Department of Kinesiology and Health Science
HLTH 2335-500: Child and Adolescent Health
Fall 2021

**Instructor:** Victoria Wagner-Greene, PhD, CHES  **Course Info:** Online

**Office:** HPE 218  **Credits:** 3

**Office Phone:** 936-468-1543  **Other Contact:** 936-468-1875 (Main Office)

**Office Hours:** T/R 1:30p-3:00p, W 10:00a-12:00p, or by appointment

**Email:** Victoria.wagner-greene@sfasu.edu

*Email is the preferred way of contact; responses Mon-Fri within 24 hours.*

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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 health lessons. 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.

**Course Justification:** Health Concepts for Children and Adolescents (3 credits) is a is an online course will meet 150 minutes of online content for direct instruction per week for 15 weeks and a final exam. 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.

**Course Delivery Modality:** Face-to-Face

**Prerequisites:** N/A

**Diversity Statement:** 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:
- In class discussions
- Health Lesson Plan
- Class Worksheets/Mini Assignments
- Weekly Quizzes
- Final Quiz

Instructional Strategies: The instructor will use a variety of instructional methods, such as, traditional lecture, online videos, personal stories, website links, class discussions (online), and other engagement approaches.

Technology: This course will utilize D2L by Brightspace, YouTube video links, TedTalks, internet links to websites and articles, PowerPoint, discussions, Microsoft Word, and Zoom. Other potential apps may be Kahoot, Flipgrid, and Prezi.

IV. Evaluation and Assessments (Grading):

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<thead>
<tr>
<th>Assignments/Assessments</th>
<th>Total Points</th>
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<tbody>
<tr>
<td>Quizzes (14 @ 25 points each)</td>
<td>350</td>
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<tr>
<td>Health Lesson Final Document (55) &amp; Powerpoint (15)</td>
<td>70</td>
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<tr>
<td>Misc. Class Worksheets</td>
<td>35</td>
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<tr>
<td>Reflection Paper</td>
<td>15</td>
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<tr>
<td>Final Quiz</td>
<td>30</td>
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<table>
<thead>
<tr>
<th>Total Course Points</th>
<th>500</th>
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<tbody>
<tr>
<td>Letter Grade</td>
<td>Points Needed</td>
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<tr>
<td>A = 90%+</td>
<td>450 or above</td>
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<tr>
<td>B = 80-89.99%</td>
<td>400-449.999</td>
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<tr>
<td>C = 70-79.99%</td>
<td>350-399.999</td>
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D = 60-69.99% 
F = Below 59.99%

V. Tentative Course Outline/Calendar:
- See last page for tentative course schedule

VI. Readings (Required and recommended—including texts, websites, articles, etc.):

**Required Textbook:** Child 2ed. Author: Gabriela Martorell. McGraw Hill.
ISBN: 9781260500172

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

**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.

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.

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: Found at [http://www.sfasu.edu/policies/](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.

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;
- 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;
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. If a student has been found guilty of academic dishonesty, a grade of “WP” or “WH” may be changed to “WF” at the discretion of the faculty member. In the case of a grade change to “WF”, the course will not count towards the six course drop limit since the student is incurring an academic penalty.

Student Code of Conduct: Policy 10.4
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. Bystanders, if their presence incites or adds to the disruption, as well as more active participants in the disruptive activity, may be in violation of this policy as well. Engaging in physical violence of any nature against any person. This includes fighting; assaulting; battering; using a knife, gun, or other weapon; or acting in a manner that threatens or endangers the physical health or safety of any person or causes a reasonable apprehension of such harm.

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.

SFASU values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students mental health and wellness. Many of these resources are free, and all of them are confidential.
**On-campus Resources:**
SFASU Counseling Services  
www.sfasu.edu/counselingservices  
3rd Floor Rusk Building  
936-468-2401

SFASU Human Services Counseling Clinic  
www.sfasu.edu/humanservices/139.asp  
Human Services Room 202  
936-468-1041

**Crisis Resources:**
Burke 24-hour crisis line 1(800) 392-8343  
Suicide Prevention Lifeline 1(800) 273-TALK (8255)  
Crisis Text Line: Text HELLO to 741-741

**IX. Other Relevant 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. By training yourself to write properly, you develop skills necessary to deal with future clients and supervisors, who are unlikely to tolerate bad e-mail manners. 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 Dr. 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 ...”, “May I...,” “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 216 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].”

X. Additional Information

- Weekly reading assignments must be completed prior to class meetings to facilitate discussion.
- Look under “Course Content” in your D2L 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 D2L. Don’t wait until the last minute to begin/submit your assignments!

See Next Page for Tentative Schedule
<table>
<thead>
<tr>
<th>Tentative Schedule</th>
<th>Assignments Due</th>
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<tbody>
<tr>
<td><strong>Week 1: August 23 – August 29</strong></td>
<td>Syllabus Agreement</td>
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<tr>
<td>Review Syllabus</td>
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<tr>
<td>Explore Links in D2L</td>
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<tr>
<td><strong>Week 2: August 30 – September 5</strong></td>
<td>Quiz 1</td>
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<tr>
<td>Ch.1 – Introduction to child development</td>
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<td>Ch. 2 – Conception, heredity, and environment</td>
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<tr>
<td>Review Weekly Notes</td>
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<tr>
<td>Explore Links in D2L</td>
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<tr>
<td><strong>Week 3: September 6 – September 12</strong></td>
<td>Quiz 2</td>
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<tr>
<td>Ch.3 – Pregnancy and prenatal development</td>
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<tr>
<td>Review Weekly Notes</td>
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<td>Explore Links in D2L</td>
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<td><strong>Week 4: September 13 – September 19</strong></td>
<td>Quiz 3</td>
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<tr>
<td>Ch. 4 – Birth and newborn</td>
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<td>Review Weekly Notes</td>
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<td>Explore Links in D2L</td>
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<td><strong>Week 5: September 20 – September 26</strong></td>
<td>Quiz 4</td>
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<tr>
<td>Ch.5 – Physical development and health 0-3</td>
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<td>Review Weekly Notes</td>
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<td>Explore Links in D2L</td>
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<td><strong>Week 6: September 27 – October 3</strong></td>
<td>Quiz 5</td>
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<tr>
<td>Ch. 6 – Cognitive development 0-3</td>
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<td>Review Weekly Notes</td>
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<td>Explore Links in D2L</td>
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<td><strong>Week 7: October 4 – October 10</strong></td>
<td>Quiz 6</td>
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<tr>
<td>Ch. 7 – Psychosocial development 0-3</td>
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<td>Review Weekly Notes</td>
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<td>Explore Links in D2L</td>
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<td><strong>Week 8: October 11 – October 17</strong></td>
<td>Quiz 7</td>
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<tr>
<td>Ch.8 – Physical development and health in early childhood</td>
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<td>Review Weekly Notes</td>
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<td>Explore Links in D2L</td>
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<td><strong>Week 9: October 18 – October 24</strong></td>
<td>Quiz 8</td>
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<tr>
<td>Ch. 9 – Cognitive development in early childhood</td>
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<tr>
<td>Review Weekly Notes</td>
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<td>Explore Links in D2L</td>
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<tr>
<td><strong>Week 10: October 25 – October 31 – ONLINE CLASS ALL WEEK</strong></td>
<td>Quiz 9</td>
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<tr>
<td>Ch. 10 – Psychosocial development in early childhood</td>
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<tr>
<td>Review Weekly Notes</td>
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<td>Explore Links in D2L</td>
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Revised August 4, 2021
| Week 11: November 1 – November 7 | Ch. 11 – Physical development and health in middle childhood  
Review Weekly Notes  
Explore Links in D2L | Quiz 10 |
| Week 12: November 8 – November 14 | Ch. 12 – Cognitive development in middle childhood  
Review Weekly Notes  
Explore Links in D2L | Quiz 11 |
| Week 13: November 15 – November 21 | Ch. 13 – Psychosocial development in middle childhood  
Ch. 14 – Physical development and health in adolescence  
Review Weekly Notes  
Explore Links in D2L | Quiz 12 & Quiz 13  
Assignments will be due Sunday 28th for week 13 |
| Week 14: Thanksgiving Break  
November 22 – November 28 | | |
| Week 15: November 29 – December 5 | Ch. 15 – Cognitive development in adolescence  
Ch. 16 – Psychosocial development in adolescence  
Review Weekly Notes  
Explore Links in D2L | Quiz 14  
Burnt Pages Worksheet |
| Finals Week: December 6 – December 10 | | Final Quiz  
Reflection Paper |