Syllabus

HMS 575.001 / HUSC 517

Advanced Graduate Studies
Spring 2020

Instructor: Donna J. Fickes, Ph.D.
Course Time & Location: HMS 575 is an independent study course. Students in this course will complete intensive study of a selected topic. Classes begin January 15, 2020 and end May 1, 2020; Finals are administered May 4-8, 2020.

Office: Human Sciences North 106C
Office Hours (Graduate Students): Wednesdays, 5:30pm – 6:30pm or by appointment

If you are a distance student and would like to meet via Skype or Zoom meetings, please email 24 hours in advance (72 if you would like to meet on Mondays) to make arrangements.

Office Phone: (936) 468-2130
Email: fickesdj@sfasu.edu

Preferably, use Brightspace to send emails related to the course. If Brightspace is unavailable, send email to fickesdj@sfasu.edu and include “HMS 575” somewhere in the subject line.

Credits: 3 Credit Hours

This class is offered as a course for the Master of Science in Human Sciences degree. This degree is managed by the School of Human Sciences and the James I. Perkins College of Education.

Prerequisites: Acceptance in the HMS Graduate Program.

Please Note: The syllabus may change at the discretion of the Instructor. Notification of changes will be made through Brightspace.

The Mission of Stephen F. Austin State University’s School of Human Sciences is to prepare students to be highly qualified professionals in global markets who positively influence individuals, families, and businesses in diverse communities.
I. Course Description and Credit Hour Justification

Three semester credit hours (independent study).

Students in this course receive extensive course content information either in-class or via online content modules equivalent to 150 minutes per week for 15 weeks and includes a major final project. Students in the course will engage in a variety of assignments that can include, but are not limited to, significant course readings, course content exams, in-class or online discussions, academic research papers, and annotated bibliographies. For every hour a student spends engaging with the course content, they spend at least 2 hours completing associated activities and assessments.

HMS 575.001 will utilize the university’s Learning Management System (LMS), Brightspace. Each student is required to have access to a computer with internet capabilities in order to access the course. Each student is also required to have a working, university (jacks.sfasu.edu) email account.

As a student of Stephen F. Austin State University, you have free access to this course’s Brightspace site. You will need to access the course regularly throughout the semester. Assignments for this course will be submitted electronically through Brightspace, unless otherwise instructed. Some assignments may require audio files. Students must have a working computer microphone or the ability to add audio to files on their computer to complete these assignments. Files with audio are submitted as PowerPoint files unless otherwise instructed. All other submitted files must be in PDF or Word format.

Brightspace Technical Support

If at any point during the course you experience technical difficulties in Brightspace, please let your instructor know immediately. Please realize: 1.) That your instructor is not qualified to provide Brightspace support; and 2.) That notifying your instructor of technical difficulties does not exempt you from assignments or activities that are due. Notifying your instructor is a courtesy.

In order to obtain proper technical assistance you will need to contact the SFASU Brightspace Support Team by emailing d2l@sfasu.edu or calling 936.468.1919.

There are no Course Fees associated with this course.

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

This course supports the vision, mission, and core values of the James I. Perkins College of Education and the School of Human Sciences. It is one of the core courses for the Master of Science in Human Sciences degree and aligns with the standards of AAFCS, the accrediting body of the School of Human Sciences.
James I Perkins College of Education

The James I. Perkins College of Education (PCOE) includes the Departments of Elementary Education, Human Services, Kinesiology and Health Science, and Secondary Education and Educational Leadership, and the School of Human Sciences. Each offers programs of study in educator certification as well as in various non-teaching programs.

Vision

The James I. Perkins College of Education will be the college of choice for students striving to achieve professional excellence through exemplary programs that are recognized at state, national, and international levels.

Mission

The mission of the Perkins College of Education is to prepare competent, successful, caring and enthusiastic professionals from diverse backgrounds dedicated to responsible service, leadership, social justice and continued professional and intellectual development in an interconnected global society.

To accomplish this mission, the goals of the Perkins College of Education are to:

1. Provide programs at both undergraduate and graduate levels based upon sound pedagogical and clinical practice.
2. Prepare teachers, support personnel, and educational leaders for Texas Employ and support faculty members who are committed to excellence in teaching, scholarship, and service.
3. Provide a variety of teaching venues incorporating the latest technologies to a range of diverse student interests, backgrounds, and aspirations.
4. Maintain resources and facilities that allow each program to meet its expected outcomes.
5. Collaborate with external partners to enhance students' knowledge, skills, and dispositions, and to influence the ongoing exchange of ideas for mutual benefit.
6. Engage in outreach services.
7. To address specific needs in the broader community.
8. To enhance student learning.
9. To instill commitment to service, and to promote the reputation of the University.
10. To conduct research to advance knowledge and to contribute to the common good.

Core Values

In the Perkins College of Education, we value and are committed to:

- Academic excellence through critical, reflective, and creative thinking
- Lifelong learning
- Collaboration and shared decision-making
- Openness to new ideas, to culturally diverse people, and to innovation and change
- Integrity, responsibility, diligence, and ethical behavior
- Service that enriches the community
Course Goals: Program Learning Outcomes (PLOs)
1. The student will analyze and demonstrate familiarity with current literature of the discipline.
2. The student will produce work in the preferred style of the field (APA, ADA).
3. The student will be able to relate and explain how his/her study topic fits into the overall field of Human Sciences.
4. The student will apply current research to modern social situations.

Course Objectives: Student Learning Outcomes (SLOs)
Upon successful completion of this course, students will be able to:
1. Complete and coordinate with an Institutional Research Board.
2. Develop a reliable and valid survey instrument.
3. Conduct meaningful research.
4. Evaluate research data.
5. Interpret the value of research data.
6. Apply research results to the field of Human Sciences.
7. Present research findings as usable information.

III. Course Assignments, Activities, Instructional Strategies, use of Technology

Method of Instruction: Students will be responsible for completing the project with limited supervision. The instructor will be available to assist students as needed, and students are expected to keep the instructor updated on the progress of the project. A suggested progress calendar is provided.

The course syllabus, course calendar, assignments, email and grades will be available on Brightspace by D2L. STUDENTS ARE EXPECTED TO CHECK THE HOMEPAGE, D2L EMAIL AND COURSE CALENDAR REGULARLY. All emails and weekly reports are to be sent through Brightspace email.

Instructional Strategies and Use of Technology: This class uses an online module format with class discussions and readings to supplement the online lecture.

Online Student Conduct Policy: Netiquette refers to “Network Etiquette”. It is the way one should behave when sending email, posting to threaded discussions, or chatting online.

Here are some basic Netiquette rules to help you get the most out of online learning:

- **ALL CAPS IMPLIES THAT YOU ARE SHOUTING** - Please do not do this (unless you are capping specific words, nicely, for emphasis)!
- Watch your "tone" - it's written, not verbal communication. It can be very easy to misinterpret someone's meaning online.
- Check your spelling - Always!
- Make your messages easier to read by making your paragraphs short and to the point.
- Never "say" anything that you would not want posted on the wall of a face to face classroom, because it could be!
- Behave as you would in a face-to-face classroom.
- Remember there is a real live person at the other end reading your posts and email. Treat them with respect.
• Foul language, insults and harassment are not tolerated (just as it would not be tolerated in a face to face classroom).
• Think about what you have written before you submit it.

IV. Evaluation and Assessments (Grading)

A grading rubric is provided below. ALL criteria must be completed by the end of the semester in which the student is enrolled in order to receive the grade earned. If any one item is not submitted, a grade of F will be assigned. There are 500 possible points and the course grade will be percentage of points earned.

SCALE:  
A=450-500pts (90%);  B=400-449pts. (80%);  C=350-399pts.(70%)

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<thead>
<tr>
<th>CRITERIA</th>
<th>MAXIMUM POINTS</th>
<th>EARNED POINTS</th>
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<tbody>
<tr>
<td>Survey Development</td>
<td>50 points</td>
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<tr>
<td>IRB Submission/Approval</td>
<td>25 points/25 points</td>
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<td>Student Reports</td>
<td>150 points</td>
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<td>• Weekly reports, covering Sunday-Saturday</td>
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<td>• Submitted the following Wednesday by 11:59pm</td>
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<td>• Reports show thought and analysis</td>
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<td>Checklist of Applied Learning Activities</td>
<td>50 points</td>
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<td>• Submitted by end of semester</td>
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<td>• Provides date each activity first applied</td>
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<td>Student Self-Evaluation</td>
<td>25 points</td>
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<tr>
<td>• Submitted by end of semester</td>
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<td>• Thorough; shows thought and analysis</td>
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<td>• Typed and easy to read</td>
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<tr>
<td>Data Evaluation Report</td>
<td>50 points</td>
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<td>Written Project Report</td>
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<td>Project Presentation</td>
<td>50 points</td>
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<td>Presentation Evaluations</td>
<td>25 points</td>
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<td>• Instructor will provide to presenting audience</td>
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If a student wishes to contest a grade, this must be done prior to the semester's Dead Week.
Deadlines Policy: In this course you are part of an active community of learners, and as such, meeting the due dates and deadlines is extremely important. You are expected to keep an eye on the Course Calendar (NOT the Brightspace Calendar Tool) and to complete work on time. You cannot wait until the end of the semester to complete assignments; you must complete them as the semester progresses. All assignments are due on the dates indicated on the Course Calendar and will not be accepted late (think of failing to complete an activity as missing an entire week of class.) Improperly submitted assignments, or assignments that are emailed without prior instruction to do so, will fall under the category of late.

If, due to unforeseen circumstances, you feel you need a brief extension on any due date, please contact your instructor 2-3 business days ahead of time to discuss alternate arrangements.

Extra Credit Policy: There is no extra credit in this course.

Make-Up Policy: Make-up work is not allowed without a university-approved, documented excuse. For the purpose of this class, only the following will be considered an excused absence. Other absences may be excused at the discretion of the instructor. NOTE: Alerts from the Office of Student Rights and Responsibilities alone do not fulfill the requirements below.

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<tr>
<th>Excused Absences</th>
<th>Make-Up Requirement</th>
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<td>University-related event (i.e. athletic event) with letter of proof provided to the instructor, by the student, at least seven (7) days in advance.</td>
<td>All graded content submitted within seven (7) days of approved absence.</td>
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<tr>
<td>Observed Religious Holy Day (a holy day observed by a religion whose places of worship are exempt from property taxation under Texas Tax Code §11.20.) with letter provided to the instructor, by the student, at least seven (7) days in advance.</td>
<td>All graded content submitted within seven (7) days of approved absence.</td>
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Attendance Policy: As this is an online course, physical attendance in a classroom is not required. The entirety of this course will be completed online. There are firm deadlines for the course outlined on the Course Calendar. You are strongly encouraged to log into the course every day.

This course spans 15 weeks in the long semester, 5 weeks in summer semesters. The course contains extensive written content that includes the same information that would be presented in a face-to-face lecture course, requiring students to engage the online modules for a minimum of three (3) hours per long week, 1.5 hours per summer week. In addition to the “lecture” materials, students have required academic components and deliverables: discussions, written assignments, and a final exam. For every hour a student spends engaging with the online content, he/she should spend at least two (2) hours completing associated activities and assessments.

Medical Emergency: There may be an instance of medical emergency that arises. Examples of medical emergency include, but may not be limited to, car accident, broken limbs, or extended hospitalization. Please make every effort to contact your instructor immediately in this instance. If you are unable to do so, please have a trusted friend or family member do so. Your instructor will provide further information at that time to assist you in contacting other instructors.
V. Tentative Course Outline/Calendar

The calendar here is a tentative outline of the course. Your instructor reserves the right to change/modify this calendar as the course progresses.

Please see the official Course Calendar on the HMS 575 Brightspace homepage (this IS the Brightspace Calendar) for a complete schedule of all due dates and times.

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<tr>
<th>Weeks 1 &amp; 2</th>
<th>Survey Creation</th>
<th>Learning Module 1</th>
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<tr>
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<td>Survey</td>
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<td>Weekly Report 1</td>
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<td>Weekly Report 2</td>
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<td>Weeks 3 &amp; 4</td>
<td>IRB Submission</td>
<td>IRB Submission/Approval</td>
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<td>Weekly Report 3</td>
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<td>Weekly Report 4</td>
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<td>Weeks 5 &amp; 6</td>
<td>Survey Distribution</td>
<td>Weekly Report 5</td>
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<td>Weekly Report 6</td>
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<td>Week 7 &amp; 8</td>
<td>Survey Distribution</td>
<td>Weekly Report 7</td>
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<td>Weekly Report 8</td>
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<td>Spring Break</td>
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<td>Weeks 9 &amp; 10</td>
<td>Data Evaluation</td>
<td>Data Evaluation Report</td>
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<td>Weekly Report 9</td>
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<td>Weekly Report 10</td>
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<td>Weeks 11 &amp; 12</td>
<td>Written Report</td>
<td>Written Project Report</td>
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<td>Weekly Report 11</td>
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<td>Weekly Report 12</td>
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<td>Weeks 13 &amp; 14</td>
<td>Presentation</td>
<td>Project Presentation</td>
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<td>Weekly Report 13</td>
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<td>Weekly Report 14</td>
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<td>Final Exam</td>
<td>Reflection</td>
<td>Weekly Report 15</td>
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<td>Student Self Evaluation</td>
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<td></td>
<td></td>
<td>Evaluation of Learning Activities</td>
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*There is no definitive final exam schedule for online classes. Final exam dates are determined by course instructors. For more information on your final examination date and time, please see the official Course Calendar on the HMS 575 Brightspace homepage.

VI. Readings

**Required Text:** Publication Manual of the American Psychological Association, 6th edition  
Author: American Psychological Association  
ISBN: 9781433805615

Aside from the APA Manual, there is no required textbook for this class. The instructor may provide links to readings on the course Brightspace page. Students are also responsible for locating and reading current, refereed journal articles and relevant internet posts on their own.


With some exceptions a refereed article is one that is blind reviewed and has two external reviewers. The blind review requirement and the use of external reviewers are consistent with the research criteria of objectivity and of knowledge.

The use of a blind review process means that the author of the manuscript is not made known to the reviewers. With the large number of reviewers and journals, it is also likely that the name of the reviewers for a particular manuscript is not made known to the author. Thus, creating a double blind review process. Since the author and reviewers are frequently unknown, the manuscript is judged on its merits rather than on the reputation of the author and/or the author’s influence on the reviewers.

The use of two (2) reviewers permits specialists familiar with research similar to that presented in the paper to judge whether the paper makes a contribution to the advancement of knowledge. When two reviewers are used it provides a broader perspective for evaluating the research. This perspective is further widened by the discussion between the editor and reviewers in seeking to reconcile these perspectives.
In contrast to these criteria, some journals that have attained a reputation for quality do not use either a blind review process or external reviewers. The most notable is *Harvard Business Review* that uses an editorial review process. Its reputation for quality results from its readership whose continual subscription attests to its quality.

In addition to these criteria, some researchers include the journal's acceptance rate in their definition of a refereed journal. However, the method of calculating acceptance rates varies among journals. Some journals use all manuscripts received as a base for computing this rate. Other journals allow the editor to choose which papers are sent to reviewers and calculate the acceptance rate on those that are reviewed that is less than the total manuscripts received. Also, many editors do not maintain accurate records on this data and provide only a rough estimate.

Furthermore, the number of people associated with a particular area of specialization influences the acceptance rate. If only a few people can write papers in an area, it tends to increase the journal's acceptance rate.

Although the type of review process and use of external reviewers is one possible definition of a refereed article, it is not the only criteria. Judging the usefulness of a journal to the advancement of knowledge requires the reader to be familiar with many journals in their specialization and make their own evaluation.

**VII. Course Evaluations**

**Course Survey:** Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. 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.

The course evaluation process 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.

As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

**VIII. Student Ethics and Other Policy Information**

**Class Attendance and Excused 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 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.

**Academic Accommodation 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 (936.468.3004) 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 SFASU Disability Services.

**Student Academic Dishonesty: Policy 4.1**

Abiding by university policy on academic integrity is a responsibility of all university faculty and students. 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;
- 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, resubmission of work, make-up exam, failure of course, and/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: Policy 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 the 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 assignments/exams may be referred to the iCare: Early Alert Program at SFA (936-468-2703).

**IX. Other Relevant Course Information**

**Resolving Student Grievances**

1. Should a student encounter an issue in this, or any, HMS course, the following chain of authority should be followed and not circumvented:
2. Contact the instructor and attempt to resolve the issue.
3. If the student is uncomfortable discussing the issue with the instructor, the student should contact their program director and/or the Director of the School of Human Sciences, Dr. Lynda Martin.
4. At this point, if the issue remains unresolved, the student should contact the Interim Associate Dean for Student and Faculty Services in the College of Education, Dr. Stacy Hendricks.
5. If the problem has to do with being a student at Stephen F. Austin State University the student may visit the Dean of Student Affairs in room 3.105 of the Baker Patillo Student Center.

**The Instructor's Role in this Course:** The Instructor's role in this course is NOT to lecture or provide lengthy videos or presentations, but rather to facilitate a process that allows everyone to bring their own interests and expertise to the class. The Instructor will provide materials, experiences, and expertise that will encourage the students to interact and engage with the readings and other course materials. As someone conscious that there are many learning styles, the Instructor will make every attempt to present material in a variety of ways to better help facilitate learning and comprehension. Respectful exchanges and differing opinions are encouraged in the hope that this may help everyone learn from each other – including those who support stated opinions/viewpoints as well as those who present stated opinions/viewpoints that differ from our own.
How to “Manage” an Online Class: A key issue for online learners is time management. Below are several strategies that can help online learners, like you, manage time in order to successfully complete your course:

1. **Make the course a priority.**
   For the duration of the course (or online program), make the course your professional priority. You are expected to complete every reading, every assignment, every discussion and every activity. Can’t do that? Consider taking the course another time when you can devote more time to the effort.

2. **Take the course with a friend or colleague.**
   Online learning has been described as “a lonely experience.” Make it less lonely- and increase your chances of both completing the course and managing time well- by seeing if a friend will take the course with you. Online learners are more likely to complete a course of study when they have actual colleagues.

3. **Set aside a minimum of one hour a day to work on the course.**
   Think of the hour per day as your class time. Can’t spare a whole hour? How about 15 minutes four times a day? Make the coursework the very first thing you do when you open up your computer in the morning. Then it’s over and done with for that day!

4. **Make a study plan.**
   Set fixed times during the week to work on the course. If you have a learning partner, decide what days you will meet to go through course readings and participate in the online discussions.

5. **Make your own calendar or schedule.**
   Some weeks will be easier than others for getting all your work done, so look ahead and make a schedule. Determine what weeks look very busy and plan how you’ll get your coursework done ahead of time to compensate for your lack of time in busy weeks.

6. **Get rid of distractors.**
   That may mean closing the door to keep family members away, going to a café, turning off your cell phone, not opening your email or social media, or turning off the TV. Figure out what distracts you from your online course and eliminate it as you work on your course.

7. **Set goals and incentives.**
   Give yourself, or have someone give you, incentives for completing a module or assignment within a certain time period. Set personal learning and time goals. Give yourself a treat when you’ve finished a module or a discussion (but don’t reward yourself when you haven’t!).

8. **Explore ways to multitask that don’t contribute to cognitive overload.**
   Can you access the course on your tablet and do the readings at the gym? In multitasking, it’s important to avoid cognitive conflict (e.g., reading while watching TV doesn’t really help) or cognitive overload (reading while on a Skype call, for example).

9. **Ask for help.**
   Communicate. Your instructor cannot help or advocate for you if he/she doesn’t know what is going on. Schedule a meeting to discuss your needs, and how you can succeed in class.

How to “Manage” Your Mental Health (Disaster Planning): Research has shown that one-fourth (1 in 4) of today’s college students will experience a Mental Health issue at some point of their college career. Unfortunately, many of these students will not seek help, often because they do not know where to look. This leads to larger problems that affect not just school, but also work, relationships, and day-to-day life. This “Disaster Plan” is designed to assist students in finding the help and resources they need to prevent a Mental Health crisis.
IF YOU OR SOMEONE YOU KNOW IS EXPERIENCING A MENTAL HEALTH CRISIS CALL 9-1-1 OR THE NATIONAL SUICIDE PREVENTION HOTLINE AT 1-800-273-TALK (8255).

Mental Health issues may include, but are not limited to, alcohol and drug addictions, anger, anxiety, codependency, depression, eating disorders, food addiction, gambling addiction, love and relationship addiction, obsessions and compulsions, physical-sexual-emotional abuse, and sexual addiction. If you or someone you know is dealing with any of these issues, please seek help. Counseling is a free service for all SFA students designed to assist them in overcoming obstacles to their personal and academic goals. Schedule an appointment by emailing counseling@sfasu.edu or calling 936-468-2401. Other Mental Health Providers are also available to help in and around the Nacogdoches area.

You are not alone! The brain is an organ of the body, just like the heart. If you were told you needed help to keep your heart working properly, you would seek medical attention. If you need help to keep your brain working properly, you should do the same. Help yourself help yourself.