



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

Undergraduate

1. LOCATOR INFORMATION

Semester: Fall 2009
 Credit Hours: 2
 Course Number and Name: HEED-112 Health and Wellness

Instructors	Office Location	Office Telephone	Email
Dr. Vikki Armstrong	Health Physical Educ. Complex (HPEC) 316	672-2201	varmstro@uncfsu.edu
Dr. Peggy Green	HPEC 323	672-2609	pgreen@uncfsu.edu
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Ms. Lydia Day-McClenney	HPEC 331	672-1115	ldaymcl@uncfsu.edu

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

Insel, Paul M. & Roth, Walton T.: Core Concepts in Health, 10th edition, McGraw Hill Publishing Company, Dubuque, IA. 2005

4. SCHOOL OF EDUCATION'S CONCEPTUAL FRAMEWORK

The conceptual framework defines the unit's vision which underscores the school's purpose for preparing its candidates for teaching and leadership roles in a global society. The unit prepares candidates who support student learning, within the context of family and community participation, for a diverse, technological and global society. We achieve this vision through teaching, research, and service. Our conceptual framework serves as a lens through which we view our education professionals in the music program. The themes of our conceptual framework include knowledgeable and reflective education professionals; working with families and communities; respect for diversity and individual worth; technological competence and educational applications; and caring dispositions and ethical responsibility.

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.

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	Standard 1. Teachers know health content including health risks for youth and prevention and behavior change strategies.	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
X	Indicator 3: Teachers comprehend theories of behavior change and make connections between theory and practice.	Content Knowledge	Examination
	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	Professional Pedagogical Content Knowledge Student Learning	

	impact on health education in public schools (including abstinence until marriage, alcohol, tobacco and other drugs, cardiopulmonary resuscitation).		
X	Standard 2. Teacher must be able to investigate and determine the health needs, problems, and interests of students.	Professional Pedagogical Content Knowledge Student Learning	
X	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, state, and national data (e.g., Youth Risk Behavior Survey Data – YRBS) to inform instructional decisions and enhance the relevance of instruction.	Professional Pedagogical Content Knowledge Dispositions for All Candidates Student Learning	Complete a Youth Risk Behavior Survey Data On- line Web-search
X	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	Observation Examination
	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	
	Standard 3. Health teachers plan and implement effective instruction in the health component of healthful living education.	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	Professional Pedagogical Content Knowledge	

	competency goals and objectives in the NCSCOS for healthful living education, including evidence-based curricula and instructional materials where alignment exists.	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	
	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.	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	Standard 5. Teachers demonstrate equity and fairness and promote respect and appreciation for diversity.	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
X	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	Examination Literature review
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	
	Standard 6. Teachers demonstrate leadership and model positive health behaviors within the classroom, school, and community.	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	Standard 7. Teachers participate in reflective practices that promote creativity, stimulate personal growth, and enhance professionalism.		
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.	
	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 apply for this course. Please include any technologies that you use that are not listed.

Technological Applications for this Course	
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.

Technology Standards Used in this Course	NCDPI Technology Standards	Assessment(s)
	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.

Professional Competence		Professional Responsibilities	
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
Professional Dispositions and Qualities		Professional Integrity	
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

<u>EVALUATIONS*</u>		<u>DATE</u>
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 PROFESSOR 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)

Date	Topic	Assignment Due
Week 1-2	Taking Charge of Your Health Stress: The Constant Challenge	
Week 3-8	Psychological Health Intimate Relationships & Communication Sexuality, Pregnancy, and Childbirth Contraception and Abortion The Use and Abuse of Psychoactive Alcohol and Tobacco	
Week 9-10	Nutrition Basics Exercise for Health and Fitness	
Week 11-12	Weight Management Cardiovascular Disease and Cancer Immunity and Infection The Challenge of Aging	
Week 13-15	Conventional and Complementary Medicine Personal Safety Environmental Health	

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. UNIVERSITY POLICIES

Division of Student Affairs
Services for Students with Disabilities

<http://www.uncfsu.edu/studentaffairs/CFPD/cfpdservices.htm>

Phone: 910.672.1222

The university continues to be sensitive to the identification of possible barriers to students with disabilities and attempts to make reasonable accommodations for these students. Students with physical disabilities who need assistance in utilizing university services should register with the Center for Personal Development as soon as they are admitted to the university.

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, 2nd 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. 11th 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://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