Prerequisites: None

I. Course Description:

This course will introduce students to health concepts relevant to physical, social, and emotional needs of children and adolescents. The emphasis will be on individual responsibilities, decision-making skills, and strategies for implementing age-appropriate curriculum. We will discuss current topics in health including but not limited to the childhood obesity epidemic, vaccines, and adolescent mental and sexual health. This course contains two critical assignments related to accountability and accreditation.

*This is a hybrid course with in-class meeting times and online lecture content. The in-class meeting schedule will be used to discuss articles and discuss course related questions. Also, there will be in-class meetings for all group oral presentations. The schedule for the course’s in-class meeting time is posted in the tentative course timeline.*

*All students must attend the first in-class meetings, and their group presentations in-class meetings.*

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):

This course links with SFA’s Envisioned Goal 2: Our students will be engaged and empowered.
This course links with SFA’s PCOE Goal 1: We will provide transformational experiences for our students.
This course links with SFA’s Envisioned Goal 5: We will be an innovative university.
This course links with SFA’s PCOE Goal 5: We will provide academic and co-curricular innovations.

Program Learning Outcomes (Community Health):
1. The student will be able to plan and evaluate a community/classroom-based health lesson (NCHEC I, II, IV).
2. The student will construct professional documents (resume and cover letter) to be used as a personal career-marketing tool for employment opportunities (NCHEC VII).
3. The student will demonstrate the knowledge and skills to search for and write a grant proposal to address a specific health-issue (NCHEC I, II, IV, VII).
4. The student will be able to communicate health information (NCHEC VI).
5. The student will design and implement a health behavior change plan that they will monitor for the semester (NCHEC I, II, III).

Student Learning Outcomes:

Upon completion of this course, the student will be able to:
1. Plan and evaluate a health-planning document to present to peers (NCHEC I-VII)
2. Demonstrate proficient use of multiple health education strategies/methods (I, VII)
3. Access and utilize health education information resources (I, VI)
III. Course Assignments, Activities, Instructional Strategies, use of Technology:

A. Exam I, II & III
   - Exams will cover content covered in lectures, journal articles and supplemental course materials that are taught during class and posted online on D2L.
   - It is students’ responsibility to familiarize yourself with the lecture materials from all sources and prepare for the exam outside of class. **You MUST study outside of class from all the content that will taught in this course to adequately prepare for the exams.**
   - All Exams including the Final Exam will take place on D2L.
     - Exams will remain open for more than 48 hours and will close at the due date/time. **There are no in-class exams.**
   - Exams will not be re-opened unless deemed necessary by the instructor! No Exceptions.
     - **Forgetting about an exam is not an acceptable excuse.**
     - **It is solely student’s responsibility to complete the exams outside of class during the assigned dates and times.**
   - Any kind of cheating and/or plagiarism in exam answers will be reported to the university and actions determined by the university’s cheating/plagiarism policy will be implemented immediately.

B. Health-Planning Document (NCHEC I-VII ) -200 points total

In this assignment, students will create a health-planning document for children or adolescents on a health topic list provided by the instructor. Students will complete this project in a “group setting” and each student must actively contribute to the project. There must be no more than four students per group.

The group must determine the age appropriate “instructional needs” of their target audience based on the chosen health topic and create a step-by-step lesson plan. More specific instructions regarding the assignment and rubrics are posted on d2l in the “Health Planning document module”.

The following procedures will be used to create the health-planning document:

- Generate ideas for addressing the given scenario/broad topic. Students may use various resources, such as the Internet, books, peer-reviewed journal articles, governmental websites and agencies and other health educators to assist with ideas.
- If a student uses someone’s lesson plan/activity, he/she must re-write the planning document in his/her own words and give the author credit.

This assignment will consist of three submissions:

1. **HPD Planning Guide** (worth 50 points). Template and Rubric are placed in HPD Module* Due in D2l ONLY- Individual Submission
2. **Health Planning Document- Final Draft** (worth 100 points) Rubric and examples are placed in HPD Module *Due in D2L & LIVETEXT- Individual Submission*

3. **Oral Presentation** (worth 50 points) Template and Rubric are placed in HPD Module
   a. The oral presentation will be the application of your actual lesson concept- Health Planning document. You and your group will use this opportunity to teach your topic to the audiences.
   b. The power point presentations should include the teach (anticipatory activity), lesson concepts and references. *Due in D2L ONLY- Group Submission*

During the date and time of your presentation, you will INDIVIDUALLY submit the “final” version of the health-planning document: 1) as an electronic copy in LiveText and d2L. If your assignment is not submitted both ways, you will receive a zero (‘0’) on this assignment.

(Please note: If credit is not given, it is plagiarism!! Plagiarism is an Academic Integrity violation (see policy below) and will result in a failing grade on this assignment.)

C. **Reflection Paper (NCHEC I)** -100 points* Due in D2L & LIVETEXT- Individual Submission*

***This assignment is related to accountability and accreditation. The assignment MUST be completed.***

Each student will write at least a 2-page, double-spaced paper with 1-inch margins and 12-point Times New Roman Font addressing the following questions in paragraph form. (Please do not bullet-point your responses.)

1. How did your presentation teach your assigned health topic?
2. Reflecting back on your health-planning document, what were some positive AND negative outcomes of the instructional activity you developed?
3. How did you address the negative outcomes in the finalized version of your health-planning document plans?
4. What were your most and least favorite aspects of the health-planning document?
5. Reflecting back, what did YOU learn about yourself and about critical thinking and the health-planning implementation process?
6. How will the completion and experience of this project influence your approach to your future work/job?
7. Any additional thoughts about the health-planning process.

- During the date and time of your presentation, you will submit the reflection paper: 1) As a hard copy and 2) as an electronic copy in LiveText & D2L. If your assignment is not submitted both ways, you will receive a zero (‘0’) on this assignment.

IV. Evaluation and Assessments (Grading):

An attendance will be taken at the beginning of each class. If you are late, you WILL be marked absent. Please be respectful of everyone’s time! Attendance will be also used to determine the in-class participation grade which is approximately 6.67% of your grade. If you are not in class, you won’t get any in-class participation points.

Also, grades that are not submitted on LiveText will receive a grade of “0”.

The final grade in this course will be determined by the following:
- Exam 1 (100 points)
- Exam 2 (100 points)
- Exam 3 (100 points)
- Health Planning Document (200 points)
Reflection Paper (100 points)  
Total Points: 600  
Grade Scale  
A = 90% and above (540 points & above)  
B = 80-89% (480 – 539 points)  
C = 70-79% (420 – 479 points)  
D = 60-69% (360 – 419 points)  
F = Below 59% (359 points & below)

V. Tentative Course Outline/Calendar: TENTATIVE

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics/Class work</th>
<th>Due</th>
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</table>
| 1    | 01/22 - 01/27 | **In-Class Meeting #1**  
Syllabus, class expectations, assignment overview, discuss presentation and projects |                           |
|      |            | Child & Adolescent Health Across Cultures                   |                            |
| 2    | 01/28 to 02/03 | **Child Development**                                      | Health Planning Document topic assigned on D2I |
|      |            | **Adolescent Development**                                  | HPD Quiz DUE on D2I        |
|      |            |                                                             | **Due: 2/03 (Su) @ 11:59 PM** |
| 3    | 02/04 to 02/10 | **In-Class Meeting #2**  
Parenting in the 21st Century  
Week II- Article Discussion + Parenting Lecture |                           |
<p>| 4    | 02/11 to 02/17 | <strong>Maternal, infant and Child Health + Article Discussion</strong> |                           |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Activity 1</th>
<th>Activity 2</th>
<th>Activity 3</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td>5</td>
<td>02/18 to 02/24</td>
<td><strong>In-Class Meeting#3</strong></td>
<td>Finish Lecture + Class Discussion on Week III Article</td>
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<td><em>In-Class Workshop</em></td>
<td>Assignment: “HPD Group Work Day” <em>(Meet with your group during class to work on HPD Planning Guide)</em></td>
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<td><em>Bring your laptops</em></td>
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<td>6</td>
<td>02/25 to 03/03</td>
<td>Documentary: Weight of the Nation Part III Children in Crises</td>
<td>Documentary Discussion + Lecture: Childhood Obesity</td>
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<td>7</td>
<td>03/04 to 03/10</td>
<td><strong>In-Class Meeting#4</strong></td>
<td>Public School Food Policy-State/Federal Policy Challenges</td>
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<td>National School Lunch/Breakfast Program + Recommended and Appropriate Physical Activity &amp; Sports Participation</td>
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<td>8</td>
<td>03/11 to 03/17</td>
<td>Documentary: Thin Viewing</td>
<td>Documentary Discussion + Lecture on Media and Body Image</td>
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<tr>
<td>Week</td>
<td>Dates</td>
<td>Events</td>
<td>Assignments</td>
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<td>9</td>
<td>03/18 to</td>
<td>Spring Break</td>
<td>HPV: Final Draft DUE (on D2L &amp; LiveText)</td>
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<td></td>
<td>03/24</td>
<td></td>
<td><strong>Due: 03/31 (Su) @ 11:59 PM</strong></td>
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<td>10</td>
<td>03/25 to</td>
<td><strong>In-Class Meeting#5</strong></td>
<td><strong>Exam # 2 on D2L DUE</strong></td>
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<td></td>
<td>03/31</td>
<td>Mental Health in Children and Adolescents</td>
<td><strong>Due: 04/07 (Su) @ 11:59 PM</strong></td>
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<td>11</td>
<td>04/01 to</td>
<td>M: Finish Lecture + Class Discussion on Articles &amp; Documentary: “Poor Kids” Viewing Documentary Discussion +</td>
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<td>12</td>
<td>04/08 to</td>
<td><strong>In-Class Meeting#6</strong></td>
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<td></td>
<td>04/14</td>
<td>Lecture: Child Health &amp; Poverty &amp; Mini Documentaries on “Child Abuse and Neglect”: Viewing</td>
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<td>13</td>
<td>04/15 to</td>
<td>Lecture on Child Abuse/Neglect &amp; Resilience</td>
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<td>14</td>
<td>04/22 to</td>
<td>Legal &amp; Ethical Issues, Policy Prevention, &amp; Intervention Strategies &amp; Teen Sexual Health</td>
<td>HPV: Oral Presentations DUE on D2L ONLY <strong>Due: 04/28 (Sun) @ 11:59 PM</strong></td>
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<td>04/28</td>
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<td>15</td>
<td>04/29 to</td>
<td><strong>In-Class Meeting#7</strong></td>
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<tr>
<td></td>
<td>05/05</td>
<td>HPV: Oral Presentations</td>
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### VI. Required Readings:

1. N/A

2. There is no required textbook for this course. However, there are required readings in the form of journal articles, websites, and other scholarly material may be assigned based on the topics discussed in the course. These will be announced ahead of time and posted on D2L. The student will be required to utilize technology to obtain articles and course materials posted online.

3. D2L

4. LiveText - This course uses the LiveText data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Students who do not have an existing LiveText account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText account, and you will be notified how to do this via email. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these e-mails.

   **If you have questions about obtaining or registering your LiveText account, call ext. 1267 or e-mail SFALiveText@sfasu.edu. Once LiveText is activated, if you have technical questions, call ext. 7050 or e-mail livestext@sfasu.edu.** Failure to activate the account and/or submit the required assignment(s) within the LiveText system may result in course failure.

### VII. Course Evaluations:
Near the conclusion of each semester, students in the Perkins College of Education (PCOE) electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including:

1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes; and
3. Making decisions on faculty tenure, promotion, pay, and retention.

As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical AND IS WORTH 2 POINTS (REQUIRED not optional)!

In the PCOE, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Other Policy Information:

Attendance and Excuse Absence: Policy 6.7
Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

● See Section V for how Extra Credit can and will be used for attendance.

Academic Accommodations for Students with Disabilities: Policy 6.1 and 6.6
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004/468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a
timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/

**Student Academic Dishonesty: Policy 4.1**

Abiding by university policy on academic integrity is a responsibility of all university faculty and students.

**Definition of Academic Dishonesty**

Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:

- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment; and/or;
- Helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:

- submitting an assignment as one’s own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or,
- Incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

**Penalties for Academic Dishonesty**

Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university

**Student Appeals**

A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

**Withheld Grades: Policy 5.5**

At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the
WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Additional Information:

To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.

2. Provide one of the following primary ID documents: passport, driver’s license, state or provider ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at [www.texes.ets.org/registrationBulletin](http://www.texes.ets.org/registrationBulletin/)). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information concerning this matter, contact Katie Snyder Snyder Martin at 936-468-1740 or snyderke1@sfasu.edu.

Student Code of Conduct: Policy 10.4

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at [https://www.sfasu.edu/judicial/earlyalert.asp](https://www.sfasu.edu/judicial/earlyalert.asp) or call the office at 936-468-2703.

Additional Information

To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:
**Code of Ethics for the Texas Educator:**
The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.


To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person's potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

A Preliminary Criminal History Evaluation is a non-mandatory; non-binding evaluation of an individual has self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a non-refundable fee. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification.

You are eligible to request a Preliminary Criminal History Evaluation if:
- You enrolled or planning to enroll in an educator preparation program or
- You are planning to take a certification exam for initial educator certification, and
- You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense. In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history
review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation. Additional information can be found at https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/.

2. Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texas.ets.org/registrationBulletin/<http://www.texes.ets.org/registrationBulletin/>). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU. For further information concerning this matter, contact Katie Snyder Martin at 936-468-1740 or snyderke1@sfasu.edu.