

HED 911 – Healthy Eating

Independent Studies Online Course Syllabus

Number of Units: 3 Graduate Semester Units
Target Grade Level: K grade through 14th grade

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Course Description

- Healthy eating is designed to help you improve the health and quality of life of your students through balanced eating. This course provides practical advice and research-based strategies that address the root causes of unhealthy eating.
- Participants will discover how to: a) choose the right balance of the right foods for optimal health, b) set realistic goals and healthy rewards, c) identify and overcome barriers to healthy eating, and d) cope with triggers for unhealthy eating. This course contains checklists, charts, tips, and other features that will help you develop classroom lesson plans and personalized action plans that are fun for you and your students. Projects will be implemented to support the objectives outlined by the SHAPE America.
- Note: Students are required to purchase the textbook separately.

Required Course Materials

- **Course Syllabus** – The course syllabus is posted on the course home page of Moodle.
- **Textbooks:** Carpenter, R.A. & Finley, C.E. (2005). Healthy Eating Every Day. Champaign, IL: Human Kinetics is the course textbook.
- **Note:** Students are responsible for purchasing their own textbook, analyzing the content, and apply what they learned to the course assignments. You can order the book directly from the publisher - <http://www.humankinetics.com/products/all-products/healthy-eating-every-day-participant-package> or from one of several discount aggregators (for example):
 - www.half.com
 - www.isbns.net

- www.amazon.com
- www.google.com/products
- **Online Resources:** Relevant online resources that support the course content and encourage further investigation will be available throughout the course assignments. Active hyperlinks are utilized throughout the course and will link to the appropriate information when clicked.
- **Moodle** - Moodle is a web-based course management system used to support flexible teaching and learning in both face-to-face and distance courses (e-learning).
www.moodle.org, www.demo.moodle.org, www.docs.moodle.org
- **Grade Request** – After you have completed all your coursework, you will need to request your grade via the instructions in the Course Wrap-up: Grading and Evaluations module of Moodle.

Course Dates

Students may enroll at any time and work at their own pace to complete the course work. You have up to one year from the date of registration, and no less than three weeks (one week per credit), to complete the course.

Course Requirements

Students will be expected to:

- Read and apply the textbook, Healthy Eating Every Day to all assignments.
- Complete the Analysis and Application Papers based on the textbook.
- Create a Healthy Eating Lesson Plan or workshop using the textbook, references provided on the Moodle site, and national / state health education standards. This lesson plan / workshop should target the student in a health education course or could serve as a way to infuse healthy eating lifetime skills into other disciplines. It should serve as part of a classroom unit or as an in-service opportunity for his/her colleagues.
- Conduct the Healthy Eating Lesson Plan and write a reflection on the positive and negative experiences of the plan.
- Create a Healthy Eating Action Plan to help your students improve their eating habits in ways that fit their lifestyle.
- Interview another teacher, family member, or one of your student's parents focusing on his/her opinion about diet / nutrition and the role it plays in developing a student's overall well-being.
- Create a Time Management Plan for a student or family member based on the course binder, course references, and information in the Healthy Eating Every Day textbook.
- Conduct an evaluation of websites that focus on nutrition, diets, and healthy eating.
- Complete all assignments within the allocated timeframe – One year from enrollment date.

- Submit all typed coursework in the organized format described within the Schedule of Topics and Assignments section.
- Keep a copy of their coursework in the event something gets lost or destroyed in the mail.
- Complete the designated assignments for the B grade / Credit or A grade option.

Student Learning Objectives (SLOs)

Student Learning Outcomes in this Course Student will be able to:	SHAPE America National Standards Addressed *	Continuing Education Program Student Learning Outcomes Addressed**
1. Document the relationship between healthy eating and optimal health.	1, 2, 4, 5, 6, 7, 8	2, 4
2. Describe the importance of dietary balance	1, 7, 8	3, 4, 5, 6
3. Outline the steps to assess the health of your diet.	1, 2, 3, 8	1, 3, 5
4. Identify the benefits and barriers of healthy eating	1, 2, 3	1, 2, 4, 6
5. Explain how to identify and deal with internal and external eating triggers. (Standards	1, 2, 4, 5, 7	1, 2, 3, 5
6. Explain how students should set effective short-term and long-term goals and rewards.	3, 4, 5, 6, 7	2, 4, 6
7. Outline life skills and strategies that students need when following a healthy eating plan.	1, 2, 3, 4, 5, 6, 7, 8	2, 3, 4
8. Develop an action plan that incorporates life skills to help your students eat healthier and maintain an ideal weight. (Standards	3, 4, 5, 6, 7	1, 2, 3, 5
9. Analyze and distinguish websites that provide nutrition and healthy eating information to determine which ones are good and reliable.	2, 3, 5	2, 4, 5
10. Integrate national or state standards into various aspects of their teaching as demonstrated through their coursework.	1, 2, 3, 4, 5, 6, 7, 8	2, 4, 5

* Please refer to the section on **National Standards Addressed in This Course**

** Please refer to the section on **Continuing Education Program Student Learning Outcomes**

National Standards Addressed in This Course

“Standards are an enduring commitment, not a passing fancy.”

-California State Board of Education

National Board for Professional Teaching Standards (NBPTS) (www.nbpts.org)

NBPTS was created in 1987 after the Carnegie Forum on Education and the Economy's Task Force on Teaching as a Profession released A Nation Prepared: Teachers for the 21st Century. The five core propositions form the foundation and frame the rich amalgam of knowledge, skills, dispositions and beliefs that characterize National Board Certified Teachers (NBCTs). Course assignments have been designed so students can demonstrate excellence against these professional teaching standards whenever possible.

- Teachers are committed to students and their learning
- Teachers know the subject they teach and how to teach those subjects to students
- Teachers are responsible for managing and monitoring student learning
- Teachers think systematically about their practice and learn from experience
- Teachers are members of learning communities

National Health Education Standards by SHAPE America (www.shapeamerica.org/standards/health/index.cfm)

The following content standards defined by SHAPE America specify what students should know and be able to do as result of a quality health education program. States and local school districts across the country use the National Standards to develop or revise existing standards, frameworks and curricula. Participants are asked to apply these standards in their teaching practices and demonstrate them within their coursework.

- SHAPE 1 - Students will comprehend concepts related to health promotion and disease prevention to enhance health.
- SHAPE 2 - Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
- SHAPE 3 - Students will demonstrate the ability to access valid information and products and services to enhance health.
- SHAPE 4 - Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
- SHAPE 5 - Students will demonstrate the ability to use decision-making skills to enhance health.
- SHAPE 6 - Students will demonstrate the ability to use goal-setting skills to enhance health.
- SHAPE 7 - Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
- SHAPE 8 - Students will demonstrate the ability to advocate for personal, family, and community health.

Common Core State Standards (www.corestandards.org)

The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. With American students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy.

College and Career Readiness Anchor Standards for Reading

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade span. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details

- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Craft and Structure

- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

- Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
- Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

- Read and comprehend complex literary and informational texts independently and proficiently.

Continuing Education Program Student Learning Outcomes

- CE 1 - Demonstrate proficient written communication by articulating a clear focus, synthesizing arguments, and utilizing standard formats in order to inform and persuade others, and present information applicable to targeted use.
- CE 2 - Demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
- CE 3 - Reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and professional improvement.
- CE 4 - Apply critical thinking competencies by generating probing questions, recognizing underlying assumptions, interpreting and evaluating relevant information, and applying their understandings to the professional setting.
- CE 5 - Reflect on values that inspire high standards of professional and ethical behavior as they pursue excellence in applying new learning to their chosen field.
- CE 6 - Identify information needed in order to fully understand a topic or task, organize that information, identify the best sources of information for a given enquiry, locate and critically evaluate sources, and accurately and effectively share that information.

Schedule of Topics, Assignments, and Activities

This section of the syllabus describes exactly what material the participant must cover and in what sequence. Assignments and activities are integrated with the topics to show the relationship between learning and practice within a standards-based learning environment.

- **Module 1 - Analysis and Application Papers**

The “Analysis and Application” papers address issues related to balanced eating, healthy behavior skills, and healthy nutrition strategies presented in Healthy Eating Every Day textbook. Each paper will be 3 to 4 pages and include two sections: analysis (discussing the major points presented in the chapter) and application (applying the major points to your teaching and/or personal life).

Purpose - The Analysis and Application papers are the primary mechanism by which you will provide evidence of the following: a) You have read and understood the major points of each specific reading assignment, b) You can articulate the relationship between the reading assignments and national content standards in health education, and c) You are able to apply what you have learned in a practical way.

- **Module 2 – Healthy Eating Action Plan**

Healthy eating is all about balance. Through this course, you will learn many skills and strategies to improve the eating habits of yourself, a friend / family member, or one of your

students. This assignment will allow you to help them develop the foundation they need to maintain healthy eating habits for a lifetime. We need a balance of foods from a variety of food groups to ensure that we get all the nutrients our body needs. We also need to balance the calories we eat with the calories our body uses to prevent excessive weight gain. Each chapter / session in your textbook provides practical information on changing eating habits. Some of the chapters focus on nutritional skills, behavioral skills, or action steps you can follow to successfully develop a healthy eating action plan.

Purpose – This assignment will allow you to work with a student, colleague, friend, or family member and develop a healthy eating action plan. Your healthy eating action plan should include the following eight sections, plus a summary: a) Nutritional Assessment, b) Goal and Reward Strategies, c) Barriers Prevention Strategies, d) Trigger Prevention Strategies, e) Positive Self-Talk Strategies, f) Recruiting Support Strategies, g) Getting Active Strategies, and h) Self-Motivation Strategies. The action plan assignment will provide you with step-by-step techniques to develop the life skills necessary for a lifetime of healthy eating. After reading the required sessions from your textbook and supporting material from the Moodle site, you will understand how to develop an effective Health Eating Action Plan.

- **Module 3 – Healthy Eating Lesson Plan**

Using the course material, textbook, and references provided (and discovered on your own), create a classroom lesson plan or workshop on healthy eating. This lesson plan or workshop should not try to cover all aspects of healthy eating, but focus on a single component (e.g. dietary balance, serving sizes, food groups, setting goals, identifying barriers, handling triggers, eating out, shopping strategies, time management, etc.). This assignment will be appropriate for the health education teacher interested in presenting this information as part of a unit on nutrition or for the teacher of another discipline who is interested in ways to infuse healthy eating into their current curriculum. This assignment can also be designed as a workshop for parents during community education or colleagues during an in-service opportunity.

Purpose - This assignment will help the participant develop a general teaching strategy for a lesson that can be part of a unit/workshop on nutrition. A teaching strategy is a technique used by a teacher to help the student to understand a particular concept / technique, and/or develop and practice a specific life skill. The participant will create a teaching strategy that contains the following: 1) clever title for the lesson or workshop, 2) grade level or target audience, 3) the desired outcomes of the lesson or workshop, 4) the materials needed for the lesson or workshop, 5) procedures, teaching steps, or workshop outline, and 6) infusion of national or state health education standards into the lesson plan or workshop. Lesson plan / workshop might be creating using PowerPoint slides, video recordings, audio segments, voice over presentation recordings, and/or WebQuest (<http://webquest.org/>). This assignment will allow the participant to use the information learned to design a meaningful lesson or workshop on healthy eating.

- **Module 4 – Healthy Eating Lesson Plan Reflection**

Deliver the Healthy Eating Lesson Plan developed above. Write a brief reflection addressing positive and negative experiences with this plan. The life skills your students learn from this lesson need to be practiced so they can be carried out at anytime they are needed. Regular conscious practice of life skills will often lead to positive habits at an unconscious level. This will allow them to make good decisions regarding their diet as they develop into young adults.

Purpose - This exercise is useful for evaluating your healthy eating lesson plan and gathering ideas that will make future plans more successful. By taking a little time to reflect, you should objectively see strategies that worked well and those that need to be modified or changed. In either case you will develop greater appreciation for your healthy eating lesson plan.

- **Module 5 – Healthy Eating Peer Interview**

Interview another teacher, parent, or friend about the role of nutrition and healthy eating in the development of our students. How does healthy eating impact learning? What can schools do help reduce the rate of childhood obesity? What barriers to parents face when trying to provide healthy meals for their families? You will develop a list of questions and capture their responses. Focus you questions around the topics and ideas presented in the course or current media topics.

Purpose - This assignment will help you gain a deeper understanding of another person's perspective on healthy eating. As you can imagine, there are a variety of opinions. Your assignment will be to collect this information and provide a narrative analysis of your observation to support or refute what you learned in this course.

- **Module 6 – Goal Setting and Time Management Plan**

Much of our stress today comes from not having time to do all we need or want to do. No matter how much we would like it to be different, there will always be only 24 hours in a day. Although healthy eating doesn't have to take a lot of time, learning new healthy habits can take extra time at first. This assignment will help you learn to manage your time. Based on the information presented in the textbook and course binder, the participant will create a Time Management Plan for a student, family member, or themselves.

Purpose – The purpose of this assignment centers on the steps involved when setting goals and developing an action plan to achieve these goals. The plan includes six sections: 1) Clarify your values, 2) Set your goals, 3) Develop an action plan, 4) Evaluate your current schedule, 5) Combat procrastination, and 6) Organize your time. This will serve as a tool for you to put the goal setting and time management principles presented in this course into practice. After reading the required chapters and supporting material from the course binder, you will know the time-tested techniques used for goal setting and time management.

- **Module 7 – Health Eating Website Project**

It seems like you can hardly go anywhere without seeing or hearing messages about being losing weight, eating better, exercising more, and overall being healthier with links to Facebook, Twitter, YouTube, or a website for more information. We see targeted information during an Internet search, receive an unsolicited email message, or read a publication that is directing us to a website for additional information. The Internet and mobile devices have changed the way we communicate with individuals, research information, and purchase items. This evolution has been both a blessing and a curse.

Purpose - This assignment will help you understand how to distinguish a good reliable website site from a poor unreliable one when searching for health and nutrition information. The Internet is a great source of information, but the individual needs to have the knowledge and skills to objectively evaluate the quality of the website. Remember that the Internet is not regulated and anyone can post information and create a website – accurate or inaccurate, helpful or misleading, credible or incredible, pure motive or evil motive.

Discussion Forums

Participation is an important expectation of this course and all online courses. Online discussions promote reflection and analysis while allowing students to appreciate and evaluate positions that others express. While students may not be engaging with the same students throughout this course they will be expected to offer comments, questions, and replies to the discussion question whenever possible. The faculty role in the discussion forum is that of an observer and facilitator.

Technology Requirements

In order to successfully complete the course requirements, course participants will need Internet access, be able to send and receive email, know how to manage simple files in a word processing program, and have a basic understanding of the Internet.

Please remember that the instructor is not able to offer technical support. In the event that you need technical support, please contact your Internet Service Provider.

Moodle

This course will be delivered totally online. Moodle is a learning management system that provides students access to online resources, documents, graded assignments, quizzes, discussion forums, etc. with an easy to learn and use interface. To learn more about Moodle go to: (http://docs.moodle.org/en/Student_tutorials)

Moodle Site Login and passwords – (or other online course access information)

Students will need to have internet access to log onto <http://ce-connect.fresno.edu/>. The username and password numbers for Moodle access will be sent to you by the university using the email address you submitted at the time of registration. The instructor will then contact you with login instructions and **enrollment key**, within one week of registration. The enrollment key is a one-time course access password – or “key” you will need to enroll in the course for the first time. This is NOT the same as the Moodle password needed to log onto Moodle each time you access the course.

Getting Help

If you need help logging on to the Moodle site, contact the Center for Online Learning help desk at Fresno Pacific University by telephone 1-559-453-3460 or by requesting services at <http://col.fresno.edu>.

Email Communication

I encourage email communication, but require that the subject line of all emails contain the course number, your last name, first name. For example: “HED 911 - Andy Herrick”. For security purposes, emails sent without any subject in the subject line will not be opened.

Plagiarism and Academic Honesty

All people participating in the educational process at Fresno Pacific University are expected to pursue honesty and integrity in all aspects of their academic work. Academic dishonesty, including plagiarism, will be handled according to the procedures set forth in the Fresno Pacific University Catalogue. URL <http://www.fresno.edu>

Evidence of Learning

Evidence that the student achieved the course objective includes:

- Course instructor observed evidence of understanding the role healthy eating plays on optimal health as demonstrated through student’s analysis and reflective writing assignments.
- Student demonstrated their understanding of balanced eating, nutrition, and healthy behavior skills through creation of a healthy eating lesson plan or workshop.
- Student demonstrated insightful thinking by analyzing the strengths and weaknesses of their healthy eating lesson plan reflection.
- Instructor observed evidence of understanding life skills as demonstrated through student’s presentation of a healthy eating action plan and time management plan.
- Student included the use of critical thinking skills and made connections to his or her state content and/or professional teaching standards.
- Student demonstrated how they will use the national health education standards from SHAPE America in their future teaching assignments.

- Student demonstrated through their application and analysis papers and healthy eating lesson plan that they are able to successfully integrate the national health education standards from SHAPE America.

Grading Policies and Rubrics for Assignments

Course participants have the option of requesting a letter grade or a Credit / No Credit when submitting the online grade form. Students will submit their grade request when all coursework has been completed.

The participant's grade will be determined by the quality and number of assignments they choose to complete. Each assignment is worth a maximum of 100 points and is outlined on Moodle includes a rubric which clearly describes the expectations for each course assignment. The discernment between an A or a B grade is at the discretion of the instructor based on the quality of work submitted. Any assignment falling below the "B-grade" quality threshold will be returned to the participant with further instructions.

Outlined below are the assignment requirements for each type of grade option.

- Six assignments - All coursework must receive "B-grade" or better for participants who are working for the "B letter grade" or "Credit" option.
- Eight assignments - All coursework must receive "A-grade" or better for participants who are working for the "A letter grade" option.

B Letter Grade or Credit - (All coursework must receive "Standard / B-grade" for this option)

- ___ Complete (2) Analysis and Application Papers
- ___ Complete Healthy Eating Action Plan
- ___ Complete Healthy Eating Lesson Plan
- ___ Complete Healthy Eating Lesson Plan Reflection
- ___ Complete only one (1) of the following:
 - ___ Healthy Eating Peer Interview
 - ___ Goal Setting and Time Management Plan
 - ___ Healthy Eating Website Project

A Letter Grade - (All coursework must receive "Exceptional / A-grade" for this option)

- ___ Complete (3) Analysis and Application Papers
- ___ Complete Healthy Eating Action Plan
- ___ Complete Healthy Eating Lesson Plan
- ___ Complete Healthy Eating Lesson Plan Reflection
- ___ Complete two (2) of the following:
 - ___ Healthy Eating Peer Interview
 - ___ Goal Setting and Time Management Plan
 - ___ Healthy Eating Website Project

Instructor / Student Contact

Throughout the course participants will be communicating with the instructor and their classmates on a regular basis through the use of asynchronous discussion forums. A virtual office is utilized for class questions and students are provided with instructor contact information in the event they want to make phone or email contact. In addition, students are encouraged to email or phone the instructor at any time. Students will also receive feedback on the required assignments as they are submitted.

Final Grading and Transcripts

- Upon completion of all course assignments and activities, students will need to submit an online request for final course grade by logging into <http://ce.fresno.edu/cpd>.
- Transcripts may be ordered online after you receive your blue official computer-generated Grade Report. Refer to the current Independent Study Policy Statement provided to you by your instructor, or on the CPD website (<http://ce.fresno.edu/cpd>) for further information.