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George Mason University
College of Education and Human Development
HEAL 250 DL1 – Introduction to School Health
3 Credits, Spring 2023
Online

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Faculty

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Prerequisites/Corequisites

None

University Catalog Course Description

Focuses on the content of health education in the K-12 schools and provides an introduction to health education instruction.

Course Overview

Through a variety of learning activities, students are introduced to the comprehensive school health program and oriented to topical areas of health instruction for pre-K-12 students.

Course Delivery Method

This course will be delivered online (76% or more) using an asynchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on the first day of the semester.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:

https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers

To get a list of supported operation systems on different devices see:
https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
  - Adobe Acrobat Reader: https://get.adobe.com/reader/
  - Windows Media Player:
    https://support.microsoft.com/en-us/help/14209/get-windows-media-player
  - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Course Week:
  Because asynchronous courses do not have a "fixed" meeting day, our week will start on Tuesday (start of day), and finish on the following Monday (end of day).
- Log-in Frequency:
  Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 4 times (M-Th) per week.
- Participation:
  Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence:
  Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:
  Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload:
  Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus and the **Due Dates** document on Blackboard. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

- Instructor Support:
  Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette:
  The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words*. Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

- Accommodations:
  Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

Learner Outcomes or Objectives

This course is designed to enable students to do the following:
1. Identify and describe the components of comprehensive school health program.
2. Identify and explain the topical areas of school health instruction.
3. Describe how drugs and alcohol work on the human body, including addiction.
4. Examine and discuss key facts, issues and problems related to alcohol, tobacco and drugs.
5. Develop a basic understanding of biological, social and psychological components of human sexuality.
6. Describe the physiological basis of mental and emotional health.
7. Examine and discuss contemporary mental and emotional health issues including healthy relationships.
8. Demonstrate a basic understanding of community health and advocacy.
9. Display preliminary skills and processes for teaching health education in pre-K-12.
10. Demonstrate knowledge and application of the Health Education Virginia Standards of Learning.
11. Investigate and report appropriate practices in school-based health education.

Professional Standards

Upon completion of this course, students will have met the following professional standards:
Not Applicable

Required Texts

Readings will be on Blackboard.

Course Performance Evaluation

Students are expected to submit all assignments on time through the Blackboard.

- **Assignments and Exams**
  Quizzes and Assignments
  The quizzes are designed to assist in mastering the concepts in the readings. The assignments are designed to introduce additional health resources and apply the health education content areas.
  Discussion Boards
  A school health topic will be posted for student response as well as comments and questions to others. The discussions will be graded based on knowledge and understanding of the topic.

  Exams
        Exam 1—Modules 1-7
        Exam 2---Modules 8-14
  The exams are based on the content in the modules.
  Presentation
  Develop and present a mini-lesson (maximum 5 minutes). Create a video (i.e. Kaltura) or Powerpoint with audio to present the mini-lesson. Guidelines will be provided on Blackboard.
- **Grading**
  Quizzes and Assignments—65 points
  Discussion Boards—25 points
  Exams— 120 points
  Presentation—40 points

  Late Work-- Exams and Quizzes will NOT reopen after the due date. For other work submitted up to 48 hours after the due date, 50% will be deducted from the earned grade. After 48 hours, work will NOT be accepted. Extensions may be possible with prior approval (before the due date) from the instructor.

Grading Scale

A	= 235-250	B+	= 220-224	C+	= 195-199	D	= 150-174
A-	= 225-234	B	= 210-219	C	= 185-194	F	= 149 and below
		B-	= 200-209	C-	= 175-184		

Professional Dispositions

See https://cehd.gmu.edu/students/polices-procedures/

Class Schedule

WEEK	TOPICS	READINGS/ASSIGNMENT
1 1/24-1/30	Whole School, Whole Community, Whole Child	Module 1 Discussion Board
2 1/31-2/6	Health Education	Module 2

3 2/7-2/13	Life Skills and the National Health Education Standards	Module 3
4 2/14-2/20	Alcohol, Tobacco and Drugs	Module 4
5 2/21-2/27	Contemporary Issues in Alcohol, Tobacco and Drugs	Module 5
6 2/28-3/6	Nutrition and Fitness	Module 6
7 3/7-3/13	Social and Emotional Learning	Module 7 Exam 1
	SPRING BREAK	
8 3/21-3/27	Mental and Emotional Health	Module 8
9 3/28-4/3	Stress Management	Module 9 Discussion Board
10 4/4-4/10	Contemporary Issues in Mental and Emotional Health	Module 10
11 4/11-4/17	Sexual Health	Module 11
12 4/18-4/24	Contemporary Issues in Sexual Health	Module 12
13 4/25-5/1	Community Health and Advocacy Appropriate Practices in School-Based Health Education	Module 13 Presentations & Discussion Bd
14 5/2-5/9	Connecting the Dots in School Health	Module 14
5/10-5/12		Exam 2

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: http://cehd.gmu.edu/values/.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see https://catalog.gmu.edu/policies/honor-code-system/).

- Students must follow the university policy for Responsible Use of Computing (see https://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).

- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.

- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see https://ds.gmu.edu/).

- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/.

- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

As a faculty member, I am designated as a "Responsible Employee," and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason's Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason's Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

For additional information on the College of Education and Human Development, please visit our website https://cehd.gmu.edu/students/ .