

GEORGE MASON UNIVERSITY
College of Education and Human Development
HEAL

HEAL 220 001– Dimensions of Mental Health
3 credits, Spring 2017
Tuesdays 7:20-10:00pm, Robinson B 122 - Fairfax

Faculty

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Prerequisites/Corequisites

University Catalog Course

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

Course Delivery Method

This course consists of face-to-face, whole class lectures, discussions, and interactive application activities combined with virtual assignments, virtual discussions, and group projects. Additional detail is provided in the “Course Requirements” and “Course Calendar” section of the syllabus.

Learner Outcomes or Objectives

This course is designed to enable students to do the following:

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
7. Understand mental health in the larger social context

Required Readings:

There is no textbook for this course. All readings are posted in blackboard and are available through the GMU library system. Students are expected to complete all weekly assigned readings before class. Students should notify Dr. Vaillancourt if there are difficulties obtaining any of the assigned readings.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

Assignments: All assignments must be written in American Psychological Association (APA) style (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. 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). . Unless prior arrangements are made, assignments must be received before the beginning of class on the day the assignment is due. 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 be active participants in various topical discussions posted in the Discussion Board in Blackboard.*

12-Step/Recovery Meeting Reaction Paper: Students will attend one twelve-step meeting of AA, Al-Anon, Alateen, or another approved by the instructor. Students will report on their experiences and the AA concept in class. A brief paper (2-3 pages in length) that describes your AA experience and your reaction to that experience is required. This assignment will be discussed at length in class. Additional questions can be directed to Dr. Vaillancourt (kvaillan@gmu.edu)

Memo/Current Events Assignment: Memo assignment will be discussed in detail during class. 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, Washington Post, New York Times, ect.), 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.

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

** Late assignments will not be accepted.

Group Project: Each student will be assigned to a group on the first day of class. Each group will be given a set of mental and behavioral health disorders that they will research and present to the class on **February 28th**. This project will be explained in detail on the first day of class, but each group will be responsible for covering the following topics as they relate to their assigned disorders (Creativity is encouraged)

- General information about the broad classification mental health disorders assigned (e.g Depressive Disorders)

- Description of the symptoms and characteristics of specific mental health disorders included in the broad classification of disorders (e.g. Major Depression) including average age of onset, differences between males/females, number of people affected etc.
- Evidence based efforts to prevent onset of the mental health disorder
- Commonly used, evidence based treatments (including medication)
 - Include information about how schools can best support children with mental health issues
- Societal impacts of the disorder
- Any additional information you believe will help your classmates have a better understanding of the disorder

Accuracy if information presented is imperative. Specific reference materials are included in Blackboard; however, you must also seek your own sources of information. Creativity is encouraged.

Each student’s grade will be based on the quality of the presentation as well as evidence of each individual’s contributions. All students are expected to participate in the class presentation. Students with extenuating circumstances must notify Dr. Vaillancourt before the 3rd week of class.

Further information about grading procedures will be discussed on the first day of class.

Extra Credit Option: You will have an opportunity to earn an additional 4 points by completing two two-point summaries of journal articles. The summary shall include:

- Title Page [APA Format]
- Complete citation
- Hypothesis being examined
- Brief description of the methodology used
- Description of subject pool
- Major conclusions

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 **3/7**. The second article may be turned in no later than **4/18**. You may turn in the extra credit options any time prior to the deadlines, and are encouraged to do so.

Course Performance Evaluation Weighting

Attendance/Participation	9 points
Midterm Exam	20 points
Group Presentation	15 points
Movie Reaction Discussion	9 points
Stakeholder Memo	10 points
12-Step Reaction Paper/Presentation	12 points
Final Exam	25 points
Total Points:	100 pts

Grading Policy

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	

Professional Dispositions Students are expected to exhibit professional behaviors and dispositions at all times.

Class Schedule

Date	Topic	Assignments Due	Additional Class Requirements
1/24	Introductions; Syllabus Review; Course Expectations		
1/31	Perspectives on Development; Dimensions of Mental Health		
2/7	Biological Basis of Mental Health; Impact of Stress and Trauma on Mental Health		
2/14	Positive Psychology; Strategies to Improve Well-Being		Deadline for 12 Step Topic Dr. Vaillancourt
2/21 No In-Person Class	Work on Group Presentation		
2/28	Group Presentations		
3/7 No In-Person Class	Online Midterm	Extra Credit #1 Due	
3/14 No In-Person Class	Spring Break No Class		
3/21	Eating Disorders		For next week: Watch one of the recommended films and answer the discussion questions on Blackboard.
3/28	Mental Health in Film/Substance Abuse		
4/4 No In-Person Class	Attend 12 Step Meeting		
4/11- Thanksgiving Day	History of 12-Step Programs and Recovery Models; Student Presentations: 12-Step Experience	***12 Step Reaction Paper Due	

4/18	Helping Professions/Therapeutic Interventions	Extra Credit #2 Due	
4/25	Mental Health Reform Efforts/School Based Mental Health Services		
5/2	Class Wrap-Up/Final Exam Review		
5/16	FINAL EXAM		

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

Classes are Face to Face sessions unless otherwise indicated

****All Required Readings/Activities are Posted in Blackboard in the Folder that Corresponds with Each Week's Class**

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:

<http://cehd.gmu.edu/values/>.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- 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 Mason 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 with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- The Writing Center 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/>).
- The 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 Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see <http://ssac.gmu.edu/>). Students in need of these services may contact the office by phone at 703-993-3686. Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://ssac.gmu.edu/make-a-referral/>.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.

Assessment Rubrics

These scoring rubrics will be used to evaluate your performance on the following assignments: Group Presentation, Stakeholder Memo, and 12 Step Reaction Paper. These rubrics can also be found in the course Blackboard site

Group Project Scoring Rubric

	3 points	2 points	1 point	0 Points
Description of Assigned Disorder Classification	<ul style="list-style-type: none"> Information is accurate and current Presentation utilizes multiple methods to provide audience with an understanding of the disorders (e.g. case studies, videos, visual infographics) All data sources are appropriately cited 	<ul style="list-style-type: none"> Information presented is accurate, but incomplete Presentation relies on one primary method to convey information (e.g statistics) 	<ul style="list-style-type: none"> Information contains several inaccuracies Data sources are not included or cited 	<ul style="list-style-type: none"> Information is outdated and inaccurate Data sources are not appropriately cited
Description of Evidence Based Prevention and Intervention Efforts	<ul style="list-style-type: none"> Multiple sources of evidence are utilized Information addresses children, adolescents, and adult populations Information addresses multiple settings Presentation covers prevention and intervention efforts 		<ul style="list-style-type: none"> Presentation lacks information on multiple populations Presentation lacks information about multiple settings 	<ul style="list-style-type: none"> Information comes from a single source
Understanding of Impact on Society	<p>Presentation includes examples and explanation of at least 2 of the following: 1) stigma, 2) cost of treatment (or not treatment) 3) impact on academic or other life outcomes; 4) other information that demonstrates societal level impact</p>	<p>Presentation includes examples and explanation of at least 1 of the following: 1) stigma, 2) cost of treatment (or not treatment) 3) impact on academic or other life outcomes; 4) other information that demonstrates societal level impact</p>	<p>Presentation contains limited examples or insufficient explanation of the societal impact of the disorders.</p>	

Presentation Quality	<ul style="list-style-type: none"> • Presentation contains all required components • Presentation is engaging, creative, and innovative • Presentation is free of spelling and grammar errors • Information is presented in an organized and coherent fashion 	<ul style="list-style-type: none"> • Presentation contains most required components • Presentation has minimal spelling and grammar errors 	<ul style="list-style-type: none"> • Presentation lacks one required component • Presentation is minimally engaging • Presentation contains several spelling and grammar errors 	<ul style="list-style-type: none"> • Presentation lacks one or more required component • Presentation contains multiple spelling/gramma errors • Presentation lacks creativity or audience engagement • `Information is not well organized
Evidence of Individual Contributions	<p>Each group member will submit a description of how they contributed to the development and delivery of the presentation. Concerns about the contributions of individual group members may be shared with Dr. Vaillancourt. However, it is advised that group members attempt to resolve group differences among themselves.</p>			

Scoring Rubric

Stakeholder Memo/12 Step Reaction Paper

	A (3 points)	B (2 points)	C (1 point)	D/F (1/0)
Focus and Main Idea:	Clearly presents a main idea and supports it throughout the paper.	There is a main idea supported throughout most of the paper.	Vague sense of a main idea, weakly supported throughout the paper.	No main idea
Organization:	Well-planned and well-thought out. Includes title, introduction, statement of main idea, transitions and conclusion. All paragraphs have clear ideas, are supported with examples and have smooth transitions.	Good overall organization, includes the main organizational tools. Most paragraphs have clear ideas, are supported with some examples and have transitions.	There is a sense of organization, although some of the organizational tools are used weakly or missing. Some paragraphs have clear ideas, support from examples may be missing and transitions are weak.	No sense of organization Para. lack clear ideas
Content	Exceptionally well-presented and argued; ideas are detailed, well-developed, supported with specific evidence & facts, as well as examples and specific details.	Well-presented and argued; ideas are detailed, developed and supported with evidence and details, mostly specific.	Content is sound and solid; ideas are present but not particularly developed or supported; some evidence, but usually of a generalized nature.	Content is not sound
Grammar & Mechanics	Excellent grammar, spelling, syntax and punctuation. APA style used consistently.	A few errors in grammar, spelling, syntax and punctuation, but not many. Minimal APA style errors.	Shows a pattern of errors in spelling, grammar, syntax and/or punctuation. Could also be a sign of lack of proof-reading. Numerous APA style errors.	Continuous errors