

GEORGE MASON UNIVERSITY
College of Education and Human Development

HEAL 220 A01 – Dimensions of Mental Health,
3 credits, Spring 2024
1/16-5/8
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 Overview

The focus of this course is mental health for the 21st century. Through a variety of learning activities, students will be expected to master content in 14 areas of mental health. Students will be expected to create a portfolio to include experiences as they relate to mental health.

Course Delivery Method

This course will be delivered online using an asynchronous format via the Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on the first day of the semester.

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 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:
 - o Adobe Acrobat Reader: <https://get.adobe.com/reader/>
 - o Windows Media Player:
<https://windows.microsoft.com/en-us/windows/downloads/windows-media-player/>
 - o Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations:

- Course Week: Because asynchronous courses do not have a "fixed" meeting day, our week will start on Tuesday (12:01am). and finish on Monday (end of day). Each assignment and discussion post will have 7 days to complete. **Important**- follow the schedule^[SEP]
- Log-in Frequency:^[SEP] 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 two 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.^[SEP]
- 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.^[SEP]
- 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.^[SEP]
- 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 and the range of mental health;
4. Summarize the adverse effects of stress on mental wellness;
5. Discuss contemporary social issues that may affect mental health;
6. Differentiate the range of contemporary social issues such as behavior, personality, learning disorders, depression, anxiety, substance abuse and addiction that may affect mental health;
7. Identify services and professional associations in the mental health community;
8. Create a mental health portfolio listing experiences and observations of others as they relate to mental health issues.

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 Issues

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.

Quizzes and Exams will not reopen and will not be accepted after the due date.

Other work (Assignments, Discussion Boards, /nPortfolio) submitted up to 48 hours after the due date-50% will be deducted from the earned grade. After 48 hours, this work (Assignments, Discussion Boards, Portfolio) will not be accepted.

Tests and Assignments	Possible Points
<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.	15 points 15 points
<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.	30 points
<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.	20 points
<u>Portfolio</u> Each student will be expected to complete a mental health portfolio consisting of a Resilience Badge. Guidelines are provided on Blackboard. This assignment is worth 20 points and consist of (6) short assignments with a culminating certificate.	20 points

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	

Professional Dispositions

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, VIA, hard copy. See <https://cehd.gmu.edu/students/polices-procedures/>

Class Schedule

WEEK		TOPIC	READINGS/ASSIGNMENT DUE
1	Jan. 16- Jan 22	Introduction to the course	Module 1 Discussion Forum Introduction
2	Jan. 23- Jan. 29	History	Module 2 Multiple Choice quiz on Ted Talk TEDTalk - Practicing Emotional First Aid Discussion forum
3	Jan 30- Feb 5	Understand Mental Health	Module 3 Short essay on Chapter 3 Discussion forum TEDTalk- Fighting Anxiety & Fear
4	Feb 6- Feb 12	Mental Health Conditions	Module 4 Short essay Chapter 4 Discussion forum
5	Feb. 13- Feb. 19	Mental Wellness	Module 5 Short essay quiz Chapter 5 Discussion forum 5 TEDTalk – What Makes a Good Life
6	Feb. 20- Feb 26	Professionals	Module 6 Short essay quiz Chapter 6 Discussion forum 6
7	Feb. 27- March 4	Prevention	Module 7 Short Essay quiz Chapter 7 Discussion forum 7 Test 1 due end of day March 4 (covers Chapters 1-7)
8	March 5- March 11		SPRING BREAK
9	March 12- March 18	Therapy	Module 8 Short essay quiz Chapter 8 Discussion forum 8 Begin Work on Mental Health Portfolio which is earning the Resilience Badge Module 1
9	March 19- March 25	Learning Impairments	Module 9 Short essay quiz Chapter 9 Discussion forum 9 TEDTalk- In the Key of Genius Continue Work on Mental Health Portfolio Module 2 Resilience Badge

WEEK		TOPIC	READINGS/ASSIGNMENT DUE
10	March 26- April 1	Anxiety Disorders	Module 10 Short essay quiz Chapter 10 Discussion forum 10 Continue Work on Mental Health Portfolio Module 3 Resilience Badge
11	April 2- April 8	Mood Disorders	Module 11 Short essay quiz Chapter 11 Discussion forum 11 Continue Work on Mental Health Portfolio Module 4 Resilience Badge
12	April 9- April 15	Behavioral Health Concerns	Module 12 Continue Work on Mental Health Portfolio Module 5 Resilience Badge
13	April 16- April 22	Severe Dysfunctions	Module 13 Prepare for Test 2 (covers Chapters 8-14 and some material on schizophrenia) Mental Health Portfolio Module 6 is due April 22
14	April 23- April 29	Mental Health Community	Module 14 Prepare for Test 2 (covers Chapters 8-14 and some material on schizophrenia)
15	April 30- May 1	Final Exam Schedule	Test 2 due on Wed., May 1 by 11:59pm

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

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 <https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing (see <https://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 <https://ds.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to VIA should be directed to viahelp@gmu.edu or <https://cehd.gmu.edu/aero/assessments>. Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- For information on student support resources on campus, see <https://stearnscenter.gmu.edu/knowledge-center/knowning-mason-students/student-support-resources-on-campus/>
- Mason is now partnered with TimelyMD to deliver **TimelyCare** – a new virtual mental health and well-being platform for students. The service provides 24/7 access to virtual care at no cost and augments the in-person and virtual mental health services that remain available to Mason students through Counseling and Psychological Services (CAPS) and Student Health Services (SHS).
- **How can students access TimelyCare?**
 - Students can go to timelycare.com/gmu or directly download the **TimelyCare** app from the app store to register with their school email address. Students can then start visits from any web-enabled device – smartphone, tablet, laptop, or desktop – anywhere in the United States.

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

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