# HED 2320 MENTAL HEALTH

**Instructor**: Denise Demers, PhD

# CRN# 18801 Fall 2016

**Days/time**: TR 9:25 – 10:40 a.m. **Location of class**: DHSC 313

**Office**: DHSC 325 **Office hours**: MW 9.30-11:00 a.m.; 1:30-3:30 p.m.

TR 1:00-3:30 p.m. or by appt

**email**: [denised@uca.edu](mailto:denised@uca.edu) **Phone**: (501) 852-2654 (direct)

(501) 450-3194 (dept office)

COURSE DESCRIPTION: Skills and principles of mental health applied to everyday living.

THE PLACE OF THIS COURSE IN THE UCA CORE: This course is designated as a first-year seminar (FYS) and also satisfies the requirement of a social science course in the responsible living category.

TEXTS: *Rath, T.* (2007). Strengths Finder 2.0. Gallup Press: New York, NY (ISBN-978-1-59562-015-6)

Additional readings will be required as the semester proceeds. Each will be uploaded to Blackboard for you to download or print and read for class.

COURSE GOAL: To increase the student’s ability to practice the principles and skills that form the foundation of mental health.

COURSE OBJECTIVES: At the conclusion of this course, the student will be able to:

1. Explain the UCA core mission, purpose and learning outcomes.
2. Discuss student resources available on campus.
3. Use appropriate conventions and strategies in written communication.
4. Apply appropriate verbal and nonverbal strategies to promote collaboration.
5. Describe ways in which ethical principles affect human choices.
6. Analyze the effect that decisions have on self, others, and the environment.
7. Evaluate and practice strategies leading to individual and social well-being.
8. Explain the characteristics of individuals who are mentally healthy.
9. Explore influences on self-esteem.
10. Analyze the appropriate use of feelings.
11. Identify the connection between values and behavior.
12. Explain the elements of healthy relationships.
13. Discuss ways to recognize, avoid and manage distress.
14. Describe how to set and obtain goals.
15. Explore benefits of volunteerism

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| **Weekly Course Schedule** | **Topics & Readings** | **Assignment/Readings** |
| Week 1 |  |  |
| Thurs, Aug 18 | *Syllabus/Introduction to the course*  *What is Health/Mental Health? Introduce Strength Finder2.0* | **Introduction**  **Take Strengths Test** |
| Week 2 |  |  |
| Tuesday, Aug 23 | *Guest Speaker: Steven Shook* **[UZoo-Personality Types]** |  |
| Thursday, Aug 25 | *Strengths/Mentally Healthy People***[Positive Thinking Assignment]** | **Top 5 Strengths (from book)** |
| Week 3 |  |  |
| Tuesday, Aug 30 | *Who Moved my Cheese - Personality Types* **[Activity]** |  |
| Thursday, Sept 1 | *UCA Resources/Core* **[Resources-Presentation/Core-Letter to a Friend Assignment]** | **Positive Thinking Assignment Due** |
| Week 4 |  |  |
| Tuesday, Sept 6 | *Altruism/Moral Elevation* **[Volunteering]** | **Letter to a Friend Assignment Due** |
| Thursday, Sept 8 | *Altruism – Guest Speakers* |  |
| Week 5 |  |  |
| Tuesday, Sept 13 | *Values* **[In-Class Activity Assignment]** |  |
| Thursday, Sept 15 | *Presentations on UCA Resources* |  |
| Week 6 |  |  |
| Tuesday, Sept 20 | *Emotions* **[Pleasure Events/Anger Assignment]** |  |
| Thursday, Sept 22 | *Emotions-Anger or Grief* |  |
| Week 7 |  |  |
| Tuesday, Sept 27 | *Self-Esteem* **[Activity/Self-Esteem Assignment (Commercial of Me)]** |  |
| Thursday, Sept 29 | *Self-Esteem (Review for Test #1)* **[Activity]** | **Emotions Assignment Due** |
| Week 8 |  |  |
| Tuesday, Oct 4 | ***Test #1*** |  |
| Thursday, Oct 6 | *Stress* **[Stress Assignment]** | **Self-Esteem Assignment Due** |
| Week 9 |  |  |
| Tuesday, Oct 11 | *Stress-Guest Speaker* |  |
| Thursday, Oct 13 | ***FALL BREAK*** |  |
| Week 10 |  |  |
| Tuesday, Oct 18 | *Volunteer Presentations 1* | **Stress Assignment Due** |
| Thursday, Oct 20 | *Decisions* **[Decisions Assignment]** |  |
| Week 11 |  |  |
| Tuesday, Oct 25 | *Decisions* |  |
| Thursday, Oct 27 | *Goal Setting* **[Goal Setting Assignment-In Class]** | **Decisions Assignment Due** |
| Week 12 |  |  |
| Tuesday, Nov 1 | *Review for Test #2* |  |
| Thursday, Nov 3 | ***Test #2*** |  |
| Week 13 |  |  |
| Tuesday, Nov 8 | *PIF Club* **[Pay it Forward Club]** |  |
| Thursday, Nov 10 | *Volunteer Presentations 2* |  |
| Week 14 |  |  |
| Tuesday, Nov 15 | *Communication* **[Activity]** |  |
| Thursday, Nov 17 | *Communication – Nelle Bedner* |  |
| Week 15 |  |  |
| Tuesday, Nov 22 | ***THANKSGIVING BREAK*** |  |
| Thursday, Nov 24 |  |
| Week 16 |  |  |
| Tuesday, Nov 29 | *The Last Lecture* |  |
| Thursday, Dec 1 | *Finish Last Lecture - Prep for presentations* |  |
| FINALS WEEK |  |  |
| *Tuesday, Dec 6th 8:00 – 10:00 am* | **CLASS PRESENTATIONS** |  |

COURSE OUTLINE:

I. Health and Mental Health

1. What is it?
2. Mentally Healthy People
3. Personality/Strengths Strengths Finder 2.0
4. Adapting to change

II. UCA Resources/Core

III. Intrapersonal Aspect of Mental Health

1. Altruism/Values/Moral Elevation
2. Emotions
3. Self-esteem

IV. Meeting the Demands of Life

1. Stress Management
2. Decision-making
3. Goal Setting

V. Interpersonal Aspects of Mental Health

1. Communication
   1. Friendships
   2. Family
   3. Relationships/Partner Selection

COURSE REQUIREMENTS:

EXAMS (#1 @ 35pts, #2 @ 50pts; Final @ 100 pts) 185 points

ASSIGNMENTS 178 points

Positive Thinking (20)

Letter to a Friend (28)

Emotions (20)

Self-Esteem (20)

Stress (20)

Decisions (20)

Volunteer Reflections (10 @ 5pts = 50)

IN-CLASS ACTIVITIES & QUIZZES 50 (approx)

PRESENTATIONS 41

UCA Resources (16)

Volunteer Experiences (10)

PIF Club (15)

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**TOTAL POSSIBLE 454 points (approx.)**

Exams: Exams consist of multiple choice, short answer and matching items. Students are expected to complete test items without the aid of books, notes, or other materials. All personal and academic items (cell phones, notebooks, backpacks, etc.) must be put away before exams begin. An exam missed as the result of illness or injury may be made up when documented by a health care provider's written explanation of the health problem. Students **must** telephone the Department of Health Sciences office or notify the instructor via email within two days of the missed exam.

*TENTATIVE EXAMINATION SCHEDULE*:

Exam I Oct 4

Exam II Nov 3

Final Dec 6 (8-10am)

Assignments: Assignments reinforce the concepts presented in class and involve *application* of principles and skills as well as the examination of articles and Internet resources related to mental health. Some assignments will be submitted via Blackboard and others will be submitted in class. **Unless instructed otherwise**, assignments submitted in class are to be **typed** using standard margins. **Hand-written assignments will not be accepted.** Assignments are graded on the accuracy of responses, content, grammar, clarity and organization of ideas, and spelling. Instructions for each assignment will be posted on Blackboard as well as given in class. Assignments are collected during the class period on the date they are due. **No late assignments will be accepted.** (An assignment submitted after 9:25 a.m. on the date it is due is considered late.) If a student is unable to attend class on the day an assignment is due, the assignment may be submitted via Blackboard prior to the 9:25 a.m. deadline. (Note: If sending a document as an attachment, check the out box to assure that the email and attachment have been successfully submitted.)

***Please DO NOT email assignments. There will ALWAYS be a place on Blackboard to upload them.***

Assignment Explanations/Instructions:

* **Positive Thinking:** You will be given a choice of either Assignment A or B (described below). After completing the assignment, write a 1-2 FULL page reflection about how the assignment affected you (your mental health) and life in general. Assignment A: Write down as many positive things about you as you can. Have 1-2 people close to you (i.e. parents, close friends, significant other, etc) add to the list. Post the list where you can see it EVERY day**. EVERY DAY for 7 days** *read the list* **OUT LOUD** to yourself. At the end of the week, write a reflection about how this assignment affected you. Assignment B: At the end of the day, write down *AT LEAST* **3 positive thoughts** you had throughout the day. Do this EVERY DAY for 7 days. At the end of the week, write a reflection about how this assignment affected you. ***Due Sept 1 (20pts)***
* **Letter to a Friend**: You have a family member who is a senior in high school. She is in the process of making a decision about where to attend college next fall. This relative has several questions about the UCA Core and selecting classes. She is seriously considering coming to UCA but has the following questions: 1) What is the UCA Core? 2) Why do I have to take these classes? 3) How do I find out which courses I need to graduate? Compose a written response to your family member. In your response, answer your relative’s questions. Identify the four core competencies, briefly explain them and discuss how they contribute to the mission and values of the UCA Core. A rubric will be provided on the assignment. ***Due Sept 6 (28 pts)***
* **Emotions**: You will be given a choice of an assignment about Pleasant Events (emotional awareness – handling emotions) or Anger (ways of handling daily anger) as described below. After completing the assignment, follow the instructions as you write a reflection about how it affected you. Pleasant Events: Often, when we are depressed or anxious, we stop doing the simple pleasures. This experiment simulates the type of homework clinicians may assign. Make some time when you are not rushed or worried, and can relax and ponder. During this time, complete the given worksheet. Over a five-day period, **select 2-3 events** to try (each from a different category). Don’t judge the events, don’t rush them, just enjoy the experience. Then answer the questions on the next page. (Don’t think of it as homework – it’s supposed to be fun!) Anger: Anger can be decreased by several steps: 1) diffusing the current anger, 2) analyzing why we are angry, 3) finding humor in the situation, 4) reducing hostility by learning compassion/empathy for the offenders, and 5) countering with acts of kindness. The average adult gets angry once a day and annoyed three times a day. Your anger experiment will take place across a five-day period. You will choose one category for each day of the experiment. You will choose one technique from each category given to try. Write a short description of **each day** by answering the questions given on next page. ***Due Sept 29 (20 pts)***
* **Self-Esteem**: For this assignment, develop an advertisement or commercial to SELL YOURSELF. Examples could include ANY form of media or paper … create a radio or TV ad, a PPT, a billboard, sweepstakes, etc. This assignment may be turned in on Blackboard OR to me in class. ***Due Oct 6 (20 pts)***
* **Stress:** For this assignment, you will be documenting stressful events in your day. It will allow you to assess your ability to identify stressful events in your life and use stress-reduction techniques. In addition, you should try to identify your affective response to stressors, as well as your affective response after using a stress-reduction technique. A rubric is included at the end of the assignment. Use the Daily Log of Stressful Events to keep track of stressful events for the week (7 consecutive days) after you get the assignment. You should: 1)List up to 3 stressful events per day. 2) Identify causes of each stressful event and whether or not you had any control over the event. 3)Identify techniques you used to cope with the stressor. You will then write a reflection discussing what caused your stress, whether you had control of it, techniques for coping and if they worked, and any barriers/challenges you may have had. Always include a reflection about how this assignment affected you and your mental health. ***Due Oct 18 (20 pts)***
* **Decisions**: This is a two-part assignment. Be sure to do BOTH parts. Part 1 will be about decisions in the real world. Identify a real-life situation in which you had or currently have to make a decision. Briefly describe the situation, what the dilemma or issue was/ is, and what information and resources are needed to make an informed decision. Identify several possible solutions and their consequences. Choose the best solution and try it. Then evaluate your decision. Part 2 will be about a decision you have PREVIOUSLY made and what you may do differently if given the opportunity. **The same decision cannot be used for both parts.** For the 2nd part, Identify and evaluate a personal decision that did not work out the way you expected. Answer each question and comment based on your evaluation. Then explain what you could have done differently. As always, include a reflection. ***Due Oct 27 (20 pts)***
* **Volunteer Reflections:** Each week you will be given the opportunity to volunteer at a local agency. It is up to you whether you volunteer at ONE place all semester, or multiple places throughout the semester. When you contact the community partners, they will let you know whether they require you to have a certain amount of hours. Attached you will find a list of community partners with opportunities to volunteer at different TYPES of agencies, depending on your likes, desires, and time schedule. Each organization on the attached list is approved. Additionally, the UCA Service Learning website has a database of community partners that are approved. Here is the web address (https://www.obvibase.com/p/I9xdw4VjwWvM#table/I9xdw4VjwWvM/\*). You can also find it by going to the Service Learning website (www.uca.edu/servicelearning). If you have another suggestion, please make sure you get it approved by the instructor.

Each Thursday, you are required to turn in a ONE PAGE reflection answering the given prompts on Blackboard. EACH week, your reflection should ALWAYS include: 1) where you volunteered, 2) what you did, and 3) what you got out of it - how it affected your mental/emotional health and possibly of those you served.

Turn each of the reflections on BlackBoard within the given ***Due dates include Sept 15, 22, 29, Oct 6, 13, 20, 27, Nov 3, 10, 17 (5 pts each totaling 50 pts)***

In-class Activities and Quizzes: In-class activities and quizzes are provided to emphasize important concepts and skills presented in class. All in-class activities and quizzes are submitted during the class period and may not be submitted at a later time. ***In other words, these activities and quizzes cannot be made up.*** Any student who is tardy or leaves class early will lose half of the in-class activity points for that day.

Presentations: You will be given an opportunity to present to the class 3 different times throughout the semester. Two will be group presentations (UCA Resources & PIF Club). The other one can be either individual or a group presentation. UCA Resources: Each group will be given ONE of the resources available on campus at UCA. Please visit the resource support services ***in person*** to find out the information listed on the assignment sheet. You may visit the service center as a group or individually. When ALL the information has been researched, collaborate with your group and put together your presentation. Some of the information can be found on their website, but you are required to visit the center and bring back a brochure (or flyer or business card) containing pertinent information. Research and report back to the class via a brief presentation (3-5 minutes) using either PowerPoint or Prezi (or another presentation software of your choice). PIF Club: In a group, you will develop ***more than*** one activity where your group will serve another. This activity is meant to PAY IT FORWARD….Altruism. Your activity should revolve around having an impact on both YOUR GROUP and the RECIPIENT(s) you are serving, thus increasing the mental/emotional health of both groups. During Finals Week your group will present to the class your experience. Volunteer Experience: You will have the opportunity to give volunteer hours this semester. **Each week you will need to volunteer 2-3 hours**. On Oct 18, half the class will present their experiences. On Nov 10, the rest of the class will present their volunteer experiences.

GRADING POLICY: 90% - 100% A 80% - 89% B

70% - 79% C 60% - 69% D Below 60% F

STUDENT RESPONSIBILITIES:

One week rule:It is the student’s responsibility to check grades within one week after they are posted on Blackboard. Any inquiry or dispute over the scores must be made within that time. If a student fails to protest any score during this time limit, changes to the posted score will not be made.

**Late arrival: Late arrivals and early departures disrupt the educational environment; therefore, if a student is late to class, he/she should enter the classroom from the *rear* door and take a seat in the back of the room without disturbing other students. Students who must leave class early should notify the professor prior to class and sit near the rear door in order to avoid disrupting class. *Three tardy arrivals and/or three early departures are the equivalent of one absence*.**

Classroom etiquette:The purpose of the class is to create a distraction-free atmosphere for learning. Hand-held devices and **laptops** are **not** to be used in **class unless specifically allowed by the professor. Students are expected to have their cell phones turned off and out of sight at all times during class. Any student seen using his/her cell phone during class will forfeit in-class activity points for that day. The college classroom is not an appropriate environment for babies and young children. Do not bring them to class.**

***Communication: I welcome all communication. If you email me, please put in the subject line “HED 2320\_Last Name” So, if John Smith was to email me, his subject line would look like this: HED 2320\_Smith***

ATTENDANCE/DROP POLICY:Attendance is required at all class sessions. Students who are absent are responsible to get the material covered. Please consult Blackboard for any assignments and/or course materials that are missed. ***Four absences*** (excused or unexcused) will be allowed during the semester. **Additional absences** may lower the final semester grade average by three percentage points for **each** absence. For example, if a student’s semester grade average is 82 and he/she has 5 absences (1 absence beyond the allowable number), the semester average drops from 82 to 79 or from a "B" to a "C" grade for the entire semester. **Any amount of absences GREATER THAN 7 will result in an AUTOMATIC Instructor Drop.** It is the student’s responsibility to drop the course if circumstances arise in which he or she may no longer be able to participate in the class.

ACADEMIC INTEGRITY: The University of Central Arkansas affirms its commitment to academic integrity and expects all members of the university community to accept shared responsibility for maintaining academic integrity. Students in this course are subject to the provisions of the university's Academic Integrity Policy, approved by the Board of Trustees as Board Policy No. 709 on February 10, 2010, and published in the Student Handbook. Penalties for academic misconduct in this course may include a failing grade on an assignment, a failing grade in the course, or any other course-related sanction the instructor determines to be appropriate. Continued enrollment in this course affirms a student's acceptance of this university policy. Refer to <http://uca.edu/academicaffairs/files/2012/08/Plagiarism.pdf> for further information.

AMERICANS WITH DISABILITIES ACT: The University of Central Arkansas adheres to the requirements of the Americans with Disabilities Act. If you need an accommodation under this Act due to a disability, please contact the UCA Office of Disability Services, 450-3613.

TITLE IX DISCLOSURE: If a student discloses an act of sexual harassment, discrimination, assault, or other sexual misconduct to a faculty member (as it relates to “student-on-student” or “employee-on-student”), the faculty member cannot maintain complete confidentiality and is required to report the act and may be required to reveal the names of the parties involved. Any allegations made by a student may or may not trigger an investigation. Each situation differs and the obligation to conduct an investigation will depend on those specific set of circumstances. The determination to conduct an investigation will be made by the Title IX Coordinator. For further information, please visit: <https://uca.edu/titleix>.

\*Disclosure of sexual misconduct by a third party who is not a student and/or

employee is also required if the misconduct occurs when the third party is a

participant in a university-sponsored program, event, or activity.

**STUDENT HANDBOOK POLICIES:** Each student should be familiar with all policies listed in the Student Handbookwhich isavailable online. The following policies are of particular importance: 1. Academic policies

2. Sexual harassment policy

EMERGENCY PROCEDURES: An Emergency Procedures Summary (EPS) for the building in which this class is held will be discussed during the first week of this course. EPS documents for most buildings on campus are available at http://uca.edu/mysafety/bep/. Every student should be familiar with emergency procedures for any campus building in which he/she spends time for classes or other purposes.

EVALUATIONS: Student evaluations of a course and its professor are crucial elements in helping faculty achieve excellence in the classroom and the institution in demonstrating that students are gaining knowledge. Students may evaluate courses they are taking starting on the Monday of the twelfth week of instruction through the end of finals week by logging into myUCA and clicking on the Evals button on the top right.

TECHNICAL ISSUES: All students are automatically enrolled and provided access to the class by logging in to MyUCA and clicking the “My Courses” tab. Click on the course name to access the Blackboard Learning System which contains the email, class discussions, assignments, course content, and grades. All assignments and announcements are posted on this instructional resource so it is important to access the calendar and other course tools frequently. To avoid technical problems, save work to the hard drive, email assignments to yourself, save assignments on a USB drive, etc. For technical assistance, call the UCA Information Technology Help Desk at 501-450-3107.