

Course Syllabus  
KINE 3398, Foundation of Health Instruction  
Fall 2013  
Department of Kinesiology  
11:00 T/TR (SCI 108)

8.8.13

## **COURSE DESCRIPTION**

The class emphasizes the dimensions of wellness and how to teach school age children (K-12) and or adults. Areas that will be covered involve the health components of fitness, hygiene, sex education, disease prevention, drug and alcohol prevention, mental health stability, environmental health management, and stress management. In addition, students will be exposed to different teaching methods and techniques to develop and prepare effective learning strategies.

## **COURSE SEQUENCE IN CURRICULUM AND PREREQUISITE INFORMATION**

Students must have completed KINE 2230, Foundations of Kinesiology, with a grade of “C”, or higher. This course is required for Kinesiology-Teacher Education Majors and Wellness-Management Majors, and an elective for other majors. Texas Essential Knowledge and Skills (TEKS) for Physical Education will be addressed in this course.

## **INSTRUCTOR INFORMATION**

Name:	Dr. James Johnson, Ph.D., CHES (Ret)
E-mail:	jjohnson@hbu.edu
Office Phone:	281-649-3169
Office Location:	NURS 125
Office Hours:	TR 10:00-11:00 -or call/visit with me for appointment

## **LEARNING RESOURCES**

Course Text(s): Comprehensive School Health Education (8<sup>th</sup> ed) McGraw Hill  
Supplementary Text(s): None required  
Other Required Materials: Access to online resources related to this course

## **RELATION TO THE PURPOSE STATEMENT OF THE UNIVERSITY**

In accordance with the University purpose, this course endeavors to:

1. Provide a supportive atmosphere for students from all backgrounds, which foster intellectual and social interaction in the teaching-learning processes;
2. Encourage academic excellence, freedom, and objectivity;

3. Promote the development of critical and creative thinking, compassion, responsibility, and continuing interest in learning and wellness.

## **RELATION TO COLLEGE GOALS AND PURPOSES**

The Kinesiology Department emphasizes the goals of the School of Nursing and Allied Health with the inclusion of multiple learning approaches; a challenging criterion; and the use of reliable, fair methods of evaluation. The Kinesiology Department works to:

1. Prepare the student to obtain academic excellence;
2. Introduce the student to various fitness and wellness areas in the field;
3. Invite the student to be aware of the needs and areas of study available in the community, region, nationally, and internationally; and
4. Promote the development of critical and creative thinking, compassion, responsibility, and continuing interest in learning and the field of kinesiology; and
5. Introduce the Kinesiology-Teacher Education major to the Texas Essential Knowledge and Skills (TEKS), to investigate appropriate teaching and learning strategies to meet TEKS objectives, and introduce resources that can meet TEKS objectives.

## **RELATION TO DEPARTMENTAL GOALS AND PURPOSES**

Houston Baptist University Department of Kinesiology is committed to fashioning and cultivating a genuine practitioner in the science of human movement; preparing candidates to assume professional roles in education, in fields aligned with rehabilitation and prevention, and within the environments of sport and exercise. The candidate displays expert knowledge; proficient competencies, and professional disposition suited for success in the profession.

## **COURSE OBJECTIVES**

Overview/ purpose of the course

The design of this course is to introduce students to the purpose and intent of the comprehensive school health education curriculum; to address the current research and relevant topics addressing school-age and adult health/wellness issues; and to provide opportunities for the enrolled students to present and experience various methods of health-related presentations.

Upon completion of this course, students should be able to:

Students completing this course will have the most informative, up to date, and effective knowledge and strategies encompassing all aspects of Comprehensive School Health, Coordinated School Health Planning, Texas Essential Knowledge and Skills (TEKS), and relevant CDC data on health and wellness. Students will have experienced developing power point presentations and delivery of health information to an audience.

Technology, writing, or oral objectives

Students will be exposed to relevant web-sites to health knowledge, research, and effective strategies for the delivery of health information. Students will be scored on their development of effective power point presentations and oral delivery of information.

### TOPICAL OUTLINE

The content of this outline and the attached schedule are subject to change at the discretion of the professor.

Class Date or Meeting	Topic: Class Assignment
Aug 27 Tue	Introduction and Syllabus Information
29 Trs	A Nation at Risk (Chapter 1)
Sep 3 Tue	A Nation at Risk (Chapter 1) <b>Assignment 1 (20)</b> (in slides)
5 Trs	School Health Services (Chapter 2)
10 Tue	...and Healthy School Environment (Chapter 2)
12 Trs	Comprehensive School Health Education (Chapter 3) <b>Assign 1 is due today</b>
17 Tue	Comprehensive School Health Education (Chapter 3) + TEKS Objectives
19 Trs	Instructional Strategies (Chapter 4)
24 Tue	Instructional Strategies (Chapter 4) & TEKS Strategies
26 Trs	<b>Exam 1</b> (50 points) Chapters 1,2,3,4 + Lectures)
Oct 1 Tue	Mental and Emotional Health (Chapter 5)
3 Trs	TEKS Strategies
8 Tue	Family and Social Health (Chapter 6)
10 Trs	Family and Social Health <b>Assignment 2 (20)</b> (in slides)
15 Tue	Growth and Development (Chapter 7)
17 Trs	Growth and Development
22 Tue	Nutrition (Chapter 8) <b>Assignment 2 is due today</b>
24 Trs	Nutrition
29 Tue	<b>Exam 2</b> (50 points) Chapters 5,6,7,8 + Lectures
31 Trs	Personal Health & Physical Activity (Chapter 9) <b>Oct 26 (Fri) Last Date to</b>
Nov 5 Tue	Personal Health & Physical Activity
7 Trs	K-12 Curriculum Guide+Appendixes (Bring TEXTBOOK to class today)
12 Tue	K-12 Curriculum Guide+Appendixes (Bring TEXTBOOK to class today)
14 Trs	Alcohol, Tobacco & Other Drugs (Chapter 10) <b>Assignment 3 (20)</b> in slides
19 Tue	Other Illicit Drugs (Chapter 10)
21 Trs	Injury Prevention and Safety (Chapter 14)
26 Tue	Injury Prevention and Safety <b>Assignment 3 is due today</b>
28 Tue	<b>No Class Meeting... Thanksgiving</b>
Dec 3 Tue	Applying TEKS objectives to Physical Education and Health Implementation Strategies
5 Trs	Health Implementation Strategies
<b>Final Exams 10-13</b>	<b>Exam 3</b> (Chapters 9,10,14 + Lectures)

## ASSESSMENT OF LEARNING

### Grading standards

The course grade will be based on the following 260 possible points

Attendance:	50	A=234-260
Assignments(3@20)	60	B=208-233
Exams (3@50)	<u>150</u>	C=182-207
TOTAL POINTS	260	D=156-181
		F=<180

## TEACHING STRATEGIES

This is a lecture-based course, using power point presentations and links to relevant health and wellness sites. Discussion and student interaction are encouraged. Exams, written assignments, web-based research, and textbook readings are incorporated.

## ASSESSMENT OF LEARNING

### Course requirements

#### Absence and Tardy Policies

Attendance in class is important and it is university policy that students must attend class and that faculty will require attendance with penalties for non-compliance. Please see the catalog currently in use for the university's policy on classroom absences caused in the course of student representation of the university, such as athletics, chorale, and mock trial activities.

Regular attendance in class is important for student success, and it is university policy that students must attend class. **Absences are recorded beginning from the first class session after the student has enrolled in the course. Professors are not obligated to allow students to make up work they miss due to unexcused absences. Any student who does not attend at least 75% of the scheduled class sessions will receive a grade of "F" for the course, regardless of his performance on other assessments such as tests, quizzes, papers, or projects.** Professors may apply additional attendance policies as appropriate to individual courses. Likewise, the college or school may also apply additional attendance requirements as necessary. Please see the catalog currently in use for the university's policy on classroom absences caused in the course of student representation of the university, such as athletics, chorale, and mock trial activities.

Apart from the absences caused when students represent the university, students might need to miss class and/or lab sessions from time to time due to illness or other reasons. Instructors will permit students to be absent from a maximum of **three class meetings** that are scheduled in this syllabus for MWF and for TTH courses during the Fall and Spring

semesters. Upon the **fourth absence**, faculty will begin to penalize a student's grade in the course as the professor deems appropriate. For summer session courses that meet throughout the week, instructors will permit students to be absent a maximum of 2 class meetings. For courses that meet once a week, whether regular semesters or in the summer, instructors will permit students to be absent a maximum of one or two class meetings (upon the discretion of the instructor) before penalties are applied. Students are advised to use the allowed absences for illnesses and significant events beyond their control. Regular attendance in class is important for student success.

Additionally, after the third absence the following attendance policy will be in effect: **Minus 5 points are assessed for each absence and -1 point for each late arrival** (after 2 late arrivals, -2 points are assessed). **A student arriving after roll is taken, must see the professor immediately after conclusion of the class, otherwise the -5 points may be recorded. If illness, or other conditions make it impossible to attend class, or late arrival is expected...please phone the professor's office prior to the beginning of class with an explanation.** A decision will be offered if it is excused, or unexcused.

### **Grading standards**

All assignments must be submitted on time, if a late assignment is anticipated, the professor must be informed, and a decision will be rendered. No late assignments will be accepted without professor approval. All exams must be taken as scheduled, unless prior approval is granted by the professor. No makeup exams will be offered unless the student had prior approval for missing the scheduled exam.

### **Student appraisal**

Assignments will be thoroughly explained in class before the due date, a rubric will be used to score each assignment by the professor. A study guide will be offered prior to each exam. Grades are earned in the course by scoring points with attendance, assignments, exams, and assigned readings by the professor.

## **CLASS POLICIES**

### **Academic Integrity**

HBU views any act of academic dishonesty as a violation of the very heart of the nature of the University as expressed in this Catalog. Academic dishonesty occurs when a student submits the

work or record of someone else as his own or when a student has special information for use in an evaluation activity that is not available to other students in the same activity.

It is the responsibility of the faculty member or academic administrative officer to establish clearly whether academic dishonesty has occurred. The faculty member will decide whether to assign a zero for the specific component of work involved or an "F" for the course in the case of a classroom violation. The faculty member shall report the incident to the Dean of the College.

All such violations are reported to the Vice President for Academic Affairs for review and possible response. In the case of admissions testing or documentation, the student may be barred from admission by the University Admissions Committee. The student may appeal the action in the case of a classroom violation to the Dean of the College involved or to the Director of

Admissions in the case of admissions testing or documentation violations.

A Standards Committee within each College will serve as a hearing committee to assure that the student receives a fair hearing in matters of grade appeal. The committee may take further action when academic dishonesty has occurred or may recommend further action to the Vice President for Academic Affairs or a standing University committee, i.e. Academic Affairs or Admissions Committees. In the cases of serial violations, or academic dishonesty whose influence extends beyond the boundary of a single course, the President of the University, on the recommendation of the Vice President for Academic Affairs, may suspend a student from the University for cause. In every case, however, the grade assigned in the course is determined by the instructor.

The instructor in every class should notify students of the policy regarding academic dishonesty at the beginning of each term. However, failure to do so by that means does not invalidate the implementation of these policies in all cases. Inclusion in this Catalog is considered sufficient notice to all students of University policy and procedures in this matter. The student should be aware that suspension from the University or other administrative action may be taken in cases of academic dishonesty.

### **Grievance procedures**

Grades in academic courses may be appealed by the student through the office of the dean in whose college the course was taught. Students should first discuss disputed grades with the faculty member. If no resolution can be achieved, an informal hearing will be scheduled by the dean before a Standards Committee that exists in each college. The membership of the committee is composed of both student and faculty representatives. The Standards Committee hears the presentation of both parties in informal setting. No legal representation is allowed. Formal due process is not observed. The Committee has no coercive authority to force the change of a grade; however, the hearing aspect of the Committee process serves to assure integrity in the assigning of grades to students by faculty. If a student questions any grade as recorded in the Registrar's Office, the student has a period of one (1) year beginning with the end of the term in which the grade was awarded, or six (6) months after the degree is conferred (whichever comes sooner), to challenge the accuracy of the grade. At the end of this period, the permanent record will become the absolute record

and a record may NOT be changed for any reason. A faculty member may not initiate a grade change after one calendar year.

### **Incomplete Grades**

Only the dean of the college or school may grant incompletes and only to students who have a major documented emergency in the last few days of a semester. Students with excessive absences, which will result in failing the course, will not be allowed to take the final exam nor be eligible to receive an incomplete.

### **Children in classroom**

Children are not permitted in the classroom.

### **Learning Disabilities/Academic Accommodations**

Houston Baptist University complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 regarding students with disabilities. Any student who needs learning accommodations should inform the professor immediately at the beginning of the semester that he/she will be requesting accommodations. In order to request and establish academic accommodations, the student should contact the Coordinator for Learning Disability Services (Alison Childers) at 281-649-3274, Lake House, Suite #103, to schedule an appointment to discuss and request academic accommodation services. Academic Accommodations must be applied for and written each semester. If academic accommodations are approved, a Letter of Accommodations will then be sent to the professor(s).

### **Classroom Behavior Expectations**

Students are full partners in fostering a classroom environment which is conducive to learning. In order to assure that all students have the opportunity to gain from the time spent in class, students are expected to demonstrate civil behavior in the classroom. Unless otherwise approved by the instructor, students are prohibited from engaging in any form of behavior that detracts from the learning experience of fellow students. Inappropriate behavior in the classroom may result in a request for the offending student to leave the classroom.

Classroom behaviors that disturb the teaching-learning experiences include the following behaviors: **activated cellular phone or other device (included notebook computers)**, demands for special treatment, frequent episodes of leaving and then returning to the class, excessive tardiness, leaving class early, making offensive remarks or disrespectful comments or gestures to the teacher or other students, missing deadlines, prolonged chattering, reading newspapers during class, sleeping, arriving late to class, dominating discussions, shuffling backpacks or notebooks, disruption of group work, and overt inattentiveness.” In addition there will be **NO food or beverages consumed during the class meeting, or exam periods. No one is permitted to leave the classroom unless prior arrangement has been granted by the professor. Please, no caps are to be worn in the classroom.**

**Early Alert**

As an instructor, I am committed to your success, not only in this class, but in all aspects of HBU life . To ensure that every student takes full advantage of the educational and learning opportunities, HBU has implemented an *Academic Early Alert Referral System (EARS)*. If I think you would benefit from some of these special programs or services available to you, I will make the appropriate referral. You, in turn, will be expected to take advantage of the help offered to you.

**Email Policy**

All university and class email communication will be sent to your HBU email account. You are responsible for checking this frequently. If you choose, you may reroute your HBU email to another email address. Your emails should be in a professional format with correct spelling, capitalization, and grammar.

**PERSON RESPONSIBLE FOR DEVELOPING SYLLABUS**

Dr. James Johnson, Ph.D., CHES

*Dr. James Johnson*  
Instructor's Signature

August 8, 2013  
Date

## BIBLIOGRAPHY

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Rizzo-Toner, P., Milliken, M.D., & Ziemba, M.M. (2000). *The Health Teacher's Book of Lists*, John Wiley & Sons Education.

Robinson, G.J. (1999). *Did I Ever Tell You About the Time*, McGraw-Hill.

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Telljohann, S.K., Symons, C.W., & Pateman, B. (2006). *Health Education: Elementary and Middle School Applications*, McGraw-Hill

Whalen, S., Splendorio, D., & Chiariello, S. (2007). *Tools for Teaching Health*, John Wiley & Sons Education.

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