SYLLABUS
Academic Unit
Department of Kinesiology and Health Science HLTH-2335-500
Health Concepts for Children & Adolescents
Fall 2023

Instructor: Jasmine Randolph

Course Time & Location: Online via Brightspace D2L

Office: Contact via Email/Zoom

Office Hours: Available via mySFA email; Virtual Zoom appointments available by request. Emails will be responded to within 24-48 hours. Emails received on Friday afternoon may be responded to on the following business day.

Email: Jasmine.Randolph@sfasu.edu

Credits: 3 Hours

Prerequisites: N/A

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.

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

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:
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). There is a

**Student Learning Outcomes:**

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 (NCHECI, VII)
3. Access and utilize health education information resources (NCHEC I, VI)

**III. Course Assignments, Activities, Instructional Strategies, use of Technology:**

1. Health Lesson Plan (NCHEC I-VII)
   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 lesson plan 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. **Lesson Planning Outline**
         More information will be on D2L.
      ii. **Health lesson plan- Written Document**
         More information will be on D2L.
      iii. **Health lesson Oral Presentation**
         More information will be on D2L. The power point presentations should include the teach (anticipatory activity), lesson concepts and references.

2. Reflection Paper (NCHEC I)
   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. 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.

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

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

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

7. **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.

8. **Activities:** Activities for this class will include: written assignments, presentations, class discussions, engaging in online activities, and reading course materials.

9. **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 opportunities.

**IV. Evaluation and Assessments (Grading):**

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
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<tbody>
<tr>
<td>Weekly Quizzes (7 @ 20 points each)</td>
<td>140</td>
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<tr>
<td>Health Lesson Outline</td>
<td>25</td>
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<tr>
<td>Health Lesson Written Document</td>
<td>75</td>
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<tr>
<td>Heath Lesson Presentation</td>
<td>25</td>
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<tr>
<td>Misc. Class Worksheets/Assignments</td>
<td>25</td>
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<tr>
<td>Reflection Paper</td>
<td>10</td>
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**Total Course Points | 300**

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Points Needed</th>
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<tbody>
<tr>
<td>A = 90%+</td>
<td>270 and above</td>
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<tr>
<td>B = 80-89.999%</td>
<td>240 - 269.999</td>
</tr>
<tr>
<td>C = 70-79.999%</td>
<td>210 - 239.999</td>
</tr>
<tr>
<td>D = 60-69.999%</td>
<td>180 - 209.000</td>
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<tr>
<td>F = Below 59.999%</td>
<td>179.999 and under</td>
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**V. Tentative Course Outline/Calendar:**

- See last page of syllabus for tentative course schedule. Course schedules will also be posted on D2L.
VI. Readings (Required and recommended—including texts, websites, articles, etc.):

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

**LiveText/Watermark 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. The email will be from support@watermarkinsights.com

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.

VII. Course Evaluations: “Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses (the teaching itself and the content/assignments) 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 (full-time and part-time) annual evaluation processes, 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!”

In the Perkins College of Education, 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 summarized data 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/)

**Class Attendance and Excused 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.

The Code of Student Conduct and Academic Integrity

Outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

Withheld Grades Semester Grades Policy (5.5)

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework 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. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course to compute the grade point average. For additional information, go to https://www.sfasu.edu/policies/course-grades-5.5.pdf.

Students with Disabilities

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 promptly may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.
Student Wellness and Well-Being

SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, 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:
The Dean of Students Office (Rusk Building, 3rd floor lobby)
www.sfasu.edu/deanofstudents
936.468.7249
dos@sfasu.edu

SFA Human Services Counseling Clinic Human Services, Room 202
www.sfasu.edu/humanservices/139.asp
936.468.1041

The Health and Wellness Hub “The Hub”
Location: corner of E. College and Raguet St.

To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:

- Health Services
- Counseling Services
- Student Outreach and Support
- Food Pantry
- Wellness Coaching
- Alcohol and Other Drug Education

www.sfasu.edu/thehub
936.468.4008
thehub@sfasu.edu

Crisis Resources:

- Burke 24-hour crisis line: 1.800.392.8343
- National Suicide Crisis Prevention: 9-8-8
- Suicide Prevention Lifeline: 1.800.273.TALK (8255)
- johCrisis 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 unless there is proper/relevant documentation. As a student it is important to communicate with me if you are unable to meet a deadline or complete an assignment. Communication prior to due dates can help facilitate discussions about potential extensions or accommodations.

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. 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” or “Dear Dr. W-G”

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”, 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 ____course.”
- Also, please include a brief description of the subject of your email in the subject line of the email.
- 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 course schedule
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<thead>
<tr>
<th>Tentative Schedule</th>
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<tbody>
<tr>
<td><strong>Week/Topics/Tasks</strong></td>
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<tr>
<td><strong>Week 1 &amp; 2: Aug. 28 - Sept. 8</strong></td>
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<tr>
<td>Introduction to course/D2L Assignment overview</td>
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<td><strong>Week 3: Sept. 11 - Sept. 15</strong></td>
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<td>Leading causes of death</td>
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<td><strong>Week 4: Sept. 18 – Sept. 22</strong></td>
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<tr>
<td>Preconception health Maternal, infant, child health</td>
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<td><strong>Week 5: Sept. 25 – Sept. 29</strong></td>
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<tr>
<td>No New Content- Group Work</td>
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<td><strong>Week 6: Oct. 2 – Oct. 6</strong></td>
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<tr>
<td>Child development Adolescent development Development across cultures</td>
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<td><strong>Week 7: Oct. 9 – Oct. 13</strong></td>
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<tr>
<td>Parenting styles Abuse, neglect, resilience, legal &amp; ethical issues</td>
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<td><strong>Week 8: Oct. 16 – Oct. 20</strong></td>
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<tr>
<td>Child Obesity Weight of the Nation Documentary</td>
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<td><strong>Week 9: Oct. 23 – Oct. 27</strong></td>
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<td>School health School nutrition Physical activity</td>
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<td><strong>Week 10: Oct. 30 – Nov. 3</strong></td>
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<tr>
<td>Childhood poverty</td>
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<td><strong>Week 11: Nov. 6 - Nov. 10</strong></td>
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<tr>
<td>Mental health in children and adolescents</td>
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# Tentative Schedule

<table>
<thead>
<tr>
<th>Week/Topics/Tasks</th>
<th>Assignments</th>
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| **Week 12: Nov. 13 - Nov. 17** | Health Lesson Written Document  
No new content - continue working on group project  
Health Lesson Presentation  
Peer evaluation |
| **Week 13: Nov. 20 – Nov. 24** | Thanksgiving Holiday |
| **Week 14: Nov. 27 – Dec. 1** | Sunday by 11:59 PM  
Weekly Quiz #7  
Teen sexual health  
Incarcerated/delinquent youth |
| **Week 15: Dec. 4 - Dec. 8** | Sunday by 11:59 PM  
Reflection Paper  
Catch up on any unsubmitted content |
| **Week 16: Dec. 11 - Dec. 15** | Sunday by 11:59 PM  
Final Exam  
Grades will be submitted to D2L |

**Fine Print:**  
- Assignments due Sunday by 11:59 PM.