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.

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Course Justification: Health Concepts for Children and Adolescents (3 credits) is an online course that will include 150 minutes of online content per week. This course contains critical assignments related to accountability and accreditation and fulfills NCHEC’s area I, II, IV, V, VI & VII of responsibilities. Course assignments and activities average at a minimum of 6 hours of work each week to prepare outside of the engagement time with the course content.

Prerequisites: NA

Diversity: The James I. Perkins College of Education is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect, and shared responsibility, faculty, staff, and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, exceptionalities, culture, language/dialect, age, social class, family structure, sexual orientation, religion, and spiritual values in order to enhance the quality of life in a diverse, global community.

II. Intended Learning Outcomes/Goals/Objectives:
1. This course links with SFA’s Envisioned Goal 2: Our students will be engaged and empowered.
2. This course links with SFA’s PCOE Goal 1: We will provide transformational experiences for our students.
3. This course links with SFA’s Envisioned Goal 5: We will be an innovative university.
4. 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 be able to communicate health information (NCHEC VI).

**Student Learning Outcomes - 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:**

**LiveText Statement:**
This course uses the LiveText/Watermark 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/Watermark 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/Watermark 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/Watermark 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/Watermark account or any technical questions, call 936-468-2395 or e-mail LiveText@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText/Watermark system may result in course failure.

1. **Health-Planning Document (NCHEC I-VII) - 100 points total**
   a. In this assignment, students will create a health-planning document for children or adolescents on a health topic list provided by the instructor.
   
   b. The student 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”.
   
   c. The following procedures will be used to create the health-planning document:
      i. 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.
      ii. 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.
d. This assignment will consist of three submissions:
   i. **HPD Planning Guide** (worth 25 points). Template and Rubric are placed in HPD Module* Due in D2l ONLY
   ii. **Health Planning Document- Final Draft** (worth 50 points) Rubric and examples are placed in HPD Module* Due in D2l & LIVETEXT
   iii. **Oral Presentation** (worth 25 points) Template and Rubric are placed in HPD Module
      1. The oral presentation will be the application of your actual lesson concept- Health Planning document. You will use this opportunity teach your topic to the audience (via Zoom).
      2. The power point presentations should include the teach (anticipatory activity), lesson concepts and references.
* Due in D2l ONLY

(Please note: Please remember to cite your sources! 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.)

2. **Reflection Paper (NCHEC I) -)** (25 points total) * Due in D2l and LiveText. *This assignment is related to accountability and accreditation. The assignment MUST be completed.
   a. 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.)
      i. How did your presentation teach your assigned health topic?
      ii. Reflecting back on your health-planning document, what were some positive AND negative outcomes of the instructional activity you developed?
      iii. How did you address the negative outcomes in the finalized version of your health- planning document plans?
      iv. What were your most and least favorite aspects of the health-planning document?
      v. Reflecting back, what did YOU learn about yourself and about critical thinking and the health-planning implementation process?
      vi. How will the completion and experience of this project influence your approach to your future work/job?
      vii. Any additional thoughts about the health-planning process.

3. **Health Facts Brochure** (25 points): Students will create a health facts brochure for a selected health topic from the class. Health brochures should be formatted as a brochure with credible facts/information/resources. More information and examples will be posted on D2L.

4. **Mini Assignments:** Hands-on and computer-based discovery exercises are intended reinforce, supplement, and extend traditional text- and lecture-based learning. Most of these exercises are designed to be completed during class. Learning exercises
ARE NOT scheduled; they may be introduced and distributed during any class period. Students who are absent for a learning exercise will receive a score of 0 for that exercise.

5. **Evaluation and Assessments (Grading):**
   a. Weekly quizzes – 140 points
   b. Health Planning Document – 100 points
   c. Health Facts Brochure – 25 points
   d. Reflection Paper – 25 points
   e. Mini Assignments – 50
   f. Syllabus Agreement – 5 points

6. **Quizzes:** Students will have weekly quizzes over course content. Quizzes are to be taken individually (not with other students, family, or friends).

7. **Syllabus Agreement:** Once students have read the syllabus they will be required to complete an online syllabus quiz and syllabus agreement. This will encourage students to become familiar with all course assignments, expectations, and policies.

8. **Attendance:** Attendance will be based on in-class or online participation and engagement.

9. **Instructional Strategies:** Multiple strategies such as in class discussion, group work, in-class-questions, on-line activities, readings, presentations and other various teaching techniques/strategies will be used throughout this course.

10. **Technology:** Students will be required to utilize D2L for all assignment submissions. Texting/Facetime/phone calls and other cell phone personal use is NOT permitted in class. IF you need to make/answer a call please do so outside of the classroom. Laptops may only be used for note taking purposes and/or online activities designated by the instructor. If a student is found on social media sites, texting, or doing tasks other than what is permitted in the instructor may ask them to leave the class.

IV. **Evaluation and Assessment:**
   a. Weekly Quizzes – 140 points
   b. Health Planning Document – 100 points
   c. Health Facts Brochure – 25 points
   d. Reflection Paper – 25 points
   e. Mini Assignments – 50 points
   f. Syllabus Agreement – 5 points
V. Tentative Course Schedule: See last page of syllabus for tentative course schedule. Course schedules will always be posted on D2L as well.


Required Readings: All articles/websites/readings posted to the course D2L page

VII. Course Evaluations:
At 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:

a. Course and program improvement, planning, and accreditation;
b. Instruction evaluation purposes; and
c. Making decisions on faculty tenure, promotion, pay, and retention
d. 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. This assignment is REQUIRED not optional.
e. 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: http://www.sfasu.edu/policies/

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 (including the first 12-day attendance
report) 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. Students should contact the office of Community Standards (Rusk Building 315) to provide supporting documentation for excused absences.

**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/](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.

**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. 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 policy 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 [http://www.sfasu.edu/judicial/earlyalert.asp](http://www.sfasu.edu/judicial/earlyalert.asp) or call the office at 936-468-2703.

Disruptive Behavior--Interference or disruption of students, faculty, administration, staff, the educational mission, or routine operations of the university is prohibited. Such activity includes, but is not limited to, behavior in a classroom or instructional program that interferes with the instructor or presenter's ability to conduct the class or program, or the ability of others to profit from the class or program. To remain in the vicinity of activity that is disrupting normal university functions when requested to leave by a university official is prohibited. 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 Early Alert Program at SFA.

**Masks** (cloth face coverings) must be worn over the nose and mouth at all times in this class and appropriate physical distancing must be observed. Students not wearing a mask and/or not observing appropriate physical distancing will be asked to leave the class. All incidents of not wearing a mask and/or not observing appropriate physical distancing will be reported to the Office of Student Rights and Responsibilities. Students who are reported for multiple infractions of not wearing a mask and/or not observing appropriate physical distancing may be subject to disciplinary actions.


**IX. Other Important Course Information**

- Due Dates: All assignments are due by the designated due date/time. Late work **WILL NOT** be accepted.
- Final Grades/Assignment Grades: There will be **no rounding** of final grades or individual assignment grades.
- Email etiquette (adapted from Dr. John Janowiak at UNC Chapel Hill) and **Professionalism**: When you e-mail friends, you can be as informal as you wish. However, when you write to your employer, professor, or supervisor you should use proper and polite language. Please use the following guidelines when e-mailing me and other professors.
  - Even telephone conversations start with "Hello" and end with "Goodbye." Therefore, please use a formal salutation when e-mailing professors, such as: "Dear Instructor Wagner-Greene"
  - When e-mailing faculty, remember that you are not communicating with a friend or relative, therefore do not use informal language in your e-mails.
  - If you have a request, say it politely. You can start with "I would like to ...", "I wonder if you can ...", "Is it possible to ...", "Do you mind ..." DO NOT WRITE: "I want to know ...", "I want you to," "Send this to me", "Tell me when ..." Just adding the word "please" does not mean that you are being polite.
  - Your identity is an important clue to the context of the message. Every semester I teach hundreds of students in numerous classes; therefore, identify yourself as a student in the class you are enrolled in, such as: "Dear... I am a student enrolled in your HSC ___ course."
  - Also, please include a brief description of the subject of your email in the subject line of the email.
  - Be concise
  - Always re-read your emails and check for spelling and grammatical mistakes before sending them.
- When needing to schedule an appointment outside of my office hours, please suggest a few time slots, but always say something like “If these times do not suit you, please feel free to let me know any other time that you prefer / that is convenient to you.” If you cannot make the date suggested, say, “I am sorry, but I cannot come to see you on [Monday].” Do not say, “I am not available on [Monday].

**See Next Page for Tentative Course Schedule**

- Weekly reading assignments must be completed prior to class meetings to facilitate discussion.
- Look under “Course Content” in your Blackboard course for weekly lectures, assignments and other information.
- Late assignment submissions will not be accepted. Submission dates are entered as the time you click on the submit button, NOT the time that you access Blackboard. Don’t wait until the last minute to begin/submit your assignments!
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<thead>
<tr>
<th>Week/Topics</th>
<th>Assignments</th>
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<tr>
<td><strong>Week 1: August 24 – August 30</strong></td>
<td>• Read all information course information under “course policies” on Blackboard</td>
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<tr>
<td>• Introduction to Course</td>
<td><strong>By Sunday at 11:59 PM:</strong></td>
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<tr>
<td>• Health Planning Document/Presentation Assignment Description</td>
<td>• Quiz 1</td>
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<td>• Leading Causes of Death</td>
<td>• Syllabus Agreement</td>
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<td><strong>Week 2: August 31 – September 6</strong></td>
<td>• Readings posted on Blackboard</td>
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<td>• Maternal, Infant and Child Health</td>
<td><strong>By Sunday at 11:59 PM:</strong></td>
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<td><strong>Week 3: September 7 – September 13</strong></td>
<td>• Quiz 2</td>
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<tr>
<td>• Introduction to Child Development</td>
<td>• Readings posted on Blackboard</td>
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<td><strong>Week 4: September 14 – September 20</strong></td>
<td><strong>By Sunday at 11:59 PM:</strong></td>
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<td>• Child and Adolescent Health Across Cultures</td>
<td>• Quiz 3</td>
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<td><strong>Week 5: September 21 – September 27</strong></td>
<td>• Readings posted on Blackboard</td>
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<td>• Adolescent Development</td>
<td><strong>Sunday at 11:59 PM:</strong></td>
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<td><strong>Week 6: September 28 – October 4</strong></td>
<td>• Quiz 5</td>
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<td>• Parenting Styles</td>
<td><strong>Sunday at 11:59 PM:</strong></td>
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<td><strong>Week 7: October 5 – October 11</strong></td>
<td>• Readings posted on Blackboard</td>
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<td>• Child/Adolescent Nutrition/Obesity (WotN)</td>
<td><strong>Sunday at 11:59 PM:</strong></td>
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<td><strong>Week 8: October 12 – October 18</strong></td>
<td>• Quiz 7</td>
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<td>• School Health</td>
<td>• Health Facts Brochure</td>
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<td>• School Nutrition</td>
<td><strong>Sunday at 11:59 PM:</strong></td>
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<td><strong>Week 9: October 19 – October 25</strong></td>
<td>• Quiz 8</td>
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<tr>
<td>• Media, Body Image, Eating Disorders</td>
<td><strong>Sunday at 11:59 PM:</strong></td>
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<tr>
<td>Week/Topics</td>
<td>Assignments</td>
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| **Week 10: October 26 – November 1**  
• Mental Health in Children and Adolescents |  
• Readings posted on Blackboard  
**Sunday at 11:59 PM:**  
• Quiz 10 |
| **Week 11: November 2 – November 8**  
• Childhood Poverty |  
• Readings posted on Blackboard  
**Sunday at 11:59 PM:**  
• Quiz 11 |
| **Week 12: November 9 – November 15**  
• Abuse, Neglect, Resilience, Legal and Ethical Issues |  
• Readings posted on Blackboard  
**Sunday at 11:59 PM:**  
• Quiz 12  
• Final HPD Presentations |
| **Week 13: November 16 – November 22**  
• Teen Sexual Health |  
• Readings posted on Blackboard  
**Sunday at 11:59 PM:**  
• Quiz 13 |
| **Week 14: November 23 – November 29**  
• Thanksgiving Break |  
Have a great holiday! |
| **Week 15: November 30 – December 6**  
• Incarcerated/Delinquent Youth |  
• Readings posted on Blackboard  
**Sunday at 11:59 PM:**  
• Reflection Paper Due |
| **Week 16: December 7 – December 11** |  
• Quiz 14 |