

Spring 2024, Adolescent Health Symposium, 1 Academic Credit

Course: HED 467/567 (HED 495/595): *Experiential Learning Strategies for Health Education*; sponsored by the Department of Public Health and Community Health Education, and Graduate & Extended Learning at the University of Wisconsin-La Crosse. For those who already have taken HED 467 or 567, HED 495/595, *Independent Study in Health Education* may be taken due to new content each year.

Faculty Member: G.D. Gilmore, MPH, PhD, MCHES

Address: University of Wisconsin-La Crosse, Department of Public Health and Community Health Education, 418F Wimberly Hall, La Crosse, WI 54601

E-mail: ggilmore@uwlax.edu

Phone: (608) 785-8163

Date of Event: *2024 Adolescent Health Symposium*, Online, February 15-16, 2024

Requesting the Course: You may request the course **until 12 noon CT, Wednesday, December 13, 2023** by contacting Dr. G. D. Gilmore at UW-La Crosse at: ggilmore@uwlax.edu. He will detail the Registration process.

Credit Prerequisites: HED 210 or teacher certification; Junior standing or higher.

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 (124 Wimberly Hall, 608-785-6900, ACCESSCenter@uwlax.edu) and meet with an advisor to 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.): Develop a 1-2 page outline to include key components of your application project: Need for the application project personally/professionally; personal/professional learning objectives; projected outcomes from your project. Please note: Be as specific and focused as possible. Dr. Gilmore will provide you with feedback regarding your outline in preparation for development of your application project.

Outline due on Friday, March 8, 2024.

Application Project (60 pts.): You will develop a “focused” application project. An application project portrays how an 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 report should include:

- An introduction to include a complete description and rationale (e.g., addressing a need) for your project (20 pts.)
- Outcomes (projected or actual) in alignment with your Learning Objectives derived from the project: e.g., changes in knowledge, skills, teaching applications, and the like, gained from your project (10 pts.)
- How you plan to (or did) implement your project (10 pts.)
- Personal/professional insights derived from your project (e.g., benefits), especially those that occurred as a result of actually implementing your project (10 pts.)
- Professional write-up considerations: Proper spelling, grammar, punctuation, and sentence structure (10 pts.)

For HED 467 (or HED 495), your project should be 3-5 pages of textual material, plus a reference page, plus any additional attachments you would place in an Appendix. See pages 3-4 of this syllabus for sample project ideas. You should develop your project as if you were presenting it to your employer or potential employer. **Due on Monday, April 1, 2024 at 12 noon CT.**

Note: If you are completing the course for graduate credit (HED 567 or HED 595), **your project report is also due on Monday, April 1, 2024 at 12 noon CT.** Your project should be 6-9 pages of textual material, and should involve a more detailed description to include an alignment with national health education standards: <https://www.shapeamerica.org/pressroom/2021/shape-america-announces-task-force-to-revise-national-health-education-standards.aspx>

or professional Competencies/Sub-competencies for Health Education Specialists from NCHEC: https://assets.speakcdn.com/assets/2251/hespa_competencies_and_sub-competencies_052020.pdf

AND/OR

http://www.ccsso.org/sites/default/files/2017-12/2013_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 Participation (30 pts.): Participate in at least 5 breakout sessions during the Symposium (use the documentation form on page 5 of this syllabus. This form must be submitted with your application project. If you choose to send the form electronically to Dr. Gilmore via email, you can scan the form and send it as a PDF document along with your paper. **Paper plus appropriate attachments due on Monday, April 1, 2024.**

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

Dr. G.D. Gilmore
University of Wisconsin - La Crosse
Department of Public Health and Community Health Education
418F W. Carl Wimberly 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 in which you participated and should include application examples specific to your work setting. Be sure to include and adequately address all of the components identified on page 2 of this syllabus.

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

30 pts.: Specification of participation at a minimum of 5 program sessions

Sample Ideas from previous *Adolescent Health Symposia*:

You attend Dr. Brian William's presentation titled, "*E-Cigarettes and Adolescents: Helping Teens Live Vape-Free.*" 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 will 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., Dr. Sara Kohlbeck's presentation on "*I'm so proud of how hard you're trying: A Photovoice Analysis of Youth Mental Health*") 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 projected future professional responsibilities.

**HED 467/567 *Experiential Learning Strategies for Health Education*
or HED 495/595 *Independent Study in Health Education***

2024 Adolescent Health Symposium Participation Form

Breakout Session Title

1. _____
2. _____
3. _____
4. _____
5. _____

By the deadline date of Monday, April 1, 2024, submit this form electronically with your application project to ggilmore@uwlax.edu or mail it to:

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