forums, etc.) posted on the Canvas course environment during the entire semester.
 4. Read and respond to the course e-mails.
 5. Read course announcements.

PARTICIPATION

Students will actively engage and participate in the online Canvas course environment. Active participation consists of the following actions and activities:

1. Engage actively in the online course by reading, reviewing and watching pertinent instructional materials provided in the Canvas course environment throughout the semester.
2. Read all assignments, discussion forums and project guidelines thoroughly.
3. Submit all assignments **electronically by the due dates and times** as specified in the guidelines provided.
4. All assessments such as quizzes and assignments will be delivered online. All assignments will be listed within the weekly modules.
5. Participate in discussion forums by creating threads and posting comments by the due dates and times as specified in the guidelines provided.
6. Your contributions to the discussions (posts and responses) should be complete and free of grammatical or structural errors.

7. All written assignments must follow **APA format**. A link to a **Library Guide** is provided on the course menu on the left which includes guides on APA. It also includes access to journal databases related to educational psychology that you might find useful.

NETIQUETTE

An online course requires the same level of professionalism, respect, and courtesy that you would show your instructor and classmates in a face-to-face setting. To that end, please observe the following standards in the online class:

1. **Discussion forums:** The purpose of discussion forums in an academic setting is to advance the understanding of a given topic. Therefore, your threads and posts should:
 - be substantive (more than a few words), constructive, and on-topic.
 - advance the discussion in a meaningful way.
 - demonstrate professional courtesy.
 - use correct grammar and punctuation (no acronyms commonly used in texting).
2. **Electronic communication:** You should avoid casual language and abbreviations commonly used in texting, which are not appropriate for in-class communication. Care should be taken to use correct grammar and punctuation.
3. **Websites:** You should use care when sharing websites in your posts by ensuring that the website is appropriate for an academic setting, non-offensive in nature, and relevant to the topic at hand.

Academic Policies:

Academic Integrity

Students in this course will be expected to comply with the [University of Pittsburgh's Policy on Academic Integrity](#). Any student suspected of violating this obligation for any reason during the semester will be required to participate in the procedural process, initiated at the instructor level, as outlined in the University Guidelines on Academic Integrity. This may include, but is not limited to, the confiscation of the examination of any individual suspected of violating University Policy. Furthermore, no student may bring any unauthorized materials to an exam, including dictionaries and programmable calculators.

To learn more about Academic Integrity, visit the [Academic Integrity Guide](#) for an overview of the topic. For hands-on practice, complete the [Understanding and Avoiding Plagiarism tutorial](#).

Disability Services

If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and [Disability Resources and Services \(DRS\)](#), 140 William Pitt Union, (412) 648-7890, drsrecep@pitt.edu, (412) 228-5347 for P3 ASL users, as early as possible in the term. DRS will verify your disability and determine reasonable accommodations for this course.

Accessibility

The Canvas LMS platform was built using the most modern HTML and CSS technologies, and is committed to W3C's Web Accessibility Initiative and [Section 508](#) guidelines. Specific details regarding individual [feature compliance](#) are documented and updated regularly.

Diversity and Inclusion

The University of Pittsburgh does not tolerate any form of discrimination, harassment, or retaliation based on disability, race, color, religion, national origin, ancestry, genetic information, marital status, familial status, sex, age, sexual orientation, veteran status or gender identity or other factors as stated in the University's Title IX policy. The University is committed to taking prompt action to end a hostile environment that interferes with the University's

mission. For more information about policies, procedures, and practices, see: <https://www.diversity.pitt.edu/civil-rights-title-ix-compliance/policies-procedures-and-practices>.

I ask that everyone in the class strive to help ensure that other members of this class can learn in a supportive and respectful environment. If there are instances of the aforementioned issues, please contact the Title IX Coordinator, by calling 412-648-7860, or e-mailing titleixcoordinator@pitt.edu. Reports can also be filed online: <https://www.diversity.pitt.edu/make-report/report-form>. You may also choose to report this to a faculty/staff member; they are required to communicate this to the University's Office of Diversity and Inclusion. If you wish to maintain complete confidentiality, you may also contact the University Counseling Center (412-648-7930)

Copyright Notice

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Statement on Classroom Recording

To ensure the free and open discussion of ideas, students may not record classroom lectures, discussion and/or activities without the advance written permission of the instructor, and any such recording properly approved in advance can be used solely for the student's own private use.

Statement on Scholarly Discourse

(from a [California State University course: Race, Racism and Critical Thinking](#))

In this course we will be discussing very complex issues of which all of us have strong feelings and, in most cases, unfounded attitudes. It is essential that we approach this endeavor with our minds open to evidence that may conflict with our presuppositions. Moreover, it is vital that we treat each other's opinions and comments with courtesy even when they diverge and conflict with our own. We must avoid personal attacks and the use of ad hominem arguments to invalidate each other's positions. Instead, we must develop a culture of civil argumentation, wherein all positions have the right to be defended and argued against in intellectually reasoned ways. It is this standard that everyone must accept in order to stay in this class; a standard that applies to all inquiry in the university, but whose observance is especially important in a course whose subject matter is so emotionally charged.

Take Care of Yourself

Do your best to maintain a healthy lifestyle this semester by eating well, exercising, avoiding drugs and alcohol, getting enough sleep, and taking time to relax. Despite what you might hear, using your time to take care of yourself will actually help you achieve your academic goals more than spending too much time studying. All of us benefit from support and guidance during times of struggle. There are many helpful resources available at Pitt. An important part of the college experience is learning how to ask for help. Take the time to learn about all that's available and take advantage of it. Ask for support sooner rather than later – this always helps. If you or anyone you know experiences any academic stress, difficult life events, or difficult feelings like anxiety or depression, we strongly encourage you to seek support. Consider reaching out to a friend, faculty or family member you trust for assistance connecting to the support that can help.

The University Counseling Center is here for you: call 412-648-7930 and visit their website. If you or someone you know is feeling suicidal, call someone immediately, day or night:

University Counseling Center (UCC): 412 648-7930

University Counseling Center Mental Health Crisis Response: 412-648-7930 x1

Resolve Crisis Network: 888-796-8226 (888-7-YOU-CAN)

If the situation is life threatening, call the Police:

On-campus: Pitt Police: 412-268-2121

Off-campus: 911

Tentative Course Schedule:

<u>Week</u>	<u>Dates</u>	<u>Topic</u>
1	01/21 - 01-27	Syllabus, Objectives
2	01/28 - 02/03	Student Introductions & Health Considerations
3	02/04 - 02-10	Weight of the Nation: Children in Crisis
4	02/11 - 02/17	Childhood Obesity & Inactivity
5	02/18 - 02/24	Parenting Styles & Other Determinants
6	02/25 - 03/03	Brain Break Science
7	03/04 - 03/10	Brain Break Implementation
8	03/11 - 03/17	Infusing Physical Activity into Academic Lesson Planning
9	03/18 - 03/24	Academic Lesson Plans
10	03/25 - 03/31	Children & Nutrition
11	04/01 - 04/07	The Other End of the Spectrum
12	04/08 - 04/14	Student Athletes & Overtraining
13	04/15 - 04/21	Disordered Eating
14	04/22 *Last Day of class meeting *All materials should be submitted by April 28 th at 11:59 p.m.	Concussions and CTE Heads Up Concussion Training