I. Catalog Description

An overview of the function, organization, and leadership of health agencies at the national, state, and local levels as well as the dimensions of health affected by our environment.

II. Rationale

This course is in the sequence of courses for a student to earn a Bachelor of Science Degree in Interdisciplinary Studies and EC-12 Health Certification. Learners in this course will gain the health content and apply the teaching/learning process as preparation to become effective health educators.

III. State Adopted Proficiencies and

IV. TExES Competencies

Alignment of Course Goals and Assignments with State Learner Proficiencies and TExES Competencies:

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<tr>
<th>State Learner Proficiency</th>
<th>TExES Competency</th>
<th>HLTH 3353 Course Goals</th>
<th>HLTH 3353 Course Assignments</th>
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<tbody>
<tr>
<td>Learner-Centered Knowledge</td>
<td>003, 008</td>
<td>A. Increase understanding of health content related to community and environmental health (this content addresses the TExES)</td>
<td>• Chapter readings</td>
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<td>B. Increase understanding of the teaching/learning process</td>
<td>• Class lectures and activities</td>
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<td>C. Gain experience in promoting a positive student learning environment</td>
<td>• Group discussions</td>
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<td>• Resource handouts</td>
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**Learner-Centered Instruction**

To create learner-centered community, the teacher collaboratively identifies needs and plans, implements, and assesses instruction using technology and other resources.

- B. Increase understanding of the teaching/learning process
- C. Gain experience in promoting a positive student learning environment
- D. Examine strategies to deliver content
- E. Utilize evaluations for classroom teaching
- G. Demonstrate instructional planning skills

**Equity in Excellence For all Learners**

The teacher responds appropriately to diverse groups of learners.

- B. Increase understanding of the teaching/learning process
- C. Gain experience in promoting a positive student learning environment
- D. Examine strategies to deliver content
- F. Apply strategies for planning health instruction that reflects the abilities, needs, interests, developmental levels, and cultural backgrounds of all students

**Learner-Centered Communication**

While acting as an advocate for all students and the school, the teacher demonstrates effective professional interpersonal communication skills.

- B. Increase understanding of the teaching/learning process
- C. Gain experience in promoting a positive student learning environment
- H. Improve understanding of teaching as a profession and overall professional competence

**Learner Centered Professional Development**

The teacher, as a reflective practitioner dedicated to all students’ success, demonstrates a commitment to learn, to improve the profession, and to maintain professional ethics and personal integrity.

- H. Improve understanding of teaching as a profession and overall professional competence

**Notes:**

- Classroom lectures and activities
- Group discussions
- Self-assessments
- Curriculum evaluations
- Website evaluations
- Research projects and presentations

- Chapter readings
- Classroom lectures and activities
- Group discussions
- Self-assessments
- Guest speakers
- A/V presentations
- Resource handouts

- Guest speakers
- Resource handouts
V. Course Objectives and Outcomes

A-1 Analyzes the effects of environmental factors on health and disease.
A-2 Demonstrates knowledge of hazards to health and safety in the home, school, and community.
A-3 Relates different types of safe and unsafe behavior to positive and negative health effects throughout the lifespan.
A-4 Demonstrates knowledge of community health care agencies, programs, and services and their roles and responsibilities (e.g., primary, preventive, emergency care).
A-5 Analyzes community and national health care needs and goals, and demonstrates knowledge of health-related social, political, and economic issues (e.g., organ donation, rising medical costs, uninsured and underinsured families).
A-6 Analyzes individual factors (e.g., socioeconomic status, cultural background, age, attitudes,) and societal factors (e.g., economic trends, government policies) that influence the cost, availability, accessibility, and use of health care for different individuals and communities.
A-7 Demonstrates understanding of community health problems (i.e., poor nutrition, violence, unplanned pregnancy), their causes (e.g., poverty, inadequate access to health care) and strategies for addressing them (e.g., violence prevention awareness, drug abuse prevention and treatment programs).
A-8 Analyzes the influence of various factors (e.g. media messages, technological advances) on individual and community health.
A-9 Demonstrates knowledge of major types of health-related laws, regulations, and policies (e.g., mandatory vaccinations, workplace safety regulations) and their effects on community health.
A-10 Demonstrates knowledge of environmental problems (e.g., air and water pollution, noise, overcrowding, hazardous waste), their causes, and their effects on individual, community, and world health.
A-11 Identifies strategies for reducing environmental hazards (e.g., water purification, emission control, waste management) and analyzes ways in which protecting the environment promotes individual, community, and world health.
A-12 Demonstrates an understanding of ways in which individuals can contribute to improving community and environmental health (e.g., advocacy, volunteerism).

B-1 Synthesize and restructure information related to community and environmental health into age-appropriate lessons for all developmental levels of learning.
B-2 Identify personal values and attitudes toward community and environmental health and understand how this affects the process of teaching these topics in education.
B-3 Incorporate the Texas Essential Knowledge and Skills (TEKS) into lesson planning.
C-1 Demonstrate competence when talking about and teaching community and environmental health in a classroom.
C-2 Practice facilitating question and answer sessions, developing responses for difficult questions.
C-3 Identify strategies to create a dynamic teaching environment for teaching community and environmental health in a group of diverse learners.

D-1 Analyze and compare various teaching strategies used throughout this course.

D-2 Within planning groups, develop “engaging” lesson plans and interactive learning activities that are relevant, factual, and age-appropriate for a range of grade levels.

E-1 Practice evaluating community and environmental health curriculum to become familiar with “best practices.”

E-2 Evaluate community and environmental health resource websites on the internet to determine information that may (or may not) be factual, reliable and age-appropriate.

E-3 Participate in self-assessments and process-assessments throughout this course.

F-1 Understand the diverse and complex nature of community and environmental health.

F-2 Practice adapting lessons for special populations, recognizing the variable nature of developmental abilities (and disabilities), and life experiences.

G-1 Locate and utilize a broad spectrum of educational resources including professional journals, associations, databases, curricula, and appropriate websites.

G-2 Present a “creative learning” lesson on a community and environmental-related topic that has been thoroughly researched and planned.

H-1 Understand and support the need for appropriate and effective community and environmental education for all learners.

H-2 Recognize the role that teachers play in advocating and implementing community and environmental education programs in the classroom.

VI. Course Topics

The major topics to be considered in this course are:
A. History, Administration, and Organization of Community Health
B. Financing and Providing Health Care
C. The Global Community and its Health Care Issues
D. Epidemiology Methods
E. Leading Causes of Death
F. Underserved Populations in Community Health
G. Community Health Priorities and Issues for the 21st Century
H. The Community and its Environmental Health Issues

VII. Instructional Methods

Methods and activities include:

A. Traditional Experiences (lecture/discussion, demonstrations, guest speakers, video, self-appraisals) (Each student will plan, implement, and evaluate their own fitness program using acquired concepts learned in class. In addition, using one of the textbooks written by the professor, each student will use the 106 Enduring
Themes to become educated and then assess and plan strategies for an overall wellness program.

B. Clinical Experiences (role playing, cooperative groups, student demonstrations and presentations). One Team Skit will be utilized where students will use creative thinking, problem-solving, and decision-making to promote health concept application. There will also be an individual presentation given by each student over a selected community health topic.

C. Common Intellectual Experiences
   1. Students are assigned readings in which they are required to participate in discussion forums. Also given learning activities through the course to support high-impact educational practices.

D. Diversity and Global Learning
   1. Students are educated in the area of community and environmental health from different regions of the country as well as internationally. They are required to examine these differences and discuss them with partners in class as well in open class discussions.

VIII. Evaluation and Grade Assignments

A. The methods of evaluation and the criteria for grade assignment are:

   I. Class Participation    Points Possible
      a. Attendance   150
      b. Creative Teaching Lesson  100

   Outside Assignments
      a. Self-Assessments   10 pts each
      b. Community Resource Directory  75
      c. Website Evaluations  75
      d. Observations/Interviews  50
      e. Professional Notebook  100

   III. Final Project  100

   IV. Tests
      a. Midterm  100
      b. Final  100

B. Grading Scale
   90% & above of pts. = A
80% & above of pts. = B
70% & above of pts. = C
60% & above of pts. = D
59% and below of pts. = F

C. Description of Course Requirements

1) In-Class Participation
   A. Attendance – Students who do not attend class cannot participate in planned activities, discussions, lectures, etc. Therefore, attendance is an important part of the overall grade in this course. Students earn points for attending class and points are deducted for missing class. You are held accountable for all work assigned.
   B. Team Work – Various activities will be carried out by students within smaller and larger group settings. Topics will be discussed, planned, analyzed and/or evaluated. Skills used in group activities include brainstorming, personal values assessment, critical thinking, effective communication, professional networking, and creating synergy.
   C. Videos & Guest Speakers – Students will write one-page critiques for each video or guest presentation (10 points each).
   D. Pretest-Postest – To determine if knowledge is gained, a pretest and posttest will be given to the class.
   E. Teaching Presentation – Each student will present a teaching lesson on community/environmental education to the students in the class. (Worth 100 points).
   F. Community Resource Directory – Students will compile a directory of 25 community and environmental resources. This will be made into a creative pamphlet. Details are forthcoming.

2) Outside Assignments
   A. Self-Assessments- Students will complete pre- and post-assessments that will reflect their perceived levels of knowledge and comfort with a variety of drug related topics. Students will be able to identify specific content area and teaching skills that need to be developed throughout this course, and assess the amount of improvement made (each self-assessment will be worth 10 points for a total of 100 points).
   B. Website Evaluations – With the growing reliance on technology and web-based resources for educators, there is a vast amount of drug-related information now available on the World Wide Web; not all of which is reliable, factual, or appropriate. Students will conduct web searches for various topics and identify 10 drug-related health sites to evaluate worth 75 points.
   C. Professional Notebook – Each student will keep a notebook with the following sections: 1) handouts, 2) missions, 3) journals, 4) articles, 5) critical thinking, and
6) creative activities. The notebook will be turned in at the end of the semester and is worth 100 points.

D. Observations / Interviews – Students will choose between 1) observing a community/environmental health educator, or 2) interviewing a community/environmental educator about his/her career. A list of possible resources will be provided but students will be responsible for making arrangements to observe/interview at appropriate available times. A one-page summary of the observation/interview will be turned in and discussed during in-class group activities (worth 50 points).

E. Final Project/Presentation – The final project will allow students to explore the dual nature of the “scholar/practitioner” philosophy of teaching. Your team will present a power point presentation that falls within the scope of a comprehensive community/environmental education project. Details will be forthcoming.

F. Exams - Midterm will cover chapters 1-5, 11, and 14) and the final exam will cover chapters 18, 19, and 21. Multiple choice and short answer questions will make up the exam.

D. Other Important Information

1) Attendance & Participation: Attend every class! Points are assigned for attendance so missing a class will result in points being deducted. Only three types of absences are acceptable: 1) illness, 2) death in immediate family, and 3) class field trip. When possible, an excused absence should be reported to the instructor before class begins. A phone call, a message, or an e-mail will be sufficient. Be sure to include your name, the date, the time, and the reason you will miss class.

Regardless of whether absences are excused or not, students are responsible for ALL course work including class notes, assignments, deadlines, etc.

2) Late Assignments: Late assignments will not be eligible for full credit and will not be accepted at all unless the student makes arrangements with the instructor by the due date of the assignment.

3) Make-up Exams: Attendance for exams is mandatory and tests cannot be made-up without making prior arrangements with the instructor. Rescheduling will be at the instructor’s discretion.

4) Academic Honesty & Integrity: Students are expected to do their own work at all times. Please refer to policy in the University Catalog.

IX. Textbook
The textbooks adopted for this course are:
X. Bibliography

The knowledge bases that support course content are:


Texas Essential Knowledge and Skills (TEKS). (www.tea.state.tx.us/teks)

Tentative Course Schedule

Course Schedule

Week 1  Intros, Course Syllabus, Get Acquainted Activities
        Course Contract
Week 2  Chapter 1
Week 3  Chapter 2
Week 4  Chapter 3
Week 5  Chapter 4
Week 6  Chapter 5
Week 7  Chapter 11
Week 8  Chapter 14  Midterm Due
Week 9  Field Trip to Public Health Department
Week 10 Chapters 18  (Website Evaluations due)
Week 11  Chapter 19
Week 12  Chapter 21 (Resource Directory due)
Week 13  Power Point Presentations
Week 14  Power Point Presentations (Observations/Interviews due)
Week 15  Review & Grade Consultation– (Professional Notebooks due)
Week 16  Final Exam