

### Spring 2020, *Adolescent Health Symposium*, 1 Academic Credit

<b>Course:</b> HED 467/567 <i>Experiential Learning Strategies for Health Education</i> ; sponsored by the Department of Health Education and Health Promotion and Extended Learning at the University of Wisconsin-La Crosse
<b>Faculty Member:</b> G.D. Gilmore, MPH, PhD, MCHES <b>Address:</b> University of Wisconsin La Crosse, Department of Health Education and Health Promotion, 1725 State Street, 201 Mitchell Hall, La Crosse, WI 54601 <b>E-mail:</b> ggilmore@uwlax.edu <b>Phone:</b> (608) 785-6789
<b>Location and Date of Event:</b> Adolescent Health Symposium, Madison, WI, February 6-7, 2020
<b>Registration:</b> You may register for the course prior to the symposium by contacting Briana Meuer in Extended Learning at (608) 785-6513 or bmeuer@uwlax.edu. You also may register for the course at the symposium. Dr. Gilmore, Director of Community Health Programs, will be available for onsite registration. After registering and paying fees for the course, you will receive a packet to include a confirmation letter and course materials.

**Prerequisites:** CHE 240 or HED 205 or HED 210 or SHE 210 or teacher certification; junior standing.

**Sexual Misconduct:** As an employee of the University of Wisconsin-La Crosse, I am a mandated reporter of sexual harassment and sexual violence that takes place on campus or otherwise affects the campus community. This means that if I receive detailed or specific information about an incident such as the date, time, location, or identity of the people involved, I am obligated to share this with UWL's Title IX Coordinator (<http://www.uwlax.edu/affirmative-action/>) in order to enable the university to take appropriate action to ensure the safety and rights of all involved. For students not wishing to make an official report, there are confidential resources available to provide support and discuss the available options. The contact in Student Life is Ingrid Peterson, Violence Prevention Specialist, (608) 785-8062, ipeterson@uwlax.edu. Please see <http://www.uwlax.edu/sexual-misconduct> for more resources or to file a report.

**Religious Accommodations:** Per the UWL Undergraduate and Graduate Catalogs (<http://catalog.uwlax.edu/undergraduate/aboutuwlax/#accommodation-religious-beliefs>), "any student with a conflict between an academic requirement and any religious observance must be given an alternative means of meeting the academic requirement. The student must notify the instructor within the first three weeks of class (within the first week of summer session and short courses) of specific days/dates for which the student will request an accommodation. Instructors may schedule a make-up examination or other academic requirement before or after the regularly scheduled examination or other academic requirement."

**Students with Disabilities:** Any student with a documented disability (e.g. ADHD, Autism Spectrum Disorder, Acquired Brain Injury, PTSD, Physical, Sensory, Psychological, or Learning Disability) who needs to arrange academic accommodations must contact The ACCESS Center (165 Murphy Library, 608-785-6900, ACCESSCenter@uwlax.edu) and meet with an advisor to

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register and develop an accommodation plan. In addition to registering with The ACCESS Center, it is the student's responsibility to discuss their academic needs with their instructors. You can find out more about services available to students with disabilities at The ACCESS Center website: <http://www.uwlax.edu/access-center>.

**Veterans and Active Military Personnel:** Veterans and active military personnel with special circumstances (e.g., upcoming deployments, drill requirements, disabilities) are welcome and encouraged to communicate these, in advance if possible, to me. For additional information and assistance, contact the Veterans Services Office (<http://www.uwlax.edu/veteran-services/>). Students who need to withdraw from class or from the university due to military orders should be aware of the military duty withdrawal policy (<http://catalog.uwlax.edu/undergraduate/academicpolicies/withdrawal/#military-duty-withdrawal-university>).

### **Explanation of Course Components:**

**Outline for Application Project (10 pts.):** You will develop a 1-2 page outline to include key components of your application project. The instructor will provide you with feedback regarding your outline in preparation for development of your application project. **Due on March 2nd, 2020.**

**Application Project (60 pts.):** You will develop a “focused” application project. An application project portrays how a concept, idea, theory, or practical teaching technique can be applied to your actual or projected professional setting and enhances your professional contribution or development in Health Education. Your project should include:

- An introduction to establish a rationale for your project (10 pts.)
- A description of your project (10 pts.)
- Knowledge, skills, teaching applications, etc. gained from your project (10 pts.)
- How you plan to (or did) implement your project (10 pts.)
- Personal and professional insights about your project, especially those that occurred as a result of actually implementing your project (10 pts.)
- Professional write-up: Proper spelling, grammar, punctuation, and sentence structure (10 pts.)

Your project should be 3-5 pages, excluding additional attachments. See page 3 of the syllabus for sample project ideas. You should develop your project as if you were presenting it to your employer or potential employer. As such, you should be professional in the presentation of your project. **Due on March 30th, 2020.**

**Note:** If you are completing the course for graduate credit (HED 567 or HED 595), your project should be 6-9 pages and should involve a more detailed description to include an alignment with national health education standards (see <http://www.cdc.gov/healthyschools/sher/standards/index.htm>) and/or professional competencies (see [https://www.nchec.org/assets/2251/hespa\\_competencies.pdf](https://www.nchec.org/assets/2251/hespa_competencies.pdf)) AND/OR

[http://www.ccsso.org/sites/default/files/2017-](http://www.ccsso.org/sites/default/files/2017-12/2013_INTASC_Learning_Progressions_for_Teachers.pdf)

12/2013\_INTASC\_Learning\_Progressions\_for\_Teachers.pdf). Your project also should include a discussion of how students or adolescents will grow and develop in the identified standards.

**Symposium Attendance (30 pts.):** You will attend at least 5 program sessions during the symposium. To document your attendance at these program sessions, you must include a form with signatures from the accompanying presenters. A copy of the form can be found on page 4 of the syllabus. This form must be submitted with your application project. If you choose to send the form electronically to the instructor via email, you must scan the form and send it as a PDF document. **Due on March 30th, 2020.**

**Note:** All course materials must be submitted electronically to ggilmore@uwlax.edu or mailed to:

Dr. G.D. Gilmore  
University of Wisconsin - La Crosse  
Department of Health Education and Health Promotion  
1725 State Street  
201 Mitchell Hall  
La Crosse, WI 54601

**Evaluation:** A = 93–100 pts.  
AB = 88–92 pts.  
B = 83–87 pts.  
BC = 78–82 pts.  
C = 70–77 pts.  
D = 60–69 pts.  
F = 59 pts. and below

### **Grading Criteria:**

**10 pts.:** Completion of your project outline. Your outline should clearly and thoroughly address key components to be included in your application project.

**50 pts.:** Completion of your application project in such a way as to illustrate usefulness to your actual or projected work setting. Your project should include an extrapolation of ideas from one or more of the sessions you attend and should include application examples specific to your work setting. Be sure to include and adequately address all of the components identified on page 1 of the syllabus.

**10 pts.:** Professional write-up of your project. Your project should reflect proper punctuation, grammar, spelling, and sentence structuring.

**30 pts.:** Documentation of attendance at a minimum of 5 program sessions.

### **Sample Ideas from the 2019 *Adolescent Health Symposium*:**

You attend Dr. Douglas Jorenby's presentation entitled, "JUUL in the Crown? Emerging Nicotine Delivery Devices." Through this session, you learn about how you might address e-cigarettes in your substance abuse curriculum. Your application project might include examples of how you incorporated (or plan to incorporate) the concepts/ideas/theories/teaching techniques into your health education curriculum. If you have an opportunity to implement the concepts/ideas/theories/teaching techniques in your classroom before your project is due, you may want to share results or personal and professional insights on the effectiveness of the new strategies you implemented. You also may want to share how your students responded to the strategies.

### **OR**

One session you attend (e.g., Paulette Wijas' presentation entitled "Cultivating Resilience in Traumatized Youth") piques your interest and thus, you return to your school or community setting and incorporate information and strategies shared at the session into your professional practice. Your application project might address how your professional responsibilities connect to these ideas or how you might incorporate several of the ideas into your professional responsibilities to enhance adolescent health.

### **Additional Tips:**

The main objective of your application project is to ensure that it is relevant to your current professional responsibilities. Your project should demonstrate how you can apply what you learned at the symposium. It is appropriate to demonstrate how you might use what you learned from several program sessions. It also is appropriate to complete a more in-depth project based on only one session.

**Note to Pre-professionals:** If you are a traditional undergraduate or graduate student completing this course as an elective, your project should demonstrate how what you learned from the program sessions can be applied to your future professional responsibilities.

**Source:** Wycoff-Horn, 2011

**HED 467/567 Experiential Learning Strategies for Health Education  
Adolescent Health Symposium Attendance Form**

<u>Session Title</u>	<u>Signature(s) of Presenter(s)</u>
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
6. _____	_____

**Submit this form electronically with your application project to [mpettit@uwlax.edu](mailto:mpettit@uwlax.edu) or mail it to:**

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University of Wisconsin - La Crosse  
Department of Health Education and Health Promotion  
1725 State Street  
201 Mitchell Hall  
La Crosse, WI 54601