

**GEORGE MASON UNIVERSITY**  
**School of Recreation, Health, and Tourism**

**HEAL 220 Dimensions of Mental Health**  
**Fall 2015**

**Duration: Aug 31, 2015 - December 12, 2015**

DAY/TIME:	7:20-10p Thursday	LOCATION:	Robinson B 201
INSTRUCTOR:	Dr. Rich Miller	EMAIL ADDRESS:	<a href="mailto:emiller@gmu.edu">emiller@gmu.edu</a>
OFFICE LOCATION:	10396 Democracy La, Kellar Annex II	PHONE NUMBER:	703-993-2066
OFFICE HOURS:	T & R 8:30-10:30a – by appointment	FAX NUMBER:	703-993-2025

**PREREQUISITES/COREQUISITES**

None

**COURSE DESCRIPTION**

Focuses on integrating behavioral and sociocultural factors in studying mental health.

**COURSE OBJECTIVES**

At the completion of this course students should be able to:

1. Describe a preventive approach to mental health;
2. Discuss the major theories of personality development and therapeutic intervention;
3. Describe the physiological basis of mental health;
4. Describe the adverse effects of stress on functioning;
5. Have knowledge and understanding of environmental factors affecting mental health;
6. Have a better understanding of contemporary mental health issues, such as behavior and personality disorders, depression, anxiety, substance abuse, and others; and
7. Understand mental health in the larger social context.

**COURSE OVERVIEW**

In this course, there will be a balance of technical information regarding the nature of mental health as well as an exploration of what it means to be mentally health.

**PROFESSIONAL ASSOCIATION STANDARDS**

Mental and emotional health is one of the content areas required for health endorsement within physical education teacher licensure

**NATURE OF COURSE DELIVERY**

Instruction of this course consists of face-to-face instruction, reading assignments, self-assessment exercises, discussion activities, website presentations, and completion of in-class quizzes and on-line tests.

**REQUIRED READINGS**

Donnelly, J. Eburne, N. and Kittleston, M. (2001). Mental health: Dimensions of self-esteem and emotional well-being, Boston: Allyn & Bacon

Supplemental readings are posted at Blackboard

## EVALUATION

Requirements	Possible Points
<u>Tests</u> Test 01 (covers chapters 1-6) Test 02 (covers chapters 7-12) Each Blackboard online test is composed of 50 multiple-choice questions. The tests are based on the content of the text as organized and presented in PowerPoint lectures. Each test will be graded 0-100 points and weighted .25 of overall grade. To best prepare for the tests, students should use their textbook-based notes as well as PowerPoint lecture slides. Multiple-choice items will measure students' abilities to identify/recall, differentiate, apply and analyze subject material.	<b>50 points</b>
<u>Short Essay Quizzes</u> There will be 10 in-class short essay quizzes based on the content of the text as organized and presented in PowerPoint lectures. Each short essay quiz will be graded 0-5 points. The <i>top 8 quiz grades</i> will be retained for a total of 40 possible points that will be factored directly into the overall grade. The short essay questions will measure students' abilities to apply and analyze subject material.	<b>40 points</b>
<u>Website presentation</u> The web site presentation involves each student selecting <u>one</u> of the mental health web links provided at Blackboard, visit and familiarize him/herself with the web site and then present the web site (via computer-internet-LCD projector) to class in a 10 min. presentation. During the presentation, the student needs to engage students in an interactive aspect of the web site. Specific guidelines are provided at Blackboard. A scoring rubric will be used to grade the presentation with the total possible score of 10 point to be graded 0-10 points factored directly into overall grade. This requirement represents cognitive, affective and psychomotor learning experiences for the student.	<b>10 points</b>

### TOTAL

**100 points**

### Grading Scale

A = 94 – 100	B+ = 88 – 89	C+ = 78 – 79	D = 60 – 69
A- = 90 – 93	B = 84 – 87	C = 74 – 77	F = 0 – 59
	B- = 80 – 83	C- = 70 – 73	

### TENTATIVE COURSE SCHEDULE:

WEEK		TOPIC	READINGS/ASSIGNMENT DUE
1	Sep 3	Introduction to the course Holism	Chapter 1 Holistic Mental Health
2	Sep 10	Characteristics	Chapter 2 Characteristics of People Who Are Mentally Healthy <i>In-class short essay quiz 1 (based on ch 1)</i>
3	Sep 17	Well-Being	Chapter 3 Emotional Well-Being <i>In-class short essay quiz 2 (based on ch 2)</i>
4	Sep 24	Problems	Chapter 4 Mental and Emotional Problems <i>In-class short essay quiz 3 (based on ch 3)</i>

WEEK		TOPIC	READINGS/ASSIGNMENT DUE
5	Oct 1	Self-Qualities	Chapter 5 Self-Esteem <i>In-class short essay quiz 4 (based on ch 4)</i>
6	Oct 8	Communication	Chapter 6 Communication and Social Well-Being
			<b>Online Test 1 due Oct 14 end of day (covers chs 1-6 and assigned readings)</b>
7	Oct 15	Stress	Chapter 7 Stress <i>In-class short essay quiz 5 (based on ch 6)</i>
8	Oct 22	Stress & Stress Management	Start Chapter 8 Stress Management <i>In-class short essay quiz 6 (based on ch 7)</i>
9	Oct 29	Stress Management	Finish Chapter 8 Stress Management <i>In-class short essay quiz 7 (based on ch 7)</i>
10	Nov 5	Spiritual	Chapter 9 Spiritual Well-Being <i>In-class short essay quiz 8 (based on ch 8)</i>
11	Nov 12	Happiness	Chapter 10 Life's Goals and Happiness <i>In-class short essay quiz 9 (based on ch 9)</i>
12	Nov 19	Resources	Chapter 11 Mental Health Resources <i>In-class short essay quiz 10 (based on ch 10)</i>
	Nov 26	No class	
13	Dec 3	Issues	Chapter 12 Associated Mental Health Issues
14	Dec 10	Wrap-up	Wrap-up
			<b>Online Test 02 due Dec 16 end of day (covers chs 7-12)</b>

Note: Faculty reserves the right to alter the schedule as necessary.

## TASKSTREAM REQUIREMENTS

N/A

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### *Student Expectations*

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honor-code/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].

- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

### *Campus Resources*

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].
- For additional information on the College of Education and Human Development, School of Recreation, Health, and Tourism, please visit our website [See <http://rht.gmu.edu/>].

PROFESSIONAL BEHAVIOR: Students are expected to exhibit professional behaviors and dispositions at all times.

CORE VALUES COMMITMENT: The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles.

