**Instructor:** Muswamba Mwamba, DrPH, IBCLC

**Course Info:** Online - D2L

<table>
<thead>
<tr>
<th>Office</th>
<th>Credits: 3</th>
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<tbody>
<tr>
<td>HPE 217</td>
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</table>

<table>
<thead>
<tr>
<th>Office Phone</th>
<th>Other Contact: 936-468-3503 (Main Office)</th>
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<tbody>
<tr>
<td>936-468-2353</td>
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**Office Hours:** Mondays and Wednesdays, 9 am to 12 pm, or by appointment

**Email:** Muswamba.mwamba@sfasu.edu

*Email is the preferred way of contact; responses are Mon-Fri within 24-48 hours.*

**Prerequisites:** N/A

### I. Course Description

This course will introduce students to health concepts relevant to children and adolescents' physical, social, and emotional needs. 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 an online course that will meet 150 minutes of online asynchronous content for direct instruction per week for 16 weeks and a final exam. This course contains critical assignments related to accountability and accreditation and fulfills NCHEC’s areas I, II, IV, V, VI & VII of responsibilities. Course assignments and activities average at least 6 hours of work each week to prepare outside of the engagement time with the course content.

**Course Delivery Modality:** Online

### 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).

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, and 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 determines their target audience's age-appropriate “instructional needs” based on the chosen health topic and creates 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 resources like 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 PowerPoint presentations should include the teacher (anticipatory activity), lesson concepts, and references.

2. Reflection Paper (NCHEC I)
   a. Each student will write at least a 2-page, double-spaced paper in paragraph form 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, 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 to 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 should 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 lectures, 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>
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<tr>
<td>Reflection Paper</td>
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<table>
<thead>
<tr>
<th>Total Course Points</th>
<th>300</th>
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<tbody>
<tr>
<td>Letter Grade</td>
<td>Points Needed</td>
</tr>
<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>
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<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>
</tr>
<tr>
<td>F = Below 59.999%</td>
<td>179.999 and under</td>
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</tbody>
</table>
V. Tentative Course Outline/Calendar:

- See page 10 for a 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/reading are posted to the course D2L page.

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 Misa. Although the instructor can 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 Policy

Institutional Absences (HOP 04-110)

An Institutional Absence may be granted to a student who participates as a representative of the University in academic (including research), extra- or cocurricular, or athletic activities. Students will be excused for institutional purposes from otherwise required academic activity only when a valid Institutional Absence is approved by the appropriate administrative unit or official, and the documentation of approval is provided to the faculty member at least five (5) days in advance.

Institutional absences will not be approved for keystone events, defined as: a special or unique assignment, test, project, experience, or other academic exercise identified by the Faculty member as critical for successful completion of standards of the class and unable to be missed. These events must be identified on the syllabus at the beginning of the semester and communicated to the students. Events added to the syllabus at a later date will not qualify for Keystone Event status. Keystone Events where the date/time is
changed will no longer be considered a Keystone Event. Students should make themselves aware of any Keystone Events identified in the syllabus to ensure there are no conflicts.

For keystone events where the assignment dates vary, it is incumbent upon the students to work with their faculty member to not select a conflicting date.

More information on Institutional Absences, including how to apply, can be found at [https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences](https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences).

**Code of Student Conduct and Academic Integrity (In addition, you may include your guidelines for academic integrity as appropriate).**

The Code of Student Conduct and Academic Integrity (HOP 04-106) 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. For additional information, go to [https://www.sfasu.edu/docs/hops/04-106.pdf](https://www.sfasu.edu/docs/hops/04-106.pdf).

**Withheld Grades Semester Grades Policy (HOP policy 02-206)**

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/docs/hops/02-206.pdf](https://www.sfasu.edu/docs/hops/02-206.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.

Other important course-related policies:

***Other SFA policy information is found in the Handbook of Operating Procedures (HOP)

IX: Resources

On-campus Resources:

- **The Dean of Students Office** (Rusk Building, 3rd floor lobby)
  - www.sfasu.edu/deanofstudents
  - 936.468.7249
  - dos@sfasu.edu

- **SFASU Counseling Services** • www.sfasu.edu/counselingservices
  Health and Wellness Hub (corner of E. College and Raguet) • 936-468-2401

- **SFASU Human Services Counseling Clinic** • www.sfasu.edu/humanservices/139.asp
  Human Services Room 202 • 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)
  - Crisis Text Line: Text HELLO to 741-741
XI. 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 cannot meet a deadline or complete an assignment. Communication before 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. You develop the skills necessary to deal with future clients and supervisors by training yourself to write correctly. Please use the following guidelines when e-mailing me and other professors.

Even telephone conversations start with “Hello” and end with “Goodbye.” Therefore, please formally salute when e-mailing professors, such as: “Dear Dr. Mwamba.”

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 your enrolled class, such as: “Dear…. I am a student enrolled in your ___ course.”
- Also, please include a brief description of your email’s subject line in the email’s subject line.
- Always re-read your emails and check for spelling and grammatical mistakes before sending them.
- When scheduling an appointment outside 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].”

XI. Additional Information

- Weekly reading assignments must be completed before 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 when you click the submit button, NOT when you access D2L. Don’t wait until the last minute to begin/submit your assignments!
See the next page for the tentative course schedule.
<table>
<thead>
<tr>
<th>Tentative Schedule</th>
<th>Assignments Due</th>
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</table>
| **Week 1 & 2: Jan 15 – 28**  
Review Syllabus  
Read Teacher Bio  
Explore D2L Page | Syllabus Agreement  
Video Introduction |
| **Week 3: Jan 29 – Feb 4**  
Leading causes of death | Health Lesson Groups and Topics Will be posted |
| **Week 4: Feb 5 - 11**  
Preconception health Maternal, infant, child health | Weekly Quiz #1 |
| **Week 5: Feb 12 - 18**  
No New Content- Group Work | Health Lesson Outline |
| **Week 6: Feb 19 - 25**  
Child development  
Adolescent development  
Development across cultures | Weekly Quiz #2 |
| **Week 7: Feb 26 – Mar 3**  
Parenting styles  
Abuse, neglect, resilience, legal & ethical issues | Weekly Quiz #3  
Surviving Year 1 Worksheet |
| **Week 8: Mar 4 - 10**  
Child Obesity  
Weight of the Nation Documentary | Weight of the Nation Worksheet  
Midterm Exam |
| Spring Break | |
| **Week 9: Mar 18 - 24**  
School Health  
School Nutrition  
Physical activity | Weekly Quiz #4 (on both week 8 and 10) |
| **Week 10: Mar 25 - 31**  
Childhood poverty | Poor Kids Worksheet  
Weekly Quiz #5 |
| **Week 11: Apr 1 - 7**  
Mental health in children and adolescents | Weekly Quiz #6 |
| **Week 12: Apr 8 - 14**  
No new content- continue working on group project | Health Lesson Written Document  
Health Lesson Presentation  
Peer evaluation |
| **Week 13: Apr 15 - 21**  
Teen sexual health  
Incarcerated/delinquent youth | Weekly Quiz #7 |
| **Week 14: Apr 22 -28**  
Juvenile Incarceration | Reflection Paper  
Catch up on any unsubmitted content |
| **Week 15: Apr 29 – May 5** | Reflection Paper  
Catch up on any unsubmitted content. |
| **Week 16: May 6 – 10**  
Finals Week | Final Exam  
Due Wednesday by 11:59 pm |
## Appendix I – TEA Standards Alignment Chart

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<tbody>
<tr>
<td>Behavior Change Project - Students assess an area of their health that needs improvement, plan how to achieve the goal, implement it, and evaluate the results.</td>
<td>5a, 5b, 5c</td>
<td>1.3</td>
<td>3.15k</td>
<td>2.6c</td>
<td>6k, 6m</td>
</tr>
<tr>
<td>Class worksheets/participation - assignments vary on the weekly health topic but address mental health, physical activity, nutrition, cancer, alcohol, sexual health, communication, injuries, etc.</td>
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<tr>
<td>Exam #1 - Midterm - Content includes an overview of health, health behavior theory, psychological health, stress, sleep, relationships, communication, reproductive choices, and sexual health.</td>
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<tr>
<td>Exam #2 - Final - Content includes Fitness/physical health, nutrition/weight management, chronic disease, environmental health, health care, injury, and death/dying.</td>
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Links to additional standards can be found on the PCOE website.