



## **Health Education (HLTH ED) Syllabus**

### **Course Name**

HLTH ED

Health Education

### **Course Information**

HLTH ED is a one-semester course.

In this course, students will develop and sustain health-promoting behaviors throughout their lives. They will develop the ability to gather, interpret, and understand health information, achieve health literacy, and adapt to the ever-evolving science of health. This course will support the development of a healthy self-concept and responsible decision making.

Please note that this course has a Unit 6 and a Unit 6A (an alternative). You may complete either unit. Both are worth the same amount of points toward your final grade.

### **Course Delivery Method**

Online

### **Contacting Your Instructor**

You may contact your instructor through the Blackboard messaging system. Technical support is available 24/7 at [www.k12.ttu.edu](http://www.k12.ttu.edu).

### **Course Objectives**

After completing this course, you should be able to:

1. develop and analyze strategies to prevent communicable and non-communicable diseases;
2. discuss the importance of early detection and warning signs that prompt individuals of all ages to seek health care;

3. discuss and demonstrate perspective-taking and ways to show respect for others' feelings and express empathy toward others;
4. analyze how adverse childhood experiences such as abuse, neglect, and trauma can influence brain development and how to recognize, process, and overcome negative events for overall mental health and wellness;
5. discuss the suicide risk and suicide protective factors identified by the Centers for Disease Control and Prevention (CDC) and the importance of telling a parent or another trusted adult if one observes the warning signs in self or others;
6. evaluate food labels and menus to determine the nutritional content and value of foods and make healthy decisions about daily caloric intake;
7. analyze the relationships between nutrition, physical activity, and quality of life as they relate to mental, physical, and social health benefits;
8. develop strategies to resist inappropriate digital and online communication such as social media posts, sending and receiving photos, sexting, and pornography;
9. create a personal action plan, including identifying areas of support, for use when encountering bullying, cyberbullying, or harassment;
10. identify and demonstrate safety and first aid knowledge to prevent and treat injuries, and demonstrate basic first-aid procedures, including how to perform cardiopulmonary resuscitation (CPR) and choking rescue and how to use an automated external defibrillator (AED);
11. identify and analyze the short- and long-term impacts of the use and misuse of alcohol, tobacco, drugs (including prescription drugs), and other substances, and describe the interrelatedness of alcohol and other drugs to health problems;
12. investigate and identify treatment options for substance abuse and addiction and misuse, including prescription drugs;
13. analyze the relationship between the use of refusal skills and the avoidance of alcohol, tobacco, and other drugs;
14. analyze the role that alcohol and other drugs play in unsafe situations, including sexual abuse and assault;
15. analyze the importance of telling a parent or another trusted adult, obtaining early pregnancy testing, and seeking prenatal care if signs of pregnancy occur;
16. analyze the characteristics of harmful relationships that can lead to dating violence;
17. analyze healthy strategies for preventing physical, sexual, and emotional abuse;
18. examine and discuss influences and pressures to become sexually active and why it is wrong to violate another person's boundaries and manipulate or threaten someone into sexual activity;
19. explain the importance of reporting to a parent or another trusted adult sexual harassment, sexual abuse, sexual assault, and dating violence involving self or others;
20. describe various modes of transmission of STDs/STIs;
21. describe signs and symptoms of STDs/STIs, including human papillomavirus (HPV), human immunodeficiency virus/acquired immunodeficiency syndrome

- (HIV/AIDS), chlamydia, syphilis, gonorrhea, herpes, and trichomoniasis, and recognize that not all STDs/STIs show symptoms;
22. identify support from parents and other trusted adults and create strategies, including building peer support, to be abstinent or for return to abstinence if sexually active;
  23. analyze the effectiveness and the risks and failure rates (human-use reality rates) of barrier protection and other contraceptive methods, including how they work, to reduce the risk of STDs/STIs and pregnancy; and
  24. analyze the importance and benefits of abstinence from sexual activity as it relates to emotional health and the prevention of pregnancy and STDs/STIs.

HLTH ED addresses the required Texas Essential Knowledge and Skills (TEKS). These can be found at the [Texas Education Agency](http://www.teks.org) website.

## Textbook and Materials

There is no required text or special materials to purchase for this course.

## Technical Requirements

- Internet access – preferably high speed (for accessing Blackboard)
- Email
- Word processing software such as Microsoft Word
- Adobe Reader (download from [Adobe.com](http://adobe.com))
- Audio and video capabilities (for watching/listening to course content)
- PDF app (free options available)
- Digital camera or camera phone

## Technical Skill Requirements

Be comfortable with the following:

- using a word processor
- Internet search engines and browsers
- creating PDFs (see **Requirements for Creating PDFs** in the Syllabus section of your course)

## Course Organization

This course consists of six units, a midterm exam, and a final exam. Each unit contains the following:

- Introduction, Lessons, and Sections to complete
- Learning Objectives and Curriculum Standards
- Reading, Watching, and Learning Activities for the Lesson

- Lesson Quiz

Each lesson includes several activities that present content knowledge. Each lesson also includes sections with multiple graded assignments to ensure that you learn the content that has been presented in the activities. Some of the assignments are automatically-graded quizzes, and some are written assignments or activities that your instructor will grade. Be sure you read all instructions carefully and ask your instructor for help if something is not clear.

## Course Outline

Please note that some assignments will be hidden from you when you start the course. As you move through the units and complete assignments, more will unlock for you.

Unit	Topic	Approximate Time for Completion
Unit 1	Physical Health and Hygiene	Three weeks
Unit 2	Mental Health and Wellness	Four weeks
Unit 3	Healthy Eating and Physical Activity	Two weeks
Midterm Exam		
Unit 4	Injury, Violence Prevention, and Safety	Two weeks
Unit 5	Dangers of Alcohol, Tobacco, and Other Drugs	Three weeks
Unit 6	Reproductive and Sexual Health	Three weeks
Unit 6 Alt.	Human Growth and Development	Three weeks
Final Exam		

## Assignment Schedule

Each of the following must be completed to complete the course. Items with an asterisk (\*) indicate that these are summative assessments for the course.

**Note:** Assignments without a section number (2.2, 3.1, etc.) appear in the main lesson folder. Those with a section number can be found in the section folders (which are inside the lesson folders). Be sure you complete all assignments necessary to access the midterm and final exams.

Unit	Lesson	Assignments
1	1	Checkpoint 1 (Non-graded) Human Body and Diseases Quiz Discussion: Organ Donation

Unit	Lesson	Assignments
1	2	2.2 Healthy Habits Quiz
2	3	3.1 Video Response Worksheet (The Power of Empathy) 3.2: Article Essay: Can Teenagers Feel the Pain of Others? 3.3: Finding Empathy Empathy Quiz
2	4	4.2 Video Quiz (How childhood trauma affects health across a lifetime) 4.2: Student Video Project Trauma Quiz
2	5	5.1 Video Quiz (Suicide Prevention for Teens and Young Adults with Dr. Ali Mattu) 5.2: Paper Doll Activity Report 5.3: Teen Suicide Prevention Quiz 5.3 Discussion: Staying Healthy
3	6	6.1 Video Quiz (Food Groups and Nutrition) 6.2: Meal Plan Project 6.2 Discussion: Culture and Diet Nutrition Quiz
3	7	7.1: Video Quiz (Fab 5 Components of Fitness) 7.2: My Fitness Plan Checkpoint 2 (Non-graded)
Midterm		<b>*Midterm Exam</b> <i>(You must complete all of the assignments listed above for Units 1-3, or Lessons 1-7, to access the Midterm)</i>
4	8	8.1: Video Quiz (Teen Voices: Who are you on social media?) 8.2: Red Flag Situation 8.3: Video Quiz (Is the Internet making you meaner?) 8.4: Stop Bullying Research Quiz 8.5: Personal Action Plan 8.5 Discussion: Health Advice You've Found Helpful
4	9	9.4: First Aid Exam
5	10	Drugs Use and Misuse Quiz
5	11	11.1: Video Quiz (Adolescent Substance Use, Addiction, and Treatment: Segments 1, 2, & 3) 11.2: Video Quiz (Adolescent Substance Use, Addiction, and Treatment: Segments 4, 5, & 6)

Unit	Lesson	Assignments
		11.3: Substance Abuse Quiz 11.4: Resource Handout
<b>5</b>	12	12.1: Refusal Skills Quiz 12.2: DUI vs. DWI Quiz 12.3: Substance Abuse & Sexual Violence Quiz 12.4: My Wellness/Health Contract
<b>6</b>	13	13.1: "Back to the Future" Letter 13.2: Teen Health Resources Directory 13.3: "The Good, the Bad, and the Ugly" 13.3: Red Flags Quiz 13.4: Endangerment Pressure Quiz 13.5: Reflections
<b>6</b>	14	14.1: STI Information Chart 14.1: Support Group Reflections 14.2: Antibiotic Resistance Quiz
<b>6</b>	15	15.1: Contraceptive Efficacy Chart Quiz 15.2: Reflections: Cost of Pregnancy
<b>6 Alt.</b>	13A	13A.1: Quality Nutrition and its Benefits Menu Chart 13A.2: Physical Activity/Activity Planner 13A.2: Healthy Habits Research
<b>6 Alt.</b>	14A	14A.1: Sexual Health and Education Discussions – Part I 14A.2: Sexual Health and Education Discussions – Part II 14A.3: Sexual Health and Education Discussions – Part III 14A.4: Sexual Health and Education Discussion Conclusions
<b>6 Alt.</b>	15A	Health Topics Research Paper
		Checkpoint 3 (Non-graded)
		<b>*Final Exam</b>

## Course Credit

The course grade will be calculated as follows:

- 50% coursework total  
(Unit 1-6 assignments *OR* Units 1-5 plus Unit 6A assignments)
- 20% summative assessments (Midterm)
- 30% final exam;
- A passing course grade is 70 or higher.

Students must attempt all assignments in the course. The final exam will not be available until all assignments have been accepted and graded by the teacher.

Students who score below 70% on the final exam will be eligible for one re-exam opportunity.

## Coursework

The graded assignments within each unit are formative in nature. This means that they are designed to assist you in applying and demonstrating the unit concepts, as well as identifying areas in which you need additional review. You may use all the unit's learning activities to assist you as you complete the graded assignments.

## Summative Assessments

Summative assessments are those that allow you to demonstrate mastery of the course objectives. For summative assessments, you will NOT be allowed to use the learning materials. These are opportunities for you to show what you have learned by that point in the course.

Summative assessments may be proctored using the online proctoring system Proctorio. Information about Proctorio is provided in **Remote Proctoring** in the Syllabus section of your course. The summative assessments for this course are as follows:

- Coursework **(50% of Course Grade)**
- Summative Assessments **(20% of Course Grade)**
  - Midterm Exam
- Summative Final Exam **(30% of Course Grade)**

## Course Completion

- Students may not complete the course in less than 30 days.
- All courses expire six months after the enrollment date.

## Academic Integrity

It is the aim of the faculty of Texas Tech University to foster a spirit of complete honesty and high standard of integrity. The attempt of students to present as their own any work not honestly performed is regarded by the faculty and administration as a most serious offense and renders the offenders liable to serious consequences, possibly suspension.

“Scholastic dishonesty” includes, but is not limited to, cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts, and any act designed to give unfair academic advantage to the student (such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor) or the attempt to commit such an act.

## Student Expectations

You will be expected to log into the Blackboard course regularly to be aware of possible announcements/reminders and to pace your progress in the course.

Students are expected to maintain an online environment conducive to learning, which includes “netiquette” (Internet etiquette). Please review the basic rules for [Online Discussion Netiquette](#). Ensure that your email messages, discussion board postings, and other electronic communications are thoughtful and respectful. Diverse opinions are welcome in this course, and you are expected to demonstrate an open mind and courtesy when responding to the thoughts and ideas of others.

The following are prohibited:

- making offensive remarks in email or the discussion board;
- using inappropriate language or discussing inappropriate topics online;
- spamming;
- hacking;
- using TTU or Blackboard email or discussion boards for commercial purposes;
- using all caps (considered shouting in online communications); and
- cyber-bullying or online harassment of any type.

Inappropriate behavior shall result in consequences ranging from a request to correct the problem, to removal from the course or even the university, depending on the severity of the behavior. Disciplinary actions will be taken according to the TTU K-12 Student Handbook.

## Communication

- You can expect a reply from your instructor within 2 business days.
- Use the Blackboard Course Messages tool for sending messages to your instructor.

## Submitting Assignments

You will submit all assignments through the Blackboard Assignment Tool, rather than by mail or email.

## Technical Difficulties

### ***Getting Help***

For student assistance with Blackboard, visit [TTU K-12 Support](#).

### ***Computer Problems***

A working computer is necessary for online coursework. Computer problems will not be accepted as a valid reason for failure to complete course activities within the allotted



time frame. Identify a second computer, before the course begins, that you can use if you experience computer problems.

### ***Server Problems***

When the Blackboard server needs to be taken down for maintenance, the Blackboard administrator will post an announcement in your course informing you of the time and date. If the server experiences unforeseen problems, your course instructor will notify you.

### ***Lost or Corrupted Files***

You must keep/save a copy of every project/assignment on an external disk or personal computer. In the event of any kind of technology failure (e.g., Blackboard server crash or virus infection, students' own computer problems, loss of files in cyberspace, etc.) or any disputes, the instructor may request or require you to resubmit the files. In some instances, the instructor may need to open another attempt within Blackboard, so communication with your instructor is critical in these circumstances.