Instructor: Dr. Dawn Ella M. Rust  
Course Time & Location: MWF 10-10:50 am  
Office: HPE 215  
Credits: 3 hours  
Office Hours: TR 9:30-11; T 1:30-2:30; MW 11-12; and others by appointment  
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.

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 (MWF) in 50-minute segments for 16 weeks via face-to-face and 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 present information regarding a social and emotional health topic, upload ten weekly reflections to D2L, 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

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 (Public Health):
1. The student will design and implement a health behavior change plan. HLTH 1304 - Health Behavior Evaluation (NCHEC I, II & IV)  
2. The student will assess population health and health determinants and identify strategies for population health improvement. HLTH 3360 – PowerPoint Presentation (NCHEC I, III, VI & VII)  
3. The student will apply principles of cultural competence in selecting and/or designing strategies/interventions. HLTH 4320 – Health Lesson (NCEC I, II, VI, & VII)  
4. The student will demonstrate the knowledge and skills to develop a health proposal for a specific health issue. HLTH 4389 – Health Proposal (NCHEC I, II, & V)

Student Learning Outcomes – The student will be able to:  
1. Describe the role of social and emotional health in the development of life (NCHEC I, VI, & VII)  
2. Define social support and explain the impact on health (NCHEC I, VI, & VII)  
3. Apply healthy stress coping strategies for personal health (NCHEC I, VI, & VII)  
4. Describe the personality traits that seem to impact health and susceptibility to disease  
5. Differentiate among self-concept, self-esteem, self-efficacy, and self-fulfilling prophecy  
6. 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 upload a thorough reflection/response to a weekly activity. Response must be submitted via the Dropbox on D2L by 5 pm on Friday of each week. **Each day's journal entry is worth two points for a total of 20 points.**

- **DROBOX ASSIGNMENTS (DB)** - Dropbox assignments are required assignments that are due the date and time noted on the syllabus, calendar, &/or Dropbox tab. The five Dropbox (DB) assignments include:
  1. Bronfenbrenner’s Worksheet – Bronfenbrenner’s DB
  2. Stress – Documentary ?s – Stress DB
  3. Ellen Langer Handout – Langer DB
  4. AWE Walk Reflection – AWE DB
  5. TBD DB
   **Each worth 3 points for a total of 15 points.**

- **SOCIAL & EMOTIONAL RESEARCH (NCEHC I, II, IV, VI, VII)** – The Group Project includes an individual assignment and a group assignment worth 100 points each. Examples and rubrics can be found on D2L under the Content tab => Assignments. **Worth a total of 200 points.**

- **EXTRA CREDIT PARTICIPATION (ECP)** – You are eligible for a maximum of 5 ECP points. 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 by the due date. 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. **Students are not permitted to take a quiz with other students, family members, or friends.** See Section V for exam content.
IV. Evaluation and Assessments (Grading):

- Quiz #1 = 100 points
- Quiz #2 = 100
- Quiz #3 (final) = 100
- Mentor Project = 20
- Weekly Reflections = 20
- S & E Research
  - S & E Topic = 5
  - S & E Research IND. = 95
  - S & E Research Group Presentation = 100
- Dropbox Assignments = 15
- Extra Credit Participation (ECP) – maximum 5 points

**FINAL POINT TOTAL 555 points**

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

**Scoring guides/rubrics can be found on D2L.**

**Grading Scale –**

- A (90%) = 499+ points
- B (80-89%) = 444-498
- C (70-79%) = 388-443
- D (60-69%) = 333-387
- F (below 59%) = Below 332
V. **Tentative Course Outline/Calendar** - Dates may change at the discretion of the instructor. Should a date change be required, it will be announced through D2L email, D2L course news, and on the D2L calendar. All assignments are due (uploaded into D2L) by 5 pm on the due date listed below. Quizzes #1 & 2 will be taken online during class time. Quiz #3 will be taken online on final schedule.

<table>
<thead>
<tr>
<th>Week</th>
<th>Class Preparation</th>
<th>Assignments</th>
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| Wk 1 | • Welcome to the Class  
  o Who and What PPT  
  o Review *Syllabus* and D2L | • Seating chart on M, Jan. 22  
• Discuss assignments on M, Jan 22  
• Upload Bronfenbrenner’s Worksheet into Bronfenbrenner Dropbox (DB) by F, Jan. 26. Worth 3 pts |
| Wk 2 | • Begin Chap 1 Social Support PPT  
  o Watch You Tube video *Bronfenbrenner’s System Model*  
  • *Chap 1 Social Support PPT*  
  • Refer to Group Cohesion Example | • Weekly Reflection #1 uploaded to WR#1 Dropbox by F, Feb. 2. Worth 2 pts  
• S & E Topic uploaded into Topic Dropbox by F, Feb. 2. Worth 5 pts |
| Wk 3 | • *Chap 1 Determinants of Health PPT*  
• Read *Determinants of Health* and *Social Determinants of Health* | • Weekly Reflection #2 uploaded to WR#2 Dropbox by F, Feb. 9. Worth 2 pts |
| Wk 4 | • Prior to class discussion of *Chap 1 Nature & Nurture PPT* read *N & N Twin Study* article and be prepared to discuss *Roots of Health* Handout  
• *Chapter 2 PNI PPT* | • Weekly Reflection #3 uploaded to WR#3 Dropbox by F, Feb. 16. Worth 2 pts |
| Wk 5 | • Watch outside of class before Thursday, *A New Medicine* and complete the *A New Medicine Worksheet*  
• Read *What is Happiness?*  
• *Chap 2 Happiness PPT* | • S & E Research IND uploaded to IND Dropbox by Friday, Feb. 23. Worth 95 pts  
• Upload Weekly Reflection #4 into WR#4 Dropbox by F, Feb 23. Worth 2 pts |
| Wk 6 | On either MWF designated groups will come to class to provide the oral summary of their articles | |


| Wk 7 | • Chapter 3 Stress PPT  
  o Outside of class watch Stress Portrait of a Killer Complete Stress - Documentary  
• Chap 3 Stress Addendum PPT  
  o Watch outside of class TedTalk Ellen Langer  
  o Review Quiz 1 | • Upload Stress - Documentary 5 in Stress Dropbox by F, March 1. Worth 3 pts  
• Upload Ellen Langer Handout into Langer Dropbox by F, March 1. Worth 3 pts  
• Quiz 1 on Friday, March 1 online from 10-11 am. Worth 100 pts  
• Upload Weekly Reflection #5 into WR#5 Dropbox by F, March 1. Worth 2 pts |
| Wk 8 | • Chap 4 Disease-Prone Personality  
  o Take the Type D Quiz  
  o Read the document Type ABCD Personality Document  
• Chap 5 Disease Resistant Personality PPT  
  o Refer to the Signature Strengths handout and be prepared to answer the questions | • Upload Weekly Reflection #6 in WR#6 Dropbox by F, March 8 Worth 2 pts. |
| Wk 9 | **SPRING BREAK** | **SPRING BREAK** |
| Wk 10 | • Chap 6 Locus of Control & Selfs & Health PPT  
  o Work through the Self-Efficacy Handout | • Upload Mentor assignment in Mentor Dropbox by F, March 22. Worth 50 pts  
• Upload Weekly Reflection #7 in WR#7 Dropbox by F, March 22. Worth 2 pts |
| Wk 11 | • Chap 6 Body Image PPT  
  • Review for Quiz 2  
  • Chapter 9 Spirituality PPT | • Quiz 2 on W, March 27 from 10-11 am. Worth 100 pts  
• NO Class on F, March 29 - Easter Holiday  
• Upload Weekly Reflection #8 in WR#8 Dropbox by F, March 29. Worth 2 pts |
| Wk 12 | AWE discussion | • Upload Weekly Reflection #9 in WR#9 Dropbox by F, April 5. Worth 2 pts  
• Upload Awe Walk Reflection into AWE Dropbox by F, April 5. Worth 3 pts |
<table>
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<tr>
<th>Wk 13</th>
<th>Sleep and Music PPT</th>
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<tr>
<td></td>
<td>• Upload Weekly Reflection #10 in WR#10 Dropbox by F, April 12. Worth 2 pts</td>
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<td>• S &amp; E Research Group Presentations during class time on MWF. Worth 100 pts</td>
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<th>Wk 14</th>
<th>Humor PPT</th>
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<th>Wk 15</th>
<th>Gratitude Practice</th>
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<td>• TBD Dropbox by F, April 26. Worth 3 pts</td>
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<tr>
<th>Wk 16</th>
<th>Catch-Up</th>
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<td>Quiz 3 (final) Review</td>
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<td>• Upload ECP to ECP Dropbox by M, April 29</td>
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<td></td>
<td>• NO class Wed, May 2</td>
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<td>• Course Evaluations due by 11:59 pm on Sunday, May 5</td>
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| Finals | Quiz 3 (final) online on M, May 6 from 10:30 am - 12:30 pm |

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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 (M-F). 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.sfasu.edu/d2lsupport/students

VII. Course Evaluations:

Near the conclusion of each semester, students in the Perkins College of Education (PCOE) electronically evaluate courses (the teaching itself and the content/assignments) 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 (full-time and part-time) annual evaluation processes, 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!
In the Perkins College of Education, 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 summarized data will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Policy:
An Institutional Absence may be granted to a student who participates as a representative of the University in academic (including research), extra- or cocurricular, or athletic activities. Students will be excused for institutional purposes from otherwise required academic activity only when a valid Institutional Absence is approved by the appropriate administrative unit or official and the documentation of approval is provided to the faculty member at least five (5) days in advance.

Institutional absences will not be approved for keystone events, defined as: a special or unique assignment, test, project, experience, or other academic exercise identified by the faculty member as critical for successful completion of standards of the class and unable to be missed. These events must be identified on the syllabus at the beginning of the semester and communicated to the students. Events added to the syllabus at a later date will not qualify for Keystone Event status. Keystone Events where the date/time is changed will no longer be considered a Keystone Event. Students should make themselves aware of any Keystone Events identified in the syllabus to ensure there are no conflicts.

For keystone events where the assignment dates vary, it is incumbent upon the students to work with their faculty member to not select a conflicting date.

More information on Institutional Absences, including how to apply, can be found at https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences.

Code of Student Conduct and Academic Integrity (4.1)

The Code of Student Conduct and Academic Integrity (HOP 04-106) outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially. For additional information, go to https://www.sfasu.edu/docs/hops/04-106.pdf.
Withheld Grades Semester Grades Policy (HOP policy 02-206)

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework 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. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course to compute the grade point average. For additional information, go to https://www.sfasu.edu/docs/hops/02-206.pdf.

- **Students with Disabilities**
  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 promptly may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

- **Student Wellness and Well-Being**
  SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

- **Other important course-related policies:**
  ***Other SFA policy information is found in the Handbook of Operating Procedures (HOP)***

IX: Resources

On-campus Resources:

- **The Dean of Students Office** (Rusk Building, 3rd floor lobby)
  www.sfasu.edu/deanofstudents
  936.468.7249
dos@sfasu.edu
- SFASU Counseling Services • www.sfasu.edu/counselingservices
  Health and Wellness Hub (corner of E. College and Raguet) • 936-468-2401
- SFASU Human Services Counseling Clinic • www.sfasu.edu/humanservices/139.asp
  Human Services Room 202 • 936-468-1041

- **The Health and Wellness Hub** “The Hub”
  Location: corner of E. College and Raguet St.
  - To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:
    - Health Services
    - Counseling Services
    - Student Outreach and Support
    - Food Pantry
    - Wellness Coaching
    - Alcohol and Other Drug Education
  www.sfasu.edu/thehub
  936.468.4008
  thehub@sfasu.edu

- **Crisis Resources:**
  - Burke 24-hour crisis line 1(800) 392-8343
  - National Suicide Crisis Prevention: 9-8-8
  - Suicide Prevention Lifeline 1(800) 273-TALK (8255)
  - Crisis Text Line: Text HELLO TO 741-741
X. 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.
- FOR FORMATIVE FEEDBACK THE ASSIGNMENT MUST BE EMAILED TO ME 48 HOURS PRIOR TO THE DUE DATE AND TIME.
- IF UPLOADED TO DROPBOX NO FORMATIVE FEEDBACK WILL BE PROVIDED!

**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):**

- **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 time”, “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-el MWF @ 10 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].”