Instructor: Dr. Dawn Ella M. Rust  
Course Time & Location: MWF 9-9:50 in HPE Rm 203
Office: HPE Rm 215  
Office Hours: TTh 9:30-10:30; MW 10-11:30; W 2-3
Office Phone: (936) 468-1495  
Credits: 3 hours
Other Contact Information: (936) 468-3503  
Email: drust@sfasu.edu
Prerequisites: None

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

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:
1. Identify and define elements of community health promotion (NCHEC I).
2. Review current issues in community health in relationship to their historical precedents (NCHEC I).
3. Identify and describe elements of ecology that apply to community health. (NCHEC I)
4. Identify factors influencing health. (NCHEC I)
5. Design and evaluate community health programs under various models. (NCHEC I, II, III)
6. Analyze and assess health problems across the life span. (NCHEC I, II)
7. Identify strategies appropriate to address health problems identified. (NCHEC I, II)
8. Identify resources for planning and evaluating community health programs. (NCHEC I, II, IV)

III. Course Assignments, Activities, Instructional Strategies, use of Technology:
- Literature Review (NCHEC I, IV) – Locate two articles on a similar type of community health issue (for example a program that addresses obesity or HIV awareness). Summarize the articles in your own words; state the main theme being presented in each article; and in In 1-2 sentences answer the question: “So what? What does this research mean to the layperson? Explain it to your grandma.”
  - Choose current (after 2000) peer reviewed journals.
  - Literature review must be typed, double-spaced, 1-inch margins, all on one page.
o Attach a Reference Sheet with APA citation of articles.
o Attach the complete articles.
o Utilize the Writing Center in the ARC (located in the Library) for assistance in writing abstracts.
o Rubric found on D2L
o Worth 50 points.

- **Seven Areas** (NCHEC I, VI, VII) – Describe an activity and/or assignment that you have completed that demonstrates competency for each of the Seven Areas of Responsibility. Attach a job posting that requires demonstration of a majority of the Seven Areas of Responsibility.
o Rubric found on D2L
o Must be typed, double spaced, 1-inch margins
o Worth 50 points

- **Media Clippings** (NCHEC VI, VII) – Scan various media sources to find two articles related to community health issues. In class, be prepared to stand and share your findings in 1-3 minutes.
o Rubric found on D2L
o Worth 5 points each for a total of 10 points

- **EXTRA CREDIT/PARTICIPATION (ECP)** – You are eligible for a maximum 5 ECP points - **Will be used for attendance AND participation purposes.** IF YOU ARE NOT IN CLASS FOR AN ECP YOU WILL NOT BE ELIGIBLE TO MAKE IT UP (unless school sponsored event). Every tardy equates to a deduction of 1 ECP point. For example, if you are tardy 4 times the maximum ECP points will be 1. **BE IN CLASS ON TIME!** Format - The first page will include your name and a Table of Content; stapled to the front page in the order of the Table of Content should be the assignments. See Section V for submission date.

### IV. Evaluation and Assessments (Grading):

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Grading Scale</th>
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</thead>
<tbody>
<tr>
<td>Exam 1</td>
<td>100</td>
<td>A = 90%+ 370+ points</td>
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<tr>
<td>Exam 2</td>
<td>100</td>
<td>B = 80-89% 330-369</td>
</tr>
<tr>
<td>Exam 3</td>
<td>100</td>
<td>C = 70-79% 288-329</td>
</tr>
<tr>
<td>Literature Review</td>
<td>50</td>
<td>D = 60-69% 247-287</td>
</tr>
<tr>
<td>Seven Areas</td>
<td>50</td>
<td>F = Below 59% Below 246</td>
</tr>
<tr>
<td>Media Clippings</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Course Evaluation</td>
<td>2</td>
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<tr>
<td><strong>FINAL POINT TOTAL</strong></td>
<td>412</td>
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*Extra Credit Participation – maximum 5 points*

**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:

<table>
<thead>
<tr>
<th>Week</th>
<th>Assignments and DUE Dates</th>
<th>“Tentative “Topic Covered</th>
</tr>
</thead>
</table>
| 1    |                           | Introductions/Syllabus Overview  
|      |                           | Chap 1-Community and Public Health: Yesterday, Today, and Tomorrow  
| 2    | Media Clipping #1 DUE on Th, Feb. 7 | 7 Areas  
|      |                           | Chap 2-Organizations  
| 3    | Exam 1 on T, Feb. 19 | Chap 3-Epi  
| 4    | Exam 1 on T, Feb. 19 | Chap 3-Epi  
| 5    | Exam 1 on T, Feb. 19 | Life Expectancy pptx  
|      |                           | Chap 5-Community Organizing/Building  
| 6    | Media Clipping #2 DUE on Th, March 28 | Chap 6-School Health Program  
| 7    | Literature Review DUE on Th, March 14 | Chap 7-Maternal, Infant, and Child Health  
| 8    | Spring Break |  
| 9    | Media Clipping #3 DUE on Th, April 18 | Chap 8-Adolescents, Young Adults, and Adults  
| 10   | Exam 2 on T, April 2 | Chap 9-Older Adults  
| 11   | Easter Holiday NO CLASS on Th, April 18 | Chap 10-Community & Public Health & Racial/Ethnic Populations  
| 12   | 7 Areas DUE Th, May 2 | Chap 10-Community & Public Health & Racial/Ethnic Populations  
| 13   | Course Eval DUE by 11:59 pm on Sun., May 12 | Chap 11-Community Mental Health  
| 14   | Exam #3 (Final) on Th, May 16 @ 10:30 am | Chap 12-Alcohol, Tobacco, and Other Drugs  
| 15   | Chap 16 Safety & Health in the Workplace | Chap 15-Injuries  
| 16   | Chap 16 Safety & Health in the Workplace |  
| 17   | Chap 16 Safety & Health in the Workplace |  
| 18   | Chap 16 Safety & Health in the Workplace |  

### VI. Readings (Required and recommended—including texts, websites, articles, etc.):

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/
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](http://www.sfasu.edu/judicial/earlyalert.asp) or call the office at 936-468-2703.
Additional Information

To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.

2. Provide one of the following primary ID documents: passport, drivers license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texes.ets.org/registrationBulletin/). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information concerning this matter, contact Katie Snyder 936-468-1740 or snyderke1@sfasu.edu

IX. Other Relevant Course Information:

- ALL ASSIGNMENTS ARE DUE DURING CLASSTIME. 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 (adapted from Dr. John Janowiak at UNC Chapel Hill) and Professionalism: 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 you are enrolled in, such as: “Dear Dr. Health, I am a student enrolled in your online HSC 216 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]."

Respect your instructor, your classmates, and yourself!

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- Refer to PCOE website for master list of standards.