



**Fayetteville State University**  
**School of Education**  
**Department of Health, Physical Education and Human Services**

Undergraduate

**1. LOCATOR INFORMATION**

Semester: Fall \_\_\_\_\_ Spring \_\_\_\_\_ Summer \_\_\_\_\_  
 Credit Hours: 2  
 Course Number and Name: HEED-112 Health and Wellness  
 Course Location & Meeting Time: \_\_\_\_\_  
 Office Hours: \_\_\_\_\_  
 \_\_\_\_\_  
 Instructor: \_\_\_\_\_  
 Office Location: \_\_\_\_\_  
 Office Telephone: \_\_\_\_\_  
 e-mail: \_\_\_\_\_

Faculty	Office Location	Office Telephone	E-mail
Dr. Peggy Green	HPEC 323	910-672-2609	<a href="mailto:pgreen@uncfsu.edu">pgreen@uncfsu.edu</a>
Ms. Shirley Johnson	HPEC 331	910-672-1115	<a href="mailto:sjackso9@uncfsu.edu">sjackso9@uncfsu.edu</a>
Ms. Sarah Gray	HPEC 331	910-672-1115	<a href="mailto:swgray@uncfsu.edu">swgray@uncfsu.edu</a>
Mr. Brandon Simmons	HPEC 331	910-672-1115	<a href="mailto:bsimmon@uncfsu.edu">bsimmon@uncfsu.edu</a>

**FSU Policy on Electronic Mail:** Fayetteville State University provides to each student, free of charge, an electronic mail account ([username@uncfsu.edu](mailto:username@uncfsu.edu)) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail.

Rules and regulations governing the use of FSU email may be found at <http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf>

**2. COURSE DESCRIPTION**

This course deals with basic concepts of personal and community health in a complex modern society. Sexuality, population planning, mental health, nutrition, fitness, health care delivery system, and diseases of infectious and non-infectious nature are considered. Health behavior and behavior change for quality living for the individual and community are stressed.

**3. TEXTBOOK**

Teague, Michael L., Mackenzie, Sara L.C., Rosenthal, David M.: Your Health Today. McGraw Hill, 2009.

**4. SCHOOL OF EDUCATION'S CONCEPTUAL FRAMEWORK**

The School of Education prepares knowledgeable, reflective, and caring school executives and teachers who demonstrate leadership in their schools and classrooms, use research to inform practice, communicate effectively with all students and parents, and work diligently to prepare students to live and work in a diverse, global, and technologically advanced society.

## 5. COURSE GOALS AND OBJECTIVES

It is expected that this course will assist students to develop a positive attitude toward personal health and make decisions conducive to her/his health and wellness based on scientifically accurate information related to health and wellness topics.

### SPECIFIC COURSE OBJECTIVES

After the completion of this course, the student will be able to demonstrate a competence level of 85% of each of the following objectives on written and/or oral examinations:

1. Identify/describe the multidimensional aspects of individual health.
2. List and explain the determinants of her/his own health behavior.
3. List, identify an interpret scientific accurate information related to a number of health topics upon which to make decisions conducive to her/his own health and well-being.
4. Identify and describe different behaviors/practices that promote individual health and well-being and that put her/him at risk of illness and death.
5. Identify and interpret the importance of environmental factors as they relate to her/his health.
6. Identify and seek accurate professional information and resources to appraise, maintain and promote her/his health and well-being.

#### FSU Policy on Disruptive Behavior in the Classroom

The *Code of the University of North Carolina* (of which FSU is a constituent institution) and the *FSU Code of Student Conduct* affirm that all students have the right to receive instruction without interference from other students who disrupt classes.

FSU Core Curriculum Learning Outcome under Ethics and Civic Engagement (6.03): All students will “prepare themselves for responsible citizenship by fulfilling roles and responsibilities associated with membership in various organizations.” Each classroom is a mini-community. Students learn and demonstrate responsible citizenship by abiding by the rules of classroom behavior and respecting the rights all members of the class.

The FSU Policy on Disruptive Behavior (see FSU website for complete policy) identifies the following behaviors as disruptive:

Failure to respect the rights of other students to express their viewpoints by behaviors such as repeatedly interrupting others while they speak, using profanity and/or disrespectful names or labels for others, ridiculing others for their viewpoints, and other similar behaviors;

Excessive talking to other students while the faculty member or other students are presenting information or expressing their viewpoints.

Use of cell phones and other electronic devices

Overt inattentiveness (sleeping, reading newspapers)

Eating in class (except as permitted by the faculty member)

Threats or statements that jeopardize the safety of the student and others

Failure to follow reasonable requests of faculty members

Entering class late or leaving class early on regular basis

Others as specified by the instructor.

The instructor may take the following actions in response to disruptive behavior. Students should recognize that refusing to comply with reasonable requests from the faculty member is another incidence of disruptive behavior.

Direct student to cease disruptive behavior.

Direct student to change seating locations.

Require student to have individual conference with faculty member. At his meeting the faculty member will explain the consequences of continued disruptive behavior.

Dismiss class for the remainder of the period. (Must be reported to department chair.)

Lower the student’s final exam by a maximum of one-letter grade.

File a complaint with the Dean of Students for more severe disciplinary action.

Students who believe the faculty member has unfairly applied the policy to them may make an appeal with the faculty member’s department chair.

## 6. NCDPI, NCATE OR SPECIALTY AREA STANDARDS

Include the NCDPI Specialty Area Standards, the NCATE Standards, and the assessment(s). Only include the standard or standards you will address in this course.

Standards Used in this Course	NCDPI Physical Education Standards	NCATE Standard(s)	Assessment(s)
X	<b>Standard 1. Teachers know health content including health risks for youth and prevention and behavior change strategies.</b>	Content Knowledge	
X	Indicator 1: Teachers have a medically and factually accurate base of knowledge in the following areas; nutrition, health related fitness, injury prevention and safety, decision making/problem solving, community and environmental health, conflict resolution, mental and emotional health, stress management, self esteem, substance abuse (specifically alcohol, tobacco, and other drugs), disease prevention, and consumer health.	Content Knowledge	Examination Presentation on each topic
X	Indicator 2: Teachers develop knowledge about health risks for youth that lead to morbidity, mortality, and social problems and apply relevant content to prevention strategies.	Content Knowledge	Examination Guest Speaker Question & answer session
	Indicator 3: Teachers comprehend theories of behavior change and make connections between theory and practice.	Content Knowledge	
	Indicator 4: Teachers have knowledge of the NCSCOS in healthful living education, the focus on a skills approach, and understand the organization and importance of all curricular strands.	Pedagogical Content Knowledge	
X	Indicator 5: Teachers demonstrate knowledge of organization and collaboration within schools and among school staff to promote and enhance coordinated school health programs.	Content Knowledge Pedagogical Content Knowledge	Examination Guest Speaker Question & answer session
	Indicator 6: Teachers demonstrate knowledge of legislation and Board of Education policy that affects health education and comprehend the impact on health education in public schools (including abstinence until marriage, alcohol, tobacco and other drugs, cardiopulmonary resuscitation).	Professional Pedagogical Content Knowledge Student Learning	
X	<b>Standard 2. Teacher must be able to investigate and determine the health needs, problems, and interests of students.</b>	Professional Pedagogical Content Knowledge Student Learning	
	Indicator 1: Teachers demonstrate the use of appropriate health behavior assessments.	Professional Pedagogical Content Knowledge Dispositions for All Candidates Student Learning	Examination Demonstration
X	Indicator 2: Teachers utilize appropriate local,	Professional Pedagogical	Complete a Youth Risk

	state, and national data (e.g., Youth Risk Behavior Survey Data – YRBS) to inform instructional decisions and enhance the relevance of instruction.	Content Knowledge Dispositions for All Candidates Student Learning	Behavior Survey Data On- line Web-search
	Indicator 3: Teachers demonstrate the ability to address student needs in health education based on observation and communication.	Professional Pedagogical Content Knowledge Dispositions for All Candidates Student Learning	
	Indicator 4: Teachers demonstrate assessing the community and accessing community resources to determine the needs of students.	Professional Pedagogical Content Knowledge Dispositions for All Candidates Student Learning	
	<b>Standard 3. Health teachers plan and implement effective instruction in the health component of healthful living education.</b>	Professional Pedagogical Content Knowledge Dispositions for All Candidates Student Learning	
	Indicator 1: Teachers plan and implement developmentally and age-appropriate instruction to meet competency goals and objectives in the <i>North Carolina Standard Course of Study</i> for healthful living education using a variety of teaching and learning strategies.	Professional Pedagogical Content Knowledge Dispositions for All Candidates Student Learning	
	Indicator 2: Teachers facilitate a positive learning environment that is student centered and actively engaging for students.	Professional Pedagogical Content Knowledge Dispositions for All Candidates Student Learning	
	Indicator 3: Teachers will have high expectations for student acquisition of skills for prevention of the following health risks: self esteem building, including self-perception, self acceptance, and self efficacy; behavior self management, including awareness/self monitoring, ethics development, decision making/problem solving, and planning behavioral strategies; communicating, including expressing empathy, assertiveness, conflict resolution and negotiation, and responding to persuasion; using appropriate resources, especially for assessing need for help, locating sources of help, exercising rights, and overcoming obstacles.	Professional Pedagogical Content Knowledge Dispositions for All Candidates Student Learning	
	Indicator 4: Teachers evaluate and select instructional materials that support the competency goals and objectives in the <i>NCSCOS</i> for healthful living education, including evidence-based curricula and instructional materials where alignment exists.	Professional Pedagogical Content Knowledge Dispositions for All Candidates Student Learning	
	Indicator 5: Teachers will be able to link health knowledge and skills with content and skill development in other disciplines.	Professional Pedagogical Content Knowledge Dispositions for All	

		Candidates Student Learning	
	Indicator 6: Teachers will use and incorporate student use of technology when planning and implementing instructional strategies.	Professional Pedagogical Content Knowledge Dispositions for All Candidates Student Learning	
	Indicator 7: Teachers use reading and writing as a means of teaching health education and promoting literacy.	Professional Pedagogical Content Knowledge Dispositions for All Candidates Student Learning	
	<b>Standard 4. Teachers are able to select, design, and implement assessments to evaluate student learning and health behaviors and subsequently utilize information to improve teaching.</b>	Professional Pedagogical Content Knowledge Dispositions for All Candidates Student Learning	
	Indicator 1: Teachers apply a variety of assessment activities and instruction to evaluate students' health knowledge and skill, including authentic assessment and appropriate use of technology.	Professional Pedagogical Content Knowledge Dispositions for All Candidates Student Learning	
	Indicator 2: Teachers assess health behaviors as an outcome of learning. information in a variety of ways.	Professional Pedagogical Content Knowledge Dispositions for All Candidates Student Learning	
	Indicator 3: Teachers interpret and use assessment data to make informed curricular and instructional decisions.	Professional Pedagogical Content Knowledge Dispositions for All Candidates Student Learning	
X	<b>Standard 5. Teachers demonstrate equity and fairness and promote respect and appreciation for diversity.</b>	Professional Pedagogical Content Knowledge Dispositions for All Candidates Student Learning	Examination
X	Indicator 1: Teachers recognize special health needs and adapt instruction for various racial/ethnic, limited English proficient, and exceptional children.	Professional Pedagogical Content Knowledge Dispositions for All Candidates Student Learning	Examination
	Indicator 2: Teachers integrate a variety of modes of instruction and evaluation to address diverse learning styles.	Professional Pedagogical Content Knowledge Dispositions for All Candidates Student Learning	
X	Indicator 3: Teachers recognize and value diversity of student learners.	Professional Pedagogical Content Knowledge Dispositions for All Candidates Student Learning	Examination
	Indicator 4: Teachers promote fairness, social justice, and peer acceptance to ensure the	Professional Pedagogical Content Knowledge	

	development of social and emotional wellness.	Dispositions for All Candidates Student Learning	
	Indicator 5: Teachers establish and maintain high expectations for all students.	Professional Pedagogical Content Knowledge Dispositions for All Candidates Student Learning	
	<b>Standard 6. Teachers demonstrate leadership and model positive health behaviors within the classroom, school, and community.</b>	Professional Pedagogical Content Knowledge Dispositions for All Candidates Student Learning	
	Indicator 1: Teachers recognize the importance of coordinated school health programs and have a plan for coordinating health education with other components of a coordinated school health program.		
	Indicator 2: Teachers understand and communicate the value of health education to students, colleagues, administrators, parents, and other community members.		
	Indicator 3: Teachers demonstrate the disposition and skills to facilitate cooperation among other health educators, teachers of other disciplines, and appropriate school staff.		
	Indicator 4: Teachers serve as a resource for students, families, and staff by interpreting and responding to requests for health information.		
	Indicator 5: Teachers demonstrate their commitment to health and wellness by demonstrating with their own behavior a healthy lifestyle.		
X	<b>Standard 7. Teachers participate in reflective practices that promote creativity, stimulate personal growth, and enhance professionalism.</b>		
X	Indicator 1: Teachers stay abreast of current recent research and new innovations within the field of health education.		Examination Literature review Web search
X	Indicator 2: Teachers stay abreast of current recent research and new innovations within the field of health education.		Literature review Wed search
	Indicator 3: Teachers reevaluate instructional decisions and analyze the relationships between practice and student learning.		
	Indicator 4: Teachers have multiple experiences with observation and field practice.		
	Indicator 5: Teachers demonstrate the ability to collaborate with colleagues to reexamine their practice critically and seek help from		

	colleagues to continue to develop as teachers and learners.		
--	---	--	--

**7. CORE STANDARDS**

Include the NCDPI Core Standards and the assessment(s). Only include the standard or standards you will address in this course.

Standards Used in this Course	NCDPI Core Standards	Assessment(s)
X	1. Teachers know the content they teach.	Examination
	2. Teachers know how to teach students.	
	3. Teachers are successful in teaching a diverse population of students.	
	4. Teachers are leaders.	
	5. Teachers are reflective about their practice	
X	6. Teachers respect and care about students.	Examination

**8. DIVERSITY**

Include the NCDPI Diversity Standards and the assessment(s). Only include the standard or standards you will address in this course.

Diversity Standards Used in this Course	NCDPI Diversity Standards	Assessment(s)
X	1. Teachers understand the central concepts, tools of inquiry, and structures of the discipline(s) they teach and can create classroom environments and learning experiences that make these aspects of subject matter accessible, meaningful and culturally relevant for diverse learners.	Examination
X	2. Teachers understand how students' cognitive, physical, socio-cultural, linguistic, emotional, and moral development influences learning and address these factors when making instructional decisions.	Examination
	3. Teachers work collaboratively to develop linkages with parents/caretakers, school colleagues, community members and agencies that enhance the educational experiences and well being of diverse learners.	
X	4. Teachers acknowledge and understand that diversity exists in society and utilize this diversity to strengthen the classroom environment to meet the needs of individual learners.	Examination Class Discussion
	5. Teachers of diverse students demonstrate leadership by contributing to the growth and development of their colleagues, their school and the advancement of educational equity.	
	6. Teachers of diverse students are reflective practitioners who are committed to educational equity.	

## 9. TECHNOLOGY

This course will help strengthen and enhance the candidates' technological competence and skill in using technology. Candidates will use a variety of technologies to enhance their knowledge of technology in this course. Some technologies for this course may include: productivity tool (Power Point, presentation software), Internet, web page construction, e-mail, on-line course applications, grade book, video camera. Check all that applies for this course. Please include any technologies that you use that are not listed.

	<b>Technological Applications for this Course</b>
X	Productivity tool (Power Point)
X	Presentation software
X	Internet
	Web page construction
X	e-mail
X	On-line applications
	Grade book
	Video camera
	Scanner
	Excel
	Smart board
	Lap Top and LCD panel
X	Music Stereo and CD

Include the NCDPI Technology Standards and the assessment(s). Only include the standard or standards you will address in this course.

<b>Technology Standards Used in this Course</b>	<b>NCDPI Technology Standards</b>	<b>Assessment(s)</b>
	1. Teachers demonstrate a sound understanding of technology operations and concepts.	
	2. Teachers plan and design effective learning environments and experiences supported by technology.	
	3. Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning.	
	4. Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies.	
	5. Teachers use technology to enhance their productivity and professional practice.	
	6. Teachers understand the social, ethical, legal and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice.	

## 10. DISPOSITIONS

Directions: Check all that apply. Dispositions will be addressed through readings, modeling, reflecting, field experiences, discussion and other approaches. This course will seek to enhance and strengthen the dispositions listed below.

<b>Professional Competence</b>		<b>Professional Responsibilities</b>	
x	Appreciates and engages in self-reflection	x	Dresses appropriately for the setting
x	Shows a commitment to ongoing learning	x	Is punctual

x	Desires to learn and apply new technologies	x	Attends class regularly and participates in the class
x	Is receptive to new ideas and feedback	x	Completes assignments and tasks in a timely manner
x	Writes and speaks clearly and effectively	x	Willing to go beyond required assignments
	Uses culturally sensitive language when communicating with families	x	Shows initiative and motivation
x	Respects the privacy of students and their families	x	Assumes fair share of responsibilities
<b>Professional Dispositions and Qualities</b>		<b>Professional Integrity</b>	
x	Believe all children can learn	x	Displays high and ethical professional standards
x	Understands the culture of students and their families	x	Is honest and dependable
x	Values and respects diversity and individual differences	x	Is courteous and respectful
x	Demonstrates flexibility and adaptability	x	Has a positive professional attitude
x	Treats all students fairly and equitably	x	Accepts and uses constructive criticism
x	Is sensitive to the feelings of others	x	Maintains emotional control and appropriate behavior
x	Interacts appropriately and positively with others	x	

## 11. GENERAL REQUIREMENTS

1. Class attendance - See FSU catalog under class attendance policy.
2. Attend each class on time. No tardies. We start and end on time!
3. All assignments are to be in your notebook except tests and exams.

## 12. EVALUATION CRITERIA

### EVALUATIONS\*

### DATE

Test #1	20%	TBA
Mid-Term Exam	20%	See University Exam Schedule
Test #3	20%	TBA
Final Exam	20%	See University Exam Schedule
Seminar/Health Activity	5%	TBA
Seminar/Health Activity	5%	TBA
Notebook	5%	Last Day of Classes
Attendance	<u>5%</u>	
	100%	

\*MAYBE REVISED BY INDIVIDUAL INSTRUCTOR AND SECTION.

### GRADE SCALE

92 - 100	= A
83 - 91	= B
73 - 82	= C
64 - 72	= D
Below 64	= F
Incomplete	= I
Withdraw	=W

### ABSENTEE POLICY

In addition to the University's policy on absenteeism, any unexcused absence above the allowable minimum will result in one (1) point being deducted from the student's final grade average. Example: Final grade average 92 = A; 3 unexcused absences = minus 3 points; 3 points deducted (92 - 3 = 89) = B grade. Two (2) tardies = one (1) unexcused absence.

Excused absences include **DOCUMENTED** emergencies, medical or otherwise; University service, i.e., athletics, band, choir, etc., or instructor's approval. **This policy includes all levels of classes (100 thru 400 level.)**

### 13. COURSE OUTLINE (with Assignment Schedule)

Topics with asterisk (\*) MUST be covered first

DATE	TOPIC	ASSIGNMENT
	Chapter 1: *Health in a Changing Society	
	Chapter 2: Your Family Health History	
	Chapter 3: Mental Health and Stress	
	Chapter 4: Spirituality	
	Chapter 5: Sleep	
	Chapter 6: *Nutrition	
	Chapter 7: *Fitness	
	Chapter 8: *Body Weight and Body Composition	
	Chapter 9: Body Image	
	<b>*Substance Use and Abuse:</b> Chapter 10: Alcohol and Tobacco Chapter 11: Other Drugs	
	<b>*Sexuality:</b> Chapter 12: Relationships and Sexual Health Chapter 13: Reproductive Choices	
	Chapter 14: *Infectious Diseases	
	<b>*Non-Infectious Diseases</b> Chapter 15: Cardiovascular Diseases Chapter 16: Cancer	
	Chapter 17: Injury and Violence	

### 14. TEACHING STRATEGIES

1. Lecture and discussion
2. Audio-visual aids
3. Reading and written assignments
4. Field trips/visiting consultants
5. Seminars
6. Research topics

**15. DISABLED STUDENT SERVICES:** In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1<sup>st</sup> Floor); 910-672-1203.

### 16. REFERENCES (Suggested Readings, Internet and/or Multi-media Resources)

Corbin, C.B., Lindsey, R., Welk, G. J. Corbin, W.R.; Fundamental Concepts of Fitness and Wellness. McGraw-Hill, 2001.

Edlin, G., Golanty, E., Brown, K.M.; Essentials for Health and Wellness, 2<sup>nd</sup> edition. Jones and Bartlett, 2000.

Gavin, James R., and Sherrye Landrum. *Dr. Gavin's health guide for African Americans*. Alexandria, Va., Small Steps Press, c2004.

Kong, Stephanie H. *A minute for your health: the ABC's for improved health and longevity*. Roscoe, Ill., Hilton Pub. Co., c2003.

Ray, Oakely Stern. Drugs, Society, Human Behavior, Times Mirror/Mosby. 11<sup>th</sup> edition, 2006.

*The African-American woman's guide to a healthy heart*. Editor, Anne L. Taylor; Co-editor, Toni Branford; Contributors, Jennifer Campbell and others. Roscoe, Ill., Hilton Pub. Co., c2004.

[www.mayohealth.org](http://www.mayohealth.org)

<http://excite.netscape.com/health/>

<http://www.cdc.gov/>

<http://www.nfid.org>

<http://www.niaid.nih.gov>

<http://.who.int/health-topics/idindex.htm>

## **PERIODICALS**

Behavioral and Brain Sciences

Behavioral Disorders

Behavioral Research Methods and Instrumentation

Behavioral Science

Behavior Science Research

Behavior Therapy Journal of Alcohol and Drug Education

Health Education Journal

Journal of Applied Biobehavioral Research

Journal of Behavior Modification

Journal of Chemical Education

Journal of Counseling and Development

Journal of Counseling Psychology

Journal of Drug Education

Journal of Drug Issues

Journal of Health Consequence of Smoking

Journal of Health Education