

HED 908 – Healthy Self-Esteem

Independent Studies Online Course Syllabus

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

Instructor's Name: Andrew Herrick, PhD, CHES
Contact Phone: 602.751.2528
Contact Email: andy.herrick@yahoo.com
Contact Website: www.fpucourses.com

Course Description

- Healthy self-esteem is essential for mental and physical well-being. Research on the origins of self-esteem has concluded that it is the product of unconditional love. This course will present techniques that have been proven to help students develop the life skills they need for healthy self-esteem.
- Participants will learn step-by-step healthy techniques to help their students: a) handle mistakes and respond well to criticism, b) foster compassion for themselves and others, c) set and achieve goals that will enrich their lives, and d) learn self-acceptance techniques. 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.
- **Textbook:** McKay, M. & Fanning, P. (2005). Self-Esteem. (3rd ed.). Oakland, CA: New Harbinger Publications, Inc. 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.newharbinger.com/self-esteem> 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, Self-Esteem to all assignments.
- Complete the Analysis and Application Papers based on Self-Esteem textbook.
- Create a Healthy Self-Esteem Lesson Plan for the classroom or workshop using Self-Esteem textbook, references provided during the course, and national / state health education standards. This lesson plan / workshop is targeting the student in a health education course or could serve as a way to infuse self-esteem into other disciplines. It should serve as part of a classroom unit or as in-service opportunity for his/her colleagues.
- Conduct the Healthy Self-Esteem Lesson Plan assignment and write a brief reflection on the healthy and negative experiences of the lesson plan.
- Create an action plan to help your students build or maintain a high level of self-esteem based on the course material, course references, and information in Self-Esteem textbook.
- Conduct an evaluation of websites that focus on self-esteem, self-concept, self-respect, self-confidence, or self-acceptance.
- Develop ten questions and conduct an interview with another teacher, family member, or one of your student's parents focusing on his/her opinion around self-esteem and the role it plays in developing a student's mental and physical well-being.
- 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 self-esteem and optimal health.	1, 2, 7, 8	2, 4
2. Describe how family, peers, and the media influence our student's self-esteem.	1, 2, 3, 4, 8	3, 4, 5, 6
3. Demonstrate strategies to improve or maintain healthy self-esteem.	3, 4, 5, 6, 7, 8	1, 3, 5
4. Develop a lesson plan or workshop that focuses on strategies to promote healthy self-esteem.	1, 2, 3, 4, 5, 6, 7, 8	1, 2, 4, 6
5. Describe the purpose and value of a self-assessment when creating an action plan to develop and maintain healthy self-esteem.	1, 2, 3, 4	1, 2, 3, 5
6. Develop an action plan to build and maintain a high level of self-esteem that incorporates life skills and techniques covered in this course.	3, 4, 5, 6, 7	2, 4, 6
7. 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, 3, 4

* 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 assessing, improving, and maintaining healthy self-esteem presented in Self-Esteem 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 Self-Esteem Lesson Plan**

Using the course material, textbook, references provided, or other research-based sources, create a classroom lesson plan or a workshop outline/script on healthy self-esteem. This assignment will be appropriate for the health education teacher interested in presenting this information as part of a unit on self-esteem or for the teacher of another discipline who is interested in ways to infuse self-esteem 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 self-esteem. 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, 6) describe ways to include self-esteem content into other courses (language, math, science, social science, physical education, etc) as a supporting lesson or unit, 7) information on self-esteem issues in other cultures, and 8) infusion of national or state health education standards into the lesson plan or workshop. All assignments will have an appendix that might include the teaching aids, overhead masters, handout master, multimedia tools, PowerPoint slides, etc. that are necessary for the teaching strategy. This assignment will allow the participant to use the information learned to design a meaningful lesson or workshop on self-esteem.

- **Module 3 – Healthy Self-Esteem Lesson Plan Reflection**

Deliver the Healthy Self-Esteem Lesson Plan developed above. Write a brief reflection addressing healthy and negative experiences with this plan. Opportunities to promote a student’s self-esteem are presented to us every day. The life skills your students learn from this lesson need to be practiced repeatedly so they can be carried out at anytime they are needed. Regular conscious practice of life skills will often lead to healthy habits at an unconscious level.

Purpose - This exercise is useful for evaluating your healthy self-esteem 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 self-esteem lesson plan.

- **Module 4 – Healthy Self-Esteem Action Plan**

Self-esteem has a big impact on the lives of our students. It is a measure of how much they value, respect, and feel confident about themselves. Their level of self-esteem determines how they face new challenges and it affects their relationships with others. It also affects how they make decisions and the success they experience in the things they choose to do. If they have healthy self-esteem, they are more likely to succeed at the new things they try. There will be times when they don’t succeed, but healthy self-esteem will help them deal with these disappointments better.

Purpose – This assignment will allow you to work with a student, colleague, friend, or family member and develop an action plan to help them promote the life skills they will need for healthy self-esteem throughout their life. The action plan will focus on eight ways to build a healthier level of self-esteem: a) get to know yourself, b) learn to like yourself, c) be good at something, d) set a goal, e) be healthy, f) find a mentor, g) do something for others, and h) have a sense of humor. This will serve as a tool for you to put everything you learned from the course materials, course textbook, course assignments, and independent research into practice.

- **Module 5 – Healthy Self-Esteem Internet Website Project**

It seems like you can hardly go anywhere without seeing or hearing messages about how you need to be better, smarter, or more beautiful 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 self-esteem, self-respect, self-confidence, and/or self-acceptance 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.

- **Module 6 – Healthy Self-Esteem Interview**

Interview another teacher, family member, or one of your student’s parents focusing on his/her opinion around self-esteem and the role it plays in developing a student’s mental and physical well-being. You will develop a list of questions that will address his/her current opinion and ways they feel we could promote healthy self-esteem in our students.

Purpose - This assignment will help you gain a deeper understanding of various perspectives on self-esteem. As you can imagine, there are a variety of opinions. Your responsibility will be to collect this information and provide a narrative analysis of your observation.

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-online.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 908 - 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 nature and role of self-esteem on optimal health as demonstrated through student’s analysis and reflective writing assignments.

- Student demonstrated their understanding of the course techniques to help their students develop self-esteem life skills through creation of a healthy self-esteem lesson plan or workshop.
- Student demonstrated insightful thinking by analyzing the strengths and weaknesses of their healthy self-esteem lesson plan or workshop reflection.
- Instructor observed evidence of understanding self-esteem life skills as demonstrated through student’s presentation of a healthy self-esteem action plan.
- 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 self-esteem lesson plan or workshop 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 Self-Esteem Lesson Plan
- Complete Healthy Self-Esteem Lesson Plan Reflection
- Complete Healthy Self-Esteem Action Plan
- Complete only one (1) of the following:
 - Complete Healthy Self-Esteem Internet Project
 - Complete Healthy Self-Esteem Interview

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

- Complete (3) Analysis and Application Papers
- Complete Healthy Self-Esteem Lesson Plan
- Complete Healthy Self-Esteem Lesson Plan Reflection
- Complete Healthy Self-Esteem Action Plan
- Complete two (2) of the following:
 - Complete Healthy Self-Esteem Internet Project
 - Complete Healthy Self-Esteem Interview

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.