

**GEORGE MASON UNIVERSITY**  
**College of Education and Human Development**  
**HEAL**

HEAL 220 DL1– Dimensions of Mental Health  
3 credits, Fall 2017  
Distance Learning

**Faculty**

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**Prerequisites/Corequisites:** (None)

**University Course Description**

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

**Course Delivery Method**

This course will be delivered online using format via the Blackboard learning management system (LMS) housed in the MyMason portal. You will log in to the Blackboard course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on Aug. 21, 12:01a.

**Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.**

*Technical Requirements*

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox is required (note: Opera and Safari are not compatible with Blackboard).
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
  - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
  - Windows Media Player: <https://windows.microsoft.com/en-us/windows/downloads/windows-media-player/>
  - Apple Quick Time Player: [www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)

*Expectations*

- **Course Week:** Because asynchronous courses do not have a "fixed" meeting day, our week will start on Mon (12:01a). and finish on Sun (end of day). Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.

- Log-in Frequency: Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least one times per week.
- Participation: Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence: Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues: Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload: Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support: Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette: The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- Accommodations: Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

### **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; and
7. Understand mental health in the larger social context.

### **Required Readings**

Assigned readings will be extrapolations from the professional literature on mental health and located at Blackboard <https://mymasonportal.gmu.edu>:

Section 1 Overview

Chapter 1 Introduction

Chapter 2 History

Chapter 3 Present Understanding

Chapter 4 Mental Health Conditions

Chapter 5 Mental Wellness

- Section 2 Professional Intervention
  - Chapter 6 The Professionals
  - Chapter 7 Prevention
  - Chapter 8 Therapy
- Section 3 Impairments, Disorders and Dysfunctions
  - Chapter 9 Learning Impairments
  - Chapter 10 Anxiety Disorders
  - Chapter 11 Mood Disorders
  - Chapter 12 Behavioral Health Concerns
  - Chapter 13 Severe Dysfunctions
  - Chapter 14 Mental Health Community

**Course Performance Evaluation**

Students are expected to complete the quizzes, discussion forums, tests and portfolio on time through Blackboard. This course will be graded on a point system, with a total of 100 possible points.

<b>Tests and Assignments</b>	<b>Possible Points</b>
<u>Tests</u> Test 1 (covers chapters 1-7) Test 2 (covers chapters 8-14) Each Blackboard online test is composed of 50 multiple-choice questions. The tests are based on the content of the online readings text as organized and presented in PowerPoint lectures. Each test will be graded 0-100 points and weighted .15 of overall grade. Multiple-choice items will measure students' abilities to identify/recall, differentiate, apply and analyze subject material.	<b>30 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 0-3 points for a total of 30 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>30 points</b>
<u>Discussion Forums</u> Each student is expected to post a comment in 10 different discussion forums and reply to another student's comment within that forum. Each discussion forum will be based on a self-assessment related to text material and completed by the student and then posting as a comment at the forum. Each posting with reply is worth 2 points for a total of 20 points that will be factored directly into the overall grade. The discussion forums will represent affective learning experiences.	<b>20 points</b>
<u>Portfolio</u> Each student will be expected to compile a portfolio of mental health experiences within an online portfolio. Guidelines are provided at Blackboard. This assignment is worth 20 points. The portfolio primary addresses affective and psychomotor learning experiences.	<b>20 points</b>

<b>TOTAL</b>	<b>100 points</b>
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**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	

**Professional Dispositions**

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

### Class Schedule

WEEK		TOPIC	READINGS/ASSIGNMENT DUE
1	Aug 28- Sep 3	Introduction to the course	Chapter 1 Introduction
2	Sep 4-10	History	Chapter 2 Health Short essay quiz 1 (based on ch 2) due Sep 10 end of day Discussion forum 1 post comment by Sep 9 and reply by Sep 10 end of days
3	Sep 11-17	Understand mental health	Chapter 3 Present Understanding Short essay quiz 2 (based on ch 3) due Sep 17 end of day Discussion forum 2 post comment by Sep 16 and reply by Sep 17 end of days
4	Sep 18-24	Mental Health Conditions	Chapter 4 Mental Health Conditions Short essay quiz 3 (based on ch 4) due Sep 24 end of day Discussion forum 3 post comment by Sep 23 and reply by Sep 24 end of days
5	Sep 25- Oct 1	Mental Wellness	Chapter 5 Mental Wellness Short essay quiz 4 (based on ch 5) due Oct 1 end of day Discussion forum 4 post comment by Sep 30 and reply by Oct 1 end of days
6	Oct 2-8	Clinical psychology	Chapter 6 Clinical and Counseling Professionals Short essay quiz 5 (based on ch 6) due Oct 8 end of day Discussion forum 5 post comment by Oct 7 and reply by Oct 8 end of days
7	Oct 9-15	Prevention	Chapter 7 Prevention Short essay quiz 6 (based on ch 7) due Oct 15 end of day Discussion forum 6 post comment by Oct 14 and reply by Oct 15 end of days
			<b>Test 1 due Oct 15 end of day (covers chs 1-7 of assigned readings)</b>
8	Oct 16-22	Treatment	Chapter 8 Therapy Short essay quiz 7 (based on ch 8) due Oct 22 end of day Discussion forum 7 post comment by Oct 21 and reply by Oct 22 end of days
9	Oct 23-29	Learning Impairments	Chapter 9 Learning Impairments Short essay quiz 8 (based on ch 9) due Oct 29 end of day Discussion forum 8 post comment by Oct 28 and reply by Oct 29 end of days

WEEK		TOPIC	READINGS/ASSIGNMENT DUE
10	Oct 30- Nov 5	Anxiety Disorders	Chapter 10 Anxiety Disorders Short essay quiz 9 (based on ch 10) due Nov 5 end of day Discussion forum 9 post comment by Nov 4 and reply by Nov 5 end of days
11	Nov 6-12	Mood disorders	Chapter 11 Mood Disorders Short essay quiz 10 (based on ch 11) due Nov 12 end of day Discussion forum 10 post comment by Nov 11 and reply by Nov 12 end of days
12	Nov 13-19	Behavioral Health	Chapter 12 Behavioral Health Concerns Work on portfolio
13	Nov 20- Dec 3	Severe disorders	Chapter 13 Severe Dysfunctions Work on portfolio
14	Dec 4-10	Future	Chapter 14 Mental Health Community Work on portfolio
			<b>Test 2 due Dec 10 end of day (covers chs 8-14)</b> <b>Portfolio due Dec 10 end of day</b>

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

Aug 28-Sep 3 Topic: Introduction to the course  
Familiarize: Course requirements (syllabus)  
Read: Chapter 1 Introduction

### 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 University Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).

Students must follow the university policy for 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](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/aero/tk20> Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.

- The 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/>).
- 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/>.**