MOREHEAD STATE UNIVERSITY
College of Science and Technology
Department of Health, Wellness, and Physical Performance
Spring 2011 Syllabus

HEALTH 205, (Web Enhanced with up to 50% Online) Psychological Health
Instructor: Teresa Pennington Hardman, PhD
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Office Hours: Tues & Thurs 10:15-11:30am & 12:30-3pm and By Appointment

COURSE DESCRIPTION: Health psychology: foundations, biopsychosocial factors, Psychoneuroimmunology perspective. 3 credit hours

PRE-REQUISITE: Psy 154

REQUIRED TEXT: Donnelly, Joseph W., Eburne, Norm, & Kittleson. Mental Health: Dimensions of Self-Esteem & EmotionalWell-Being. 2007, Allyn & Bacon. (available in MSU Bookstore)
Other readings as assigned
The student is expected to read & study the assigned Readings outside class. Additional information presented in class will supplement the readings.

"Community Engagement: A Light to and from the Mountains"

The Professional Education Unit at Morehead State University delivers rigorous, high quality programs that prepare professionals informed by best national and international scholarship, plus research, literature, and experiences specific to Appalachia- preparing professionals to improve the schools, quality of life, and the communities in which they
live and serve. This statement is not only the strategic mission for the College, but it also incorporates the conceptual framework that guides all our activities.

Conceptual Framework Outcomes (CFO's):

The Unit and the faculty within individual programs assess the degree to which its graduates:

1) Master the content knowledge, professional and the twenty – first century skills need to make an optimal contribution to "whole" student learning in education settings.
2) Are competent in the collection and use of data to inform decision – making and to demonstrate accountability for student learning.
3) Demonstrate professional dispositions

4) Are culturally competent and understand the regions from which they have come utilizing knowledge and experiences to effectively "bridge the gaps" (economic, achievement, and geographic) ensuring optimal learning for all students.
5) Engage in authentic field experiences in collaboration with committed school – based partners and are empowered to improve the quality of education throughout this region and beyond.

INTENDED STUDENT LEARNER OUTCOMES & METHODS FOR ACHIEVING INTENDED LEARNER OUTCOMES: The student will:

1. Increase his/her knowledge of mental health issues such as: stress, pain, addiction, life span developments, physical components related to mental health, grief issues, suicide, & other important mental wellness issues.
   (Methods: Discuss assigned readings. Role play activities. Exams)

2. Increase understanding of the role of biophysical and psychosocial factors on psychological health.
   (Methods: Discuss assigned readings. Exams)

3. Examine the role of cultural differences and how these differences affect individuals in achieving psychological health
   (Methods: Discussion of assigned readings. Exams. Designing & presenting a health education/health promotion session for a special population)

4. Increase understanding of national, state, community & personal health resources & services that promote psychological health.
   (Methods: Research, critique, and discuss community/personal resources for positive mental health)

5. Increase his/her knowledge and skills in communication, decision-making, stress management & goal setting as a means of improving psychological health.
   (Methods: Discuss Assigned readings. Class activities, Role Play, Exams)

6. Become aware of his/her personal preferences, attitudes, biases, beliefs, and values as they relate to mental health issues and positive psychological health.
   (Methods: Discussion and reflection paper on grief activity)

7. Examine the interrelatedness of the six dimensions of the holistic health model (physical, mental/emotional, social intellectual, environmental, and spiritual) in terms of psychological well being
   (Methods: Discuss assigned readings, Exams).

8. Demonstrate computer literacy & collaboration with peers.
   (Methods: Group Project that requires Internet research and collaboration with peers on an assigned mental health issue for a special population to create a powerpoint presentation , discussion, and handouts that incorporate appropriate accommodations for the diversity needs of the assigned special population.)

ADDITIONAL PROFESSIONAL STANDARDS MET BY THESE OBJECTIVES:

Health Educator Entry Level Responsibilities:

1. To assess individual and community needs for health education
7. To act as a resource person in health education

NCATE/ EPSB Accreditation Alignment of Conceptual Framework Outcome's CFO's and SLO's:

Program:	**Health Education P-12**				
Aligned with → Assessment ↓ (point values)	**Kentucky Teacher Standards (KYS)**	**Kentucky Education Reform Act (KERA)**	**Education Professional Standards Board (EPSB)**	**Education Professional Standards Board(EPSB) Themes**	**American Association Of Health Education (AAHE)**
Attendance (50) CFO: SLO: 1-8					**1,6,7**
Exam 1 100) CFO: 1 SLO: 1,2,3,5,7	1				
Exam 2 (100) CFO: 1 SLO: 1,2,3,5,7	1				
Diversity Group Project (100) CFO:1,7 SLO:2,3,8	1,6,8			Diversity Closing the Achievement Gap	**1,2,3,6,7**
Assignment Healthy Grief Exercise with Reflection Paper (50) CFO: 1 SLO: 1,2,6,7	1			Diversity	1
Discussion Board Participation (50) CFO: SLO: 1-8	6,8			Diversity, Closing The Achievement Gap	1,6,7

COURSE REQUIREMENTS, ASSESSMENTS, EVALUATIONS/VALUE:

		Total Possible Points
1. Two (2 exams) at 100 points each	=	**200 points**
2. Diversity Group Project (research, ppt, & presentation	=	**100 points**
3. Attendance	=	**50 points**
4. Discussion Board Participation(6 pt per discussion)	=	**100 points**
5. Healthy Grief Exercise & Reflection Paper)	=	**50 points**
Total Possible		**500 points**

EVALUATION:

A = 90-100% of possible points
B = 80-89% of possible points
C = 70-79% of possible points
D = 60-69% of possible points
E = Less than 60 % of possible points

EXAMS = 67 % of final grade
Other Assignments = 33% of final grade

Assessments and SLO Alignment	**Course Learning Activities**
Assessment (point value)	**Description**
Exams (200 pts) **SLO: 1,2,3,5,7**	**Exams:** Exams will consist of questions from the lecture, class activities and assigned textbook readings. They will take the form of multiple choice and short answer questions. Each exam will be worth 100 points. No make-up exams will be allowed unless prior (before the start of class) arrangements are made. Make-up exams will consist of essay questions.
Discussion Board (100 pts) **SLO: 1,2,3,4,5,6,7,8**	**Online Discussion Participation:** Students will be required to participate in several discussions facilitated by both the instructor and their peers. Students will be required to post a minimum of 3 times for each discussion window and within those posts, students will be required to to cite professional information and resources from research and/or class presented powerpoint presentations.
Diversity Group Project (100pts) **SLO: 2,3,8**	**Diversity Group Project:** Students will complete internet research and collaborate with peers on an assigned mental health issue for a special population to create a powerpoint presentation, discussion, and handouts that incorporate appropriate accommodations for the diversity needs of a special population.
Healthy Grief Exercise & Reflection Paper (50pts) **SLO: 1,2,6,7**	**Healthy Grief Exercise & Reflection Paper:** Following in class discussion of readings on healthy grief, students will have an opportunity to either write an individual obituary or visit a cemetery and read at least ten tombstones. They will then be asked to complete a reflection paper on the exercise. The purpose of the assignment is to provide the student with an opportunity to become aware of their personal beliefs, attitudes, etc. about the experience of grieving. The reflection paper also provides an opportunity to develop articulate writing skills.

Class Attendance (50 pt) **SLO: 1,2,3,4,5,6,7,8**	**Class participation:** Both the in class activities as well as the discussion board topics create active learning opportunities designed to assist the student in the mastery of the material. Students are expected to attend class and participate in the discussion board as well as complete assignments and exams in order to get the full benefit of the class. There are both class points for attendance, as well as online points in the discussion board. There is also a strict attendance policy that can result in a student's grade being lowered as much as one full letter grade if the student exceeds the guidelines of the policy.
TOTAL – 500 pts.	

ATTENDANCE:

This class employs an active learning process in the classroom meetings so it's very important to attend class. There will also be some discussion board activities that will be interactive, so please make every effort to be in class whether in person or on the discussion board. **During the course of a semester, if a student misses more than 3 face to face meetings or 3 discussion board assignments in this class, the semester grade will be dropped by one letter grade. Medical and/or other emergencies will be considered on a case by case basis and will require documentation.**

ASSIGNMENTS:

Assignments are to be completed and turned in by due dates. If a problem arises that prevents completing your assignments on time, please discuss the situation with your instructor **before the due date of the assignment. If the extenuating circumstance is illness or a death in the family, appropriate documentation will be required. No late assignments will be accepted unless such prior discussion and/or documentation has been provided in a timely manner to the instructor.**

EXAMS:

No makeup exam will be given unless very extenuating circumstances prevent your taking the exam. Such circumstances will require documentation. If such circumstances arise, please notify me as soon as feasibly possible. Regularly scheduled exams will be an objective & short essay format. Make-up exams will be an all essay format.

Extra Credit:

There may be some extra credit opportunities offered over the course of the semester. Details will be discussed in class when such options are available.

TENTATIVE CLASS SCHEDULE

Note: The class schedule is always tentative based on the needs of the class. Therefore, the instructor reserves the right to change the schedule. Changes will be posted on the announcement board of blackboard and announced in class meetings.

		Text Chapter
WK 1: 1/17-21	**Holistic Mental Health**	**1**
WK 2: 1/24-28	**Characteristics of People Who Are Mentally Healthy**	**2**
WK 3: 1/31-2/4	**Emotional Well-Being**	
3		
WK 4: 2/7-11	**Mental & Emotional Problems**	**4**
WK 5: 2/14-18	**Mental & Emotional Problems (cont)**	**4**
WK 6: 2/21- 25	**Self Esteem**	**5**
WK 7: 2/28- 3/4	**Communication & Social Well-Being (includes role of culture & other diversity issues)**	**6**
WK 8: 3/7-11	**Exam 1 (chapters 1-6 in text, plus all ppts, lectures, discussion**	
WK 9: 3/14-18	**Stress**	**7**
3/21-25	**SPRING BREAK (enjoy!)**	
WK 9: 3/28-4/1	**Stress Management**	**8**
WK 10:4/4-8	**Spiritual Well-Being**	**9**
WK11: 4/11-15	**Life's Goals and Happiness**	**10**
WK12:4/18-22	**Life's Goals and Grief Issues**	
WK 13:4/25-29	**Mental Health Resources & Helping Professionals**	**11**
WK 14:5/2-6	**Associated Mental Health Issues(Diversity Projects)**	**12**
WK 15: 5/9-13	**Final Exam (covers all group presentations since exam 1, any info posted by the instructor, as well as info presented on the discussion board. Exact final exam window will be announced prior to finals week)**	

Academic Honesty

Cheating, fabrication, plagiarism or helping others to commit these acts will not be tolerated. Academic dishonesty will result in severe disciplinary action including, but not limited to, failure of the student assessment item or course, and/ or dismissal from MSU. If you are not sure what constitutes academic dishonesty, read the Eagle: Student Handbook or ask your instructor. The policy is located at http://morehead-st.edu/units/studentlife/handbook/academicdishonesty.html

Americans with Disabilities Act (ADA)

In compliance with the ADA, all students with a documented disability are entitled to reasonable accommodations and services to support their academic success and safety. Though a request for services may be made at any time, services are best applied when they are requested at or before the start of the semester. To receive accommodations and services the student should immediately contact the Disability Services Coordinator in the Office of Academic and Career Services, 223 Allie Young Hall, 606-783-5188, www.moreheadstate.edu/acs/