

GEORGE MASON UNIVERSITY  
School of Recreation, Health, and Tourism

HEAL 220 001– Dimensions of Mental Health (3)  
Spring 2016

DAY/TIME: T: 7:20 – 10:00 p.m. LOCATION: Robinson A 247  
INSTRUCTOR: Kelly Vaillancourt, Ph.D EMAIL ADDRESS: kvaillan@gmu.edu  
OFFICE HOURS: By Appointment  
PREREQUISITES: 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:

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

#### COURSE OVERVIEW:

There are 14 class sessions in which academic reading may be required. You are expected to complete the assigned reading(s), prior to class each week and be prepared to discuss it in class. Test questions will be taken from the assigned readings, class lecture, videos, and discussion – you will not do well on the exam(s) if you are not in class.

#### NATURE OF COURSE DELIVERY

Face to face, whole class lecture and discussion.

**Integrity:** Coursework will be completed in accordance with the George Mason University Code of Academic Integrity and/or Honor code.

**Assignments:** Assignments will be written in American Psychological Association (APA) style ([www.apastyle.org/](http://www.apastyle.org/)). Assignments will be Word Documents, 12 point font, New Times Roman, one inch margins, a title page, page headers, and double-spaced. Due to the nature of the course assignments abstracts will not be utilized in any course requirement. Assignments should be grammatically correct. A penalty of ½ letter grade will be given to an assignment each business day it is late (please note, memo and movie assignment will not be accepted late). Assignments must be received before the beginning of class on the day the assignment is due. **Unless prior arrangements are made, all assignments must be submitted electronically via Blackboard or emailed to kvaillan@gmu.edu.**

**Scholarly Work:** Papers should have a foundation of academic thought. Information gained from your text, additional background reading, journals, guest presentations, and class lecture can all be used as resources, with the appropriate concepts and terms applied to your work.

**Attendance/Participation:** Regular attendance and participation is expected. The student's attendance and participation may be used as a determinant when the student's final course grade is within one or two percentage points from the next highest letter grade. If a student is absent from a class, it is the student's responsibility to obtain the information from his or her class peers. Students must notify instructor during the first week of the semester of their intention to be absent from class on their day(s) of religious observance, and faculty may continue to extend to these students the courtesy of absence without penalty on such occasions, including permission to make up examinations. Students will not be successful in this course if they are not present in class. Additionally, students are expected to post at least one question and respond to at least one question posted in the Discussion Boards on Blackboard.

**Four open-note "mini quizzes"** will be given throughout the semester worth five points each. The purpose of these quizzes is to make sure that you are taking adequate notes and are coming to class on a regular basis. They will consist of 4 or 5 EASY questions that you should have no problem answering if you are taking notes. The instructor will not announce when these quizzes will be given. Your two lowest quiz scores will be dropped at the end of the semester.

**Movie Analysis and Reaction Paper :** Students will watch one of the movies listed below and write a 3-5 page reaction paper that answers the following questions:

- What did you like about the film?
- What did you dislike about the film?
- What issues related to mental health are presented in this film?
- Was the portrayal of mental health/illness in the film positive? Stigmatizing? Accurate?
  - Provide at least 3 examples to support your opinion.
- What did you learn from watching this film?

**Films:** Girl, Interrupted; As Good As It Gets; Silver Linings Playbook; Virgin Suicides; Black Swan; Punch Drunk Love; What Dreams May Come.

**\*\*Late assignments will not be accepted.**

**Memo/Current Events Assignment:**

You will be asked to create a memo to a stakeholder of your choice based on a class topic determined the second week of class. You are to choose an article to summarize and state your thoughts and opinion on it in relation to how it impacts one of the areas of mental health that we cover in this course. Articles can come from major sources of media: newspaper, reputable magazine, reputable Internet sites (cnn, msn, msnbc, etc.), or scholarly journals. If you are unsure if the article you have selected to complete the assignment is appropriate, please ask the instructor prior to completing the assignment. The memo is to be two pages long; anything submitted that is shorter than two pages will not receive full credit. Page one of the memo should summarize the article and page two of the memo should be your thoughts and stance on the article and topic and how it can apply to your life, career, future, etc. The day your memo is due you will be asked to do a very brief presentation on your assignment that will entail highlights of your article along with your stance and how it identifies with your mental health topic. Your memo should be written in the format of a memo (it should have a to: line a from: line and a subject line); it should be addressed to the stakeholder similar to an informative letter.

**\*\* You must submit a copy of the entire article along with your memo in order to receive credit.**

**\*\* Late assignments will not be accepted.**

**Extra Credit Option:** You will have an opportunity to earn an additional 6 points by completing two three-point summaries of journal articles. The summary shall include:

- (1) Title Page [APA Format]
- (2) Complete citation
- (3) Hypothesis being examined
- (4) Brief description of the methodology used

- (5) Description of subject pool
- (6) Major conclusions
- (7) A short statement regarding what you learned by reading this article

**\*\* You must submit a copy of the entire article along with your summary in order to receive credit. You must choose an article from a scholarly, peer-reviewed journal (i.e. Journal of the American Medical Association, Journal of Adolescent Development, Journal of Counseling and Development). If you are unsure if the journal you have selected to complete the assignment is appropriate, please ask the instructor prior to completing the assignment. The deadline for turning in the first article is **March 01, 2016**. The second article may be turned in no later than **April 26, 2016**. You may turn in the extra credit options any time prior to the deadlines, and are encouraged to do so.**

**REQUIRED TEXT**

*Mental Health – Dimensions of Self-Esteem and Emotional Well-Being*, Donnelly, J., Eburne, N., and Kittleson, M. (2001). Boston: Allyn & Bacon

Supplemental Readings will be provided and posted in Blackboard at least one week prior to the class in which they will be discussed.

<b>EVALUATION REQUIREMENTS:</b>	Attendance/Participation	7 points
	Exam 1	12 points
	Midterm Examination	16 points
	Exam 3	12 points
	Four open-note “mini quizzes”	10 points
	Movie Analysis Paper	12 points
	Memo/Current Events	11 points
	Final Exam	20 points
	<b>Total Points:</b>	<b>100 pts</b>

\*Students *may* have the opportunity to earn extra credit 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 Class Meeting Schedule**

<b>Class</b>	<b>Date</b>	<b>Topic</b>	<b>Readings/Assignments Due</b>
1	1/19	Welcome Overview of Course	Introduction & Class Requirements
2	1/26	Mentally Healthy People	Chapters 1-3 Supplemental Readings
3	2/3	Mental & Emotional Disorders	Chapter 4; Supplemental Readings
4	2/10	Review for Exam 1 <b><i>Exam Review Posted Online</i></b>	<b>CLASS CANCELLED</b> <b>**Use your time wisely</b>
5	2/16	<b>Exam 1</b>	<b><u>Chapters 1-4, Assigned Readings, Class Lecture/Discussion, Video</u></b>

6	2/23	Stress and Stress Management	Chapter 7 &8 Supplemental Readings <b><u>Current Events /Memo Due</u></b>
7	3/1	Stress Con't; Addictions	Chapter 7 & 8; Supplemental Readings
<b>8</b>	<b>3/8</b>	<b>Spring Break – NO CLASS!</b>	
9	3/15	Midterm Review	<i>All covered material to date</i> <b>Online Midterm Due by Noon, 3/18</b>
10	3/22	Spiritual Well Being Goal Setting	Chapter 9 & 10 Supplemental Reading
11	3/29	Self Esteem and Resiliency	Chapters 5&6 Supplemental Reading
	4/5	Communication & Social Wellbeing	Chapter 6
<b>12</b>	<b>4/12</b>	<b>Exam 3</b>	<b><u>Chapters 5,6,9, &amp;10. Assigned Readings, Class Lecture/Discussion, Video Movie Reaction Paper Due!!!!</u></b>
13	4/19	Impact of Mental Health on Life Outcomes of Children And Youth	Supplemental Readings
14	4/26	Addressing Mental Health Needs	Chapter 11 Supplemental Readings
16	5/3	Addressing Mental Health Needs/ Final Exam Review	
<b>17</b>	<b>5/10</b>	<b>Final Exam 7:20pm</b>	

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

\*IT IS **REQUIRED** YOU ACTIVELY CHECK YOUR GMU EMAIL ACCOUNT FOR THIS COURSE. FOR INFORMATION ON HOW TO FORWARD TO ANOTHER ACCOUNT, PLEASE CONTACT TECHNOLOGY SERVICES at 703-993-8870\*

\*Some classes may have guest speakers and supplemental reading is required.

\*This course will require outside work and participation.

*Student Expectations*

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/the-mason-honor-code-2/>]
- 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.

