I. **Course Description:** Principles of social and emotional health affecting human development; role of nature and nurture in human development.

**Course Justification:** HSC 430 “Social and Emotional Health” (3 credits) typically meets three times each week (Monday/Wednesday/Friday) in 50-minute segments for 15 weeks, and also meets for a 2-hour final examination. In MayMester the course meets in three-hour segments for 2 ½ weeks. Students have significant weekly reading requirements, are expected to be present for extra credit participation points, take three examinations (one of those is the 2-hour final examination), are required to make a major group presentation in which they describe and defend a topic related to social and emotional health, upload ten weekly reflections to BrightSpace, and are required to submit a mentor asset reflection paper. These activities average at a minimum 6-12 hours of work each week to prepare outside of classroom hours.

II. **Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):**

- This course links with SFA’s Envisioned Goal 2: Our students will be engaged and empowered.
- This course links with SFA’s PCOE Goal 1: We will provide transformational experiences for our students.
- This course links with SFA’s Envisioned Goal 5: We will be an innovative university.
- This course links with SFA’s PCOE Goal 5: We will provide academic and co-curricular innovations.

**Program Learning Outcomes (Community Health):**
1. The student will be able to plan and evaluate a community/classroom-based health lesson (NCHEC I, II, IV).
2. The student will construct professional documents (resume and cover letter) to be used as a personal career-marketing tool for employment opportunities (NCHEC VII).
3. The student will demonstrate the knowledge and skills to search for and write a grant proposal to address a specific health-issue (NCHEC I, II, IV, VII).
4. The student will be able to communicate health information (NCHEC VI).
5. The student will design and implement a health behavior change plan that they will monitor for the semester (NCHEC I, II, III).

**Student Learning Outcomes – The student will be able to:**
- Describe the role of social and emotional health in the development of life (NCHEC I, VI, VII).
- Define social support and explain the impact on health (NCHEC I, VI, VII).
- Explain the role of PNI in conventional medicine.
- Apply healthy stress coping strategies for personal health (NCHEC I, VI, VII).
- Describe the personality traits that seem to impact health and susceptibility to disease,
- Differentiate among self-concept, self-esteem, self-efficacy, and self-fulfilling prophecy.
- Discuss the role of nature and nurture in the development of life (NCHEC I, VI, VII.)
III. Course Assignments, Activities, Instructional Strategies, use of Technology:

- **MENTOR PROJECT** (NCHEC I, VII) – Student will complete the “Mentor Asset Sheet” with a person who is a minimum of five years younger in age. Responses to the 45 questions will be typed on a separate sheet of paper (include both your response and the young person’s response). The 40 plus 5 questions can be found on D2L. In addition, a ½-page reaction paper will be included (typed and ds with 1” margins). Format: A cover sheet followed by young person’s responses, your responses, and the ½-page reaction. Points will be deducted if formatting is not followed. **Worth 20 points.**

- **REFLECTION** (NCHEC I, II, III) – For ten days each student will be required to submit a thorough reflection/response to the daily activity. Response must be submitted via the dropbox on D2L by noon of each week. **Each day’s journal entry is worth one point for a total of 10 points.**

- **GROUP PROJECT** (NCEHC I, II, IV, VI, VII) – Students will be assigned to a group and allowed to choose a social and emotional topic with instructor’s approval. A representative from your group must meet with me to decide upon topic. The Group Project includes an individual component and a group component (presentation). An example and rubric can be found on D2L. **Worth 200 points.**

- **EXTRA CREDIT PARTICIPATION (ECP)** – You are eligible for a **maximum of 5 ECP points.** All must be typed (check Section V for DUE date). Can and will be used for attendance purposes. If you have more than 4 absences and/or tardies you are not eligible for ECP points (unless school sponsored events). Format: Page 1 is the cover sheet (cover sheet should include your name and a Table of Contents of items submitted). Stapled to the cover sheet will be the documentation of the items in numerical order. Points will be deducted if formatting is not followed.

- **EXAMS** (NCHEC I) – There will be three in-class exams **worth 100 points each.** Exams may include a variety of question types including multiple choice, true/false, short answer, and essay. **Proper spelling, grammar, and punctuation are expected.** Exams are administered at the beginning of a class period. Students who arrive late for an exam (one or more students has completed and turned in the exam) will not be allowed to take the exam and will receive a “0.” If unable to take an exam on a scheduled date and time the students must notify me prior to test time in order to make-up the exam, if not notified prior to the exam date and time the student will earn a “0.” Exams will be administered using Scantron sheets and/or paper test forms. **You are required to bring a Scantron form 882-E to each exam with a #2 pencil.** See Section V for exam content.
IV. Evaluation and Assessments (Grading):

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Grade</th>
<th>Score Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1</td>
<td>100</td>
<td>A</td>
<td>90%+ 478+ points</td>
</tr>
<tr>
<td>Exam 2</td>
<td>100</td>
<td>B</td>
<td>80-89% 425-477</td>
</tr>
<tr>
<td>Exam 3</td>
<td>100</td>
<td>C</td>
<td>70-79% 372-424</td>
</tr>
<tr>
<td>Mentor Asset Sheet</td>
<td>20</td>
<td>D</td>
<td>60-69% 319-371</td>
</tr>
<tr>
<td>Weekly Reflection</td>
<td>5</td>
<td>F</td>
<td>Below 59% Below 318</td>
</tr>
<tr>
<td>Group Project</td>
<td>200</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Evaluation</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>FINAL POINT TOTAL</strong></td>
<td><strong>532</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Attendance (See Section V for how Extra Credit can and will be used for attendance).

Scoring guides/rubrics can be found on D2L.
## V. “DUE Date” Outline/Calendar (assignments are DUE at the beginning of class):  

<table>
<thead>
<tr>
<th>Week</th>
<th>Assignments and DUE Dates</th>
<th>“Tentative “Topic Covered</th>
</tr>
</thead>
</table>
| 1    | • Orientation on M, August 26  
      • Seating Assignments on W, August 28 | Course introduction; Examine the role of social support, relationships, and health (Chap. 1) |
| 2    | • Group Assignment on M, Sept., 2  
      • Bring *HSC 430 Group Project Rubric* (found on D2L) to class on W, Sept. 4 | Examine the role of social support, relationships, and health (Chap 1) |
| 3    | • Group Project “topic” DUE on Monday, Sept. 9  
      o Work on Group Project weeks 3-12  
      • Weekly Reflection #1 (3 Good Things) DUE Friday by noon | What makes a good group (Group cohesion); Gangs & bully: What are the social determinants of health; Explore nature and nurture in growth & development (Chap 1 & 2) |
| 4    | • NO CLASS on F, Sept. 20 – Data Day  
      • Weekly Reflection #2 (Give it Up) DUE Friday by noon | Happiness pptx; Discuss how emotions influence physical health; Exploring the role of PNI (Chap 2) |
| 5    | • **Exam #1** on W, Sept. 25  
      • Weekly Reflection #3 (Mental Reflection) DUE Friday by noon | Exploring the role of PNI (cont.); How does happiness influence health (Chap 2) |
| 6    | • Weekly Reflection #4 (3 Good Things) DUE Friday by noon | How does stress impact health? (Chap 3) |
| 7    | • Group Project (Ind.) “Article Selection, Citation, & Planning” DUE on MWF Oct. 7-11  
      • Weekly Reflection #5 (Use Your Strength) DUE Friday by noon | What is job stress? (Chap 3) |
| 8    | • Weekly Reflection #6 (Best Possible Self for Relationships) DUE Friday by noon | Relaxation & concentration techniques (Addendum) |
| 9    | • Weekly Reflection #7 (Random Act of Kindness) DUE Friday by noon | |
| 10   | • **Exam #2** on W, Oct. 30  
      • Weekly Reflection #8 (Healthy Stress Coping Strategy) DUE Friday by noon | Characteristics of a disease prone personality (Chap 4)  
Characteristics of a disease resistant personality (Chap 5) |
| 11   | • Mentor Asset Sheet DUE M, Nov. 4  
      • Weekly Reflection #9 (3 Good Things) DUE Friday by noon | How does locus of control and self influence health (Chap 6)  
Body Image |
### VI. Readings (Required and recommended—including texts, websites, articles, etc.):

D2L

### VII. Course Evaluations:

Near the conclusion of each semester, students in the Perkins College of Education (PCOE) electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including:

1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes; and
3. Making decisions on faculty tenure, promotion, pay, and retention.

As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. **Therefore, your response is critical AND IS WORTH 2 POINTS (REQUIRED not optional)!**

In the PCOE, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

### VIII. Student Ethics and Other Policy Information:  Found at http://www.sfasu.edu/policies/

**Attendance and Excuse Absence: Policy 6.7**

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall
maintain an accurate record of each student’s attendance and participation as well as note this information in required reports (including the first 12 day attendance report) and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

- See Section V for how ECP can and will be used for attendance.

**Academic Accommodations for Students with Disabilities: Policy 6.1 and 6.6**

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004/468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/)

**Student Academic Dishonesty: Policy 4.1**

Abiding by university policy on academic integrity is a responsibility of all university faculty and students.

**Definition of Academic Dishonesty**

Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:

- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment; and/or;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:

- submitting an assignment as one's own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or,
- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

**Penalties for Academic Dishonesty**

Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

**Student Appeals**

A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).
Withheld Grades: Policy 5.5

At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Student Code of Conduct: Policy 10.4

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at http://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.
HSC 430 Social and Emotional Health
Dr. Rust Fall 2019

IX. Other Relevant Course Information:

NO LATE ASSIGNMENTS WILL BE ACCEPTED – this is a 400-level class! MY PHILOSOPHY OF TEACHING AND GRADING IS SUCH – “FIX IT BEFORE IT’S BROKE!” I WILL PROVIDE YOU WITH FORMATIVE FEEDBACK, BUT WHEN AN ASSIGNMENT IS DUE, THAT’S IT, NO REVISIONS/CORRECTIONS WILL BE ALLOWED AFTER THAT POINT!

Final grades – Due to my “fix it before it’s broke policy” my position on rounding grades is very strict. For example, if you have not completed all of the work (see Section IV) and you have earned a B (89.51% or higher) I will not round your grade to an A. You must complete all work for rounding to be considered.

Email etiquette and Professionalism (adapted from Dr. John Janowiak at UNC Chapel Hill): When you e-mail friends, you can be as informal as you wish. However, when you write to your employer, professor, or supervisor you should use proper and polite language. By training yourself to write properly, you develop skills necessary to deal with future clients and supervisors, who are unlikely to tolerate bad e-mail manners. Please use the following guidelines when e-mailing me and other professors:

- Even telephone conversations start with “Hello” and end with “Goodbye.” Therefore, please use a formal salutation when e-mailing professors, such as: “Dear Dr. Rust.

- When e-mailing faculty, remember that you are not communicating with a friend or relative, therefore do not use informal language in your e-mails.

- If you have a request, say it politely. You can start with “I would like to ...”, “I wonder if you can ...,” “May I ...,” “Is it possible to ...,” “Do you mind ...?” DO NOT WRITE: “I want to know ...,” “I want you to,” “Send this to me”, “Tell me when ....” Just adding the word “please” does not mean that you are being polite.

- Your identity is an important clue to the context of the message. Every semester I teach hundreds of students in numerous classes; therefore identify yourself as a student in the class and section you are enrolled in, such as: “Dear Dr. Rust, I am a student enrolled in your HSC 430-1 MWF @ 9 am course.”

- Also, please include a brief description of the subject of your email in the subject line of the email.

- Be concise.

- Always re-read your e-mails and check for spelling and grammatical mistakes before sending them. (Also, recommended for the assignments you submit).

- When needing to schedule an appointment outside of my office hours, please suggest a few time slots, but always say something like “If these times do not suit you, please feel free to let me know any other time that you prefer / that is convenient to you.” If you cannot make the date suggested, say, “I am sorry, but I cannot come to see you on [Monday].” Do not say, “I am not available on [Monday].”
<table>
<thead>
<tr>
<th>Assignments/Assessments</th>
<th>NCHEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mentor Project</td>
<td>I, VII</td>
</tr>
<tr>
<td>Reflections</td>
<td>I, II, III</td>
</tr>
<tr>
<td>Group Project</td>
<td>I, II, IV, VI, VII</td>
</tr>
<tr>
<td>Exam 1</td>
<td>I</td>
</tr>
<tr>
<td>Exam 2</td>
<td>I</td>
</tr>
<tr>
<td>Exam 3</td>
<td>I</td>
</tr>
</tbody>
</table>

- Refer to PCOE website for master list of standards.