HSC 235.003 – Health Concepts for Children & Adolescents

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Phone: Kin. Office 468-3503
Office Hours: One hour after class is over
Office: Rm 224
Department: Kinesiology
Credits: 3

Class time and Location: Tuesday 4:00 – 6:30 HPE Rm. 224

I. Course Description:

This course will introduce you 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 the 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.

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

☐ This course links with SFA Initiative #4: Develop a learner-centered environment.
☐ This course links with SFA’s COE Goal and Initiative #2: Prepare educators and industry professionals.
☐ This course links with SFA Initiative #5: Create new learning opportunities through additional interdisciplinary, international, service learning, and civic engagement experiences.
☐ This course links with SFA’s COE Goal and Initiative #6: Collaborate with external partners.

Program Learning Outcomes:

Community Health Program
1. The student will be able to plan and evaluate a community based health lesson.
2. The student will construct a professional portfolio to be used as a personal career-marketing tool for employment opportunities.
3. The student will write a grant and submit the grant’s request for funding proposal (RFP).
4. The student will be able to communicate health information.
5. The student will design and implement a health behavior change plan that they will monitor for the semester.

EC-12 Health Program
1. The student will be able to plan and evaluate classroom based health instruction.
2. The student will be able to demonstrate health content knowledge.
3. The student will demonstrate skills in instructional planning, curriculum development, instructional methodology, assessment, and classroom management.
4. The student will be able to communicate health education concepts to audiences of varying ages.
5. The student will design and implement a health behavior change plan that they will monitor for the semester.

Student Learning Outcomes:
By the end of this course students should be able to:

- Plan and evaluate a community based health lesson plan to present to peers (EC-12 PLO #1-4; CH PLO #1,4)
- Demonstrate the proficient use of multiple health education strategies/methods (EC-12 PLO #1,2,4; CH PLO #1,4)
- Access and utilize health education information resources (EC-12 PLO #1-4; CH PLO #1,2,4)

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

A. Health Topic Presentation (200 points total)

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

In this assessment, students will create health topic presentation that will be taught in a classroom setting. Students will be assigned a broad topic area and must determine the age appropriate instructional needs based on the topic assigned.

The following procedures will be used to create the health topic presentation:
1) Generate ideas for addressing the scenario. You may use various resources, such as the Internet, books, and other health educators to assist you with these ideas. If you use someone’s health topic presentation you must re-write the lesson in your own words and give the author credit. (Please NOTE: If credit is not given, it is plagiarism! Plagiarism is an Academic Integrity violation (see policy below) and will result in a failing grade on this assignment)
2) Write the lessons in a manner so that anyone would be able to read and teach these lessons. The lessons must show developmental appropriateness, be properly sequenced, include all the Assessment Components, and address the proper scenario. Lesson plan also must include an evaluation to determine if learning has occurred.

Assessment Components:
1. Designated Audience = The audience for the health concept is defined and listed.
2. Topic Addressed = An explanation of the topics that the lesson will address.
3. Objective = Objectives are actions that specify what the student will learn and be able to demonstrate.
4. Materials Needed = Materials are items that are needed to teach the health concept.
5. Teach Section (Anticipatory Set) = Describe a short activity to prepare the student for the health concept.
6. Teach Section (Lesson Concept) = Portion of the lesson plan that provides step-by-step directions to follow when teaching the health concept.
7. Evaluation = Evaluation is a tool to determine if objectives have been meet.
8. Follows Template = The provided template should be followed.
9. Mechanics = The health topic presentation should be of professional quality and free of mechanical errors.

This assignment will consist of three different submissions:

i. Rough Draft of health topic presentation (worth 50 points)
   - A thorough and thoughtful list of items needed so they can be purchased in time of health fair.
   - This portion of the assignment is due two ways! (1) As a hard copy due in class per the deadline indicated in the below schedule; and (2) as an electronic copy in the folder labeled “Rough Draft health topic presentation” in Dropbox in D2L
ii. Revised health topic presentation (worth 50 points)

☐ After you practice your lesson for the class, you will receive feedback which must be incorporated into your revised lesson for you to implement for the final presentation.

☐ This portion of the assignment is due two ways! (1) As a hard copy due in class per the deadline indicated in the below schedule; and (2) as an electronic copy in the folder labeled “Revised health topic presentation” in Dropbox in D2L

iii. Finalized Version of health topic presentation (worth 100 points)

☐ After the final presentation, you will develop a finalized version of your lesson plans. These will be submitted to the Nacogdoches Independent School District to start being implemented in their health and physical education curriculum starting in the fall semester. THEREFORE, it is imperative that you take this assignment seriously as there are real-world applications (and consequences) for your project.

☐ This portion of the assignment is due three ways! (1) As a hard copy due in class per the deadline indicated in the below schedule; (2) as an electronic copy in the folder labeled “Finalized health topic presentation” in Dropbox in D2L; and (3) as an electronic copy with LiveText. If your assignment is not submitted all three ways you will receive a zero (‘0’) on this assignment.

B. Class Topic Form (100 points)

This assignment will be a form for you to fill out before a guest speaker or class debate so that you have knowledge of the topic. The form will be turned in after every class; failure to complete the form will result in getting a zero (‘0’) on this assignment. ***

C. Reflection Paper (100 points)

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

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

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

This assignment is due three ways! (1) As a hard copy due in class per the deadline indicated in the below schedule; (2) as an electronic copy in the folder labeled “Reflection Paper” in Dropbox
in D2L; and (3) as an electronic copy with LiveText. If your assignment is not submitted all three ways you will receive a zero (‘0’) on this assignment.

### Curriculum Alignment

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<tr>
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<td>2a, 3a, 4c, 4d, 5b</td>
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### IV. Evaluation and Assessment (Grading):

**Evaluation Criteria:**

Health Topic Presentation...200 points = approx. 50%
Topic Form..........100 points = approx. 25%
Reflection Paper.............100 points = approx. 25%

**400 points = 100% TOTAL**

**Grade Scale (Point Breakdown):**

A = 90% and above (358 & above)
B = 80-89% (318-357.99)
C = 70-79% (278-317.99)
D = 60-69% (238-277.99)
F = Below 59% (237.99 & below)
V. Tentative Course Schedule:

<table>
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<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Due</th>
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<tr>
<td>1</td>
<td>1/19</td>
<td>Syllabus, class expectations, assignment overview, Discuss Presentation Outline</td>
<td></td>
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</table>
| 2    | 1/26   | Topic – Incarcerated & Delinquent Youth  
*An introduction of this marginalized population of youth and its potential long-term effects on health and behavior.* | Topic Form (HARD COPY)   |
| 3    | 2/2    | Topic – Child Health & Poverty, Child Abuse & Neglect; Resilience  
*An overview of the intersections between poverty and health conditions, such as asthma. Defining these terms, how these issues put children at risk for health conditions, and what/how resiliency factors in* | Topic Form (HARD COPY)   |
| 4    | 2/9    | Topic – Childhood Obesity  
*Risk factors and behaviors associated with childhood obesity* | Rough Draft 1 of Health Presentation (HARD COPY) |
| 5    | 2/16   | Topic – Adolescent mortality: Injuries/Accidents  
*Overview about the leading causes of death for this population and potential prevention strategies* | Topic Form (HARD COPY)   |
| 6    | 2/23   | PRACTICE Presentations Outline/ Discuss TEKS  
*Students will implement their presentation outline to their peers to get feedback in order to revise their presentation outline* |                          |
| 7    | 3/1    | Topic – Legal & Ethical Issues, Policy Prevention, & Intervention Strategies for these populations  
*Discussion of current policies (U.S. & school) as well as community resources available for child & adolescent health issues  
An introduction to the legal and ethical issues in working with youth.* | Rough Draft 2 of Health Presentation (HARD COPY) |
| 8    | 3/8    | Topic – Media & Body Image  
*An introduction to the impact media has on youth’s perceptions of “acceptable” body image* | Topic Form (HARD COPY)   |
| 9    | 3/15   | Spring Break |                          |

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**Note:** Topic Form (HARD COPY) indicates that the topic outline must be submitted in hard copy format.
| 10 | 3/22 | Topic – Eating, Fitness, & Weight Concerns  
*How to promote healthy eating and physical activity among youth, ranging from athletes to non-athletes* | Topic Form (HARD COPY) |
| 11 | 3/29 | Topic – Mental Health  
*An introduction to mental health and how it presents differently among children and adolescents compared to adults and the treatment options for these populations* | Topic Form (HARD COPY) |
| 12 | 4/5  | Topic – Maternal, infant, & child health  
*Discuss the governmental recommendations for maternal, infant and child health* | Topic Form (HARD COPY) |
| 13 | 4/12 | Topic – Parenting in the 21st century  
*How parents are treating their kids and how it has changed over the years* | Topic Form (HARD COPY) |
| 14 | 4/19 | Presentation of Health Topic  
*Students will present to their peers and other expert judges their Health Outline* | Finalized version of Health Presentation (HARD COPY, D2L Dropbox, Livetext)  
Reflection Paper (HARD COPY, D2L Dropbox, Livetext) |
| 15 | 4/26 | Presentation of Health Topic  
*Students will present to their peers and other expert judges their Health Outline* |
| 16 | 5/3  | Presentation of Health Topic  
*Students will present to their peers and other expert judges their Health Outline* |

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

- Required readings in the form of journal articles, websites, and other scholarly material may be assigned based on the topics discussed in the course. These will be announced ahead of time and posted on D2L.
• D2L
• LiveText - This course collects 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, using the LiveText data management system. Students who do not have an existing LiveText account will receive an access code via your SFA Titan email within the first week of class. You will be required to register your LiveText account, and you will be notified how to register your account. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these e-mails. If you have questions about LiveText, call ext. 1267 or e-mail SFALiveText@sfasu.edu.

Course Evaluations: Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical! In the 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 will not be available to the instructor until after final grades are posted.

Student Ethics and Other Policy Information:

Class Attendance and Excused Absence: Policy 6.7
Daily attendance and active participation is expected and required of all professionals, therefore your attendance, which includes being tardy and/or leaving class early, may affect your final grade, thus attendance, tardies and/or leaving early will be recorded. Students should contact the Judicial Office (Rusk Bldg., Room 315 or 936-468-2703) and provide documentation for excused absences. I DO NOT want to see the documentation, for an excused absence - it must come from the Judicial Office for it to be excused. Students will be allowed to makeup 3 weeks (9 days for a MWF course or 6 days for a TTh or MW course) of coursework for documented excused absences as stated by the university attendance and excused absence policy found at http://www.sfasu.edu/policies/class_attendance_excused_abs.asp.

You may jeopardize your financial aid for this course if absences/tardies are obsessive prior to the 12th Day Class (W, Sept. 10, 2014) AND the 3 DATs were not completed on the date due (SEE Sec. V).

Late Assignments
• If you miss an exam or assignment due to an excused absence you must take the exam or turn in the assignment within one week of your return.
• If you miss an exam or assignment due to an unexcused absence you cannot take the exam nor are you eligible for the assignment points.

Academic Accommodation 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 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/disabilitieservices/.

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

Additional Information

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

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

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

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

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

IX. Other Relevant Course Information:

Class Expectations:

1. Late assignments will not be accepted
   a. Without prior approval
   b. Except for unforeseen circumstances (appropriate documentation required)

2. Assigned readings must be completed prior to class

3. Laptops, Netbooks, and iPod devices are not allowed for use during class without prior permission from the instructor.

4. Cell phones should be set to silent or turned off and in a pocket or backpack/bag before class begins.

5. Absolutely no use of cell phones during class for any reason. Use during quizzes and exams will result in a grade of zero.

6. No reading of outside materials, listening to MP3 devices, wearing earphones or ear buds, or disorderly conduct.

7. Students sleeping or giving the appearance of sleeping during class will be counted absent.

8. Respect your instructor, your classmates, and yourself.
Please NOTE: Failure to follow the expectations outlined above will result in being dismissed from class and counted absent.

9. Email Etiquette Policy (adapted from Dr. John Janowiak at UNC Chapel Hill)
   a. 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.
      i. Even telephone conversations start with “Hello” and end with “Goodbye.” Therefore, please use a formal salutation when e-mailing professors, such as: Dear Mr. Allen
   b. 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.
   c. 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...,” “Tell me when ....” Just adding the word “please” does not mean that you are being polite.
   d. 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 Mr. Allen, I am a student enrolled in your HSC 235 course.”
   e. Be concise.
   f. Always, re-read your e-mails and check for spelling and grammatical mistakes before sending them. (Also, recommended for the assignments you submit).
   g. When making an appointment, you can 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]; however, I am available...” Do not say, “I am not available on [Monday].”

In conclusion, if you do not use a formal salutation and my name (Mr. Allen) or you are and what class you are enrolled/inquiring; your e-mail message will not be read or responded to.

Please NOTE: Failure to follow the Email Etiquette and/or Classroom Expectation Policies will result in points being deducted from the “In-class Participation/Professionalism” described in Section III. Course Assignments, Activities, Instructional Strategies, use of Technology of the syllabus.