Instructor: Dr. DawnElla M. Rust  
Course Time & Location: MWF 9-9:50
HPE 223

Office: HPE 215  
Credits: 3 hours

Office Hours: MW 10-11:30; TTh 10-12; or others by appointment
  o F2F or ZOOM

Office Phone: 936-468-1495

Other Contact Information: (936) 468-3503

Email: drust@sfasu.edu

Emails will be responded to in 24-48 hours, Monday through Friday. The course requires that you have and use your SFA Jacks email account. You are responsible for messages sent by professors and other SFA officials to your SFA Jacks email address. Due to FERPA restrictions, any email correspondence regarding this course must be sent to me from your SFA Jacks email account only. (Do NOT send emails to me via D2L). You are responsible for checking your email daily.

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

Course Justification: HLTH 4330 “Social and Emotional Health” (3 credits) meets three times each week (Monday/Wednesday/Friday) in 50-minute segments for 15 weeks via face-to-face, 150 asynchronous minutes, and also participates in a 2-hour final exam. Students have significant weekly reading requirements, are expected to be present for extra credit participation points, take three quizzes (one of those is the 2-hour final exam), are required to participate in a group project 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.

Course Delivery: Face-to-Face

Prerequisites: None

James L. Perkins College of Education Diversity Statement: The James L. Perkins College of Education is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect, and shared responsibility, faculty, staff, and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, exceptionalities, culture, language/dialect, age, social class, family structure, sexual orientation, religion, and spiritual values in order to enhance the quality of life in a diverse, global community.

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” (found In D2L) with a person who is a minimum of five years younger or older in age. Responses to the 45 questions will be typed (include both the younger/older person’s responses and your responses). In addition, a ½-page reaction paper will be included (typed and ds with 1” margins).
  - Format: Upload as one document. Uploaded document will include the following - younger/older person’s responses, your responses, and the ½-page reaction. Points will be deducted if formatting is not followed.
  - Upload to Dropbox titled “Mentor”(see syllabus or calendar for DUE date). **Worth 20 points.**

- **WEEKLY REFLECTIONS (NCHEC I, II, III)** – For ten weeks each student will be required to UPLOAD a thorough reflection/response to a weekly activity. Response must be submitted via the Dropbox on D2L by noon of each week. **Each day’s journal entry is worth two points for a total of 20 points.**

- **DROPBOX ASSIGNMENTS - Dropbox assignments are required assignments that are due the date and time noted on the syllabus or calendar. Worth a total of 10 points.**

- **Social & Emotional Health Research “The Research” - (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. “The Research” includes an Individual Research assignment and a Group Response assignment. An example and rubric can be found on D2L. **Worth a total of 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). All ECP assignments will be uploaded in the ECP Dropbox. Points will be deducted if formatting is not followed. WORTH 5 BONUS POINTS.

QUIZZES (NCHEC I) - There will be three quizzes worth 100 points each. Quizzes may include a variety of question types including multiple choice, true/false, short answer, and essay. Proper spelling, grammar, and punctuation are expected. If unable to take a quiz on a scheduled date and time the students must notify me prior to quiz time in order to make-up the quiz, if not notified prior to the quiz date and time the student will earn a “0.” QUIZZES will be administered on-line. See Section V for exam content.

IV. Evaluation and Assessments (Grading):

<table>
<thead>
<tr>
<th>Quiz</th>
<th>Points</th>
<th>Grading Scale</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>100</td>
<td>A = 90%+ 495+ points</td>
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<tr>
<td>2</td>
<td>100</td>
<td>B = 80-89% 440-494</td>
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<tr>
<td>3</td>
<td>100</td>
<td>C = 70-79% 385-339</td>
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<tr>
<td>Mentor Asset Sheet</td>
<td>20</td>
<td>D = 60-69% 330-384</td>
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<td>Weekly Reflection</td>
<td>20</td>
<td>F = Below 59% Below 329</td>
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“The Research” Individual Response = 100
“The Research” Group Response = 100
Dropbox Assignments 100

Extra Credit Participation – maximum 5 points

FINAL POINT TOTAL 550 points

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

Scoring guides/rubrics can be found on D2L.

IV. Tentative Course Outline/Calendar

Dates may change at the discretion of the instructor. Should a date change be required, it will be announced in the D2L course news or on the discussion board. All times listed are Central Standard Time. Asynchronous Minutes = AM

<table>
<thead>
<tr>
<th>Week</th>
<th>ASSIGNMENTS</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Getting Started</td>
</tr>
<tr>
<td></td>
<td>• Welcome to the Class and Who is Dr. Rust?</td>
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<td></td>
<td>• Review Day 1 PPT</td>
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<td></td>
<td>• Read COVID-19</td>
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<td>• Review syllabus and D2L</td>
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<td></td>
<td>• Begin Chap 1 Social Support PPT</td>
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<td>No class on Wed., August 25 &amp; Friday, August 27</td>
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<tr>
<td>Week 2</td>
<td>Week 3</td>
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</table>
| • Watch You Tube video [Bronfenbrenner’s System Model](#) | • Print and preview [Chap 1 Social Support PPT](#)  
• Refer to [Group Cohesion Example](#)  
• Discussion of Social and Emotional Health Research assignment (bring to class on W., Sept. 1) | • Prior to class discussion of [Chap 1 Nature & Nurture PPT](#)  
• Read [Determinants of Health READING](#) and [Social Determinants of Health](#)  
• Print and preview [Chapter 2 PNI PPT](#) | • Watch outside of class before Wednesday “A New Medicine” and complete the “A New Medicine” worksheet  
• Read [What is Happiness?](#)  
• Print and review [Chap 2 Happiness PPT](#)  
• Review for Quiz #1 | • Print and prereview Chapter 3 Stress PPT  
• Outside of class watch “Stress Portrait of a Killer”  
  o Complete “Stress - Documentary ?S”  
  o Discuss “Stress: Portrait of a Killer” | • [Exam #1 on Monday, Sept. 27 from 9-11 pm](#)  
• Upload [Stress – Documentary ?s](#) in Dropbox by 5 pm on F, Oct. 1.  
  Worth 2 points.  
  **AM = 50 minutes**  
• Upload Weekly Reflection #4 into WR#4 Dropbox by 5 pm on F, Oct. 1.  
  Worth 2 points. |
| Upload [Bronfenbrenner’s Worksheet](#) into Dropbox by 5 pm on W, Sept. 1.  
  Worth 2 points.  
  **AM = 20 minutes** | | • Group project "topic" uploaded to Topic Dropbox by 5 pm on Friday, Sept. 10.  
  Worth 1 point  
• Weekly Reflection #1 uploaded to WR#1 Dropbox by 5 pm on Friday, Sept. 10.  
  Worth 2 points | • Weekly Reflection #2 uploaded to WR#2 Dropbox by 5 pm on Friday, Sept. 17.  
  Worth 2 points. | |
<table>
<thead>
<tr>
<th>Week 7</th>
<th>Continue with <strong>Chap 3 Stress PPT</strong></th>
<th>Upload Ellen Langer Handout into EL Dropbox by 5 pm on F, Oct. 8. Worth 2 points. <strong>AM = 50 minutes</strong></th>
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<tr>
<td></td>
<td>Print and preview <strong>Chap 3 Stress Addendum PPT</strong></td>
<td>Upload Weekly Reflection #5 into WR#5 Dropbox by 5 pm on F, Oct. 8. Worth 2 points.</td>
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<td>Watch outside of class <strong>TedTalk Ellen Langer</strong></td>
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<td>Week 8</td>
<td><strong>•</strong> Print and preview <strong>Chap 4 Disease-Prone Personality</strong></td>
<td>Upload Weekly Reflection #6 in WR#6 Dropbox by 5 pm on Friday, Oct. 15. Worth 2 points.</td>
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<td><strong>•</strong> Take the <strong>Type D Quiz</strong></td>
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<td><strong>•</strong> Read the document <strong>Type ABCD Personality</strong> document</td>
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<td>Week 9</td>
<td>Monday &amp; Wed - Groups will meet me with me in the classroom at their time to discuss the Individual Response</td>
<td>Individual Response uploaded into IND Dropbox by 5 pm on Friday, Oct. 22. Worth 100 points.</td>
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<td><strong>•</strong></td>
<td><strong>o</strong> Last day for feedback is W, by 5 pm on Oct. 20</td>
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<td><strong>•</strong> Upload Weekly Reflection #7 in WR#7 Dropbox by 5 pm on Oct. 22. Worth 2 points.</td>
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<td>Week 10</td>
<td><strong>•</strong> Print and preview <strong>Chap 5 Disease Resistant Personality PPT</strong></td>
<td>Upload Weekly Reflection #8 in WR#8 Dropbox by 5 pm on Friday, Oct. 29. Worth 2 points.</td>
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<td><strong>•</strong> Refer to the <strong>Signature Strengths handout</strong> and be prepared to answer the questions</td>
<td>Upload Mentor Project in Mentor Dropbox by 5 pm on Friday, Oct. 29</td>
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<td><strong>•</strong> Review for Quiz #2</td>
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<tr>
<td>Week 11</td>
<td><strong>•</strong> Print and preview <strong>Chap 6 Locus of Control &amp; Selfs &amp; Health PPT</strong></td>
<td><strong>Exam #2 on W, Nov. 3 from 9-11 am.</strong> Worth 100 points. <strong>Upload Weekly Reflection #9 in WR#9 Dropbox by 5 pm on Friday, Nov. 5. Worth 2 points.</strong></td>
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<td><strong>•</strong> Work through the <strong>Self-Efficacy Handout</strong></td>
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<tr>
<td>Week 12</td>
<td><strong>•</strong> Print and preview <strong>Chap 6 Body Image PPT</strong></td>
<td>Upload Weekly Reflection #10 in WR#10 Dropbox by 5 pm on Nov. 12. Worth 2 points.</td>
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<td><strong>•</strong> Print and review <strong>Chapter 9 Spirituality PPT</strong></td>
<td><strong>We will watch</strong> <strong>AWE documentary</strong> and then on your own time you will take the <strong>AWE Walk</strong></td>
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<td><strong>•</strong> Upload Awe Walk reflection into AWE Dropbox by 5 pm on Monday, Nov. 15 (Week</td>
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VI. Readings (Required and recommended—including texts, websites, articles, etc.):

**Brightspace:** The course has a Brightspace site that can be found at d2l.sfasu.edu. You are responsible for all announcements and materials presented on this web page, so you must check it daily. Your course grades will be posted here. If you do not have access to our class D2L page for any reason, you must contact me ASAP. A great resource for Brightspace or Zoom questions can be found at [https://www.sfactl.com/student-support](https://www.sfactl.com/student-support)

**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.

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 and Dropbox Assignments 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/

**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 by the deadline set by the instructor of record, not to exceed 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., Military Service Activation (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.

If a student has been found guilty of academic dishonesty, a grade of “WP” or “WH” may be changed to “WF” at the discretion of the faculty member. In the case of a grade change to “WF”, the course will not count towards the six course drop limit since the student is incurring an academic penalty.

Student Code of Conduct: Policy 10.4

Interference or disruption of students, faculty, administration, staff, the educational mission, or routine operations of the university is prohibited. Such activity includes, but is not limited to, behavior in a classroom or instructional program that interferes with the instructor or presenter’s ability to conduct the class or program, or the ability of others to profit from the class or program. To remain in the vicinity of activity that is disrupting normal university functions when requested to leave by a university official is prohibited. Bystanders, if their presence incites or adds to the disruption, as well as more active participants in the disruptive activity, may be in violation of this policy as well.
Engaging in physical violence of any nature against any person. This includes fighting; assaulting; battering; using a knife, gun, or other weapon; or acting in a manner that threatens or endangers the physical health or safety of any person or causes a reasonable apprehension of such harm.

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 Early Alert Program at SFA.

SFASU values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support student’s mental health and wellness. Many of these resources are free, and all of them are confidential.

**On-campus Resources:**
SFASU Counseling Services  
www.sfasu.edu/counselingservices  
3rd Floor Rusk Building  
936-468-2401

SFASU Human Services Counseling Clinic  
www.sfasu.edu/humanservices/139.asp  
Human Services Room 202  
936-468-1041

**Crisis Resources:**
Burke 24-hour crisis line 1(800) 392-8343  
Suicide Prevention Lifeline 1(800) 273-TALK (8255)  
Crisis Text Line: Text HELLO to 741-741

**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 HLTH 4330-3 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].”