

GEORGE MASON UNIVERSITY
College of Education and Human Development
HEAL

HEAL 220 A01 – Dimensions of Mental Health
3 credits, Fall 2024
8/26-12/11 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 Canvas. You will log in to canvas.gmu.edu and find the 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.

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.

Professional Standards: N/A

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

Technical Requirements

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

- High-speed internet access with updated browsers.
 - Canvas supported browsers: <https://guides.instructure.com/a/720329>
- Consistent and reliable access to GMU email and the course LMS, as these are the official methods of communication for this course.
- Speakers and a microphone or a microphone-enabled headset for use with the synchronous web conferencing tools.
- Note that 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.

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.

- **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 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.
- **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 ensure accessibility must be registered with George Mason University Disability Services.

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
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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	

Use of Generative AI

Use of Generative AI tools should be used following the fundamental principles of Mason's Academic Standards. This includes being honest about the use of these tools for submitted work and including citations when using the work

Professional Dispositions (CEHD Student Guide)

Throughout study in the College of Education and Human Development, students are expected to demonstrate behaviors that reflect the positive dispositions of a professional. See <https://cehd.gmu.edu/current-students/cehd-student-guide>.

Class Schedule

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students

WEEK		TOPIC	READINGS/ASSIGNMENT DUE
1	Aug. 26- Sept. 2	Introduction to the course	Module 1 Discussion Forum Introduction Multiple Choice quiz on Ted Talk TEDTalk - Practicing Emotional First Aid Mental Health Pre-test
2	Sept. 3- Sept. 9	History	Module 2 Short Essay Quiz Chapter 2 Discussion forum- Well-being Assessment TEDTalk – There’s No Shame in Mental Health
3	Sept.10- Sept. 16	Understand Mental Health	Module 3 Short essay on Chapter 3 Discussion forum – Relationship Attachment Style TEDTalk- Fighting Anxiety & Fear
4	Sept. 17- Sept. 23	Mental Health Conditions	Module 4 Short essay Chapter 4 Discussion forum
5	Sept. 24 Sept. 30	Mental Wellness	Module 5 Short essay quiz Chapter 5 Discussion forum 5 TEDTalk – What Makes a Good Life
6	Oct. 1- Oct. 7	Professionals	Module 6 Short essay quiz Chapter 6 Discussion forum 6
7	Oct. 8- Oct. 14	Prevention	Module 7 Short Essay quiz Chapter 7 Discussion forum 7 Test 1 due end of day Oct. 9 (covers Chapters 1-7)
8	Oct. 15- Oct. 21	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	Oct. 22- Oct. 28	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
10	Oct. 29- Nov. 4	Anxiety Disorders	Module 10 Short essay quiz Chapter 10 Discussion forum 10 Continue Work on Mental Health Portfolio Module 3 Resilience Badge

WEEK		TOPIC	READINGS/ASSIGNMENT DUE
11	Nov. 5- Nov. 11	Mood Disorders	Module 11 Short essay quiz Chapter 11 Discussion forum 11 Continue Work on Mental Health Portfolio Module 4 Resilience Badge
12	Nov. 12- Nov. 18	Behavioral Health Concerns	Module 12 Continue Work on Mental Health Portfolio Module 5 Resilience Badge
13	Nov. 19- Nov. 25	Severe Dysfunctions	Module 13 Prepare for Test 2 (covers Chapters 8-14 and some material on schizophrenia) Mental Health Portfolio Module 6 is due Nov. 20
14	Nov. 26- Dec. 2	Mental Health Community	Module 14 Prepare for Test 2 (covers Chapters 8-14 and some material on schizophrenia)
15	Dec. 3 - Dec. 11	Final Exam Schedule	Test 2 due on Wed., Dec. 11 by 11:59pm

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

CEHD Commitments

The College of Education and Human Development is committed to fostering collaboration and community, promoting justice and equity, and advancing research-informed practice. Students are expected to adhere to, and contribute to, these commitments, the CEHD Mission, and Core Values of George Mason University. More information can be found here: <https://cehd.gmu.edu/about/culture/>

GMU Policies and Resources for Students

Policies

- Students must adhere to Mason's Academic Standards (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 your LMS should be directed to:
 - Blackboard Learn: <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>
 - Canvas: <https://its.gmu.edu/service/canvas/>
- For information on student support resources on campus, see:
<https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>
 - TimelyCare: <https://caps.gmu.edu/timelycare-services/>
 - Writing Center: <https://writingcenter.gmu.edu/>

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

As a faculty member, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, sexual harassment, 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 or support measures from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.