SYLLABUS

HEED 310 – Mental and Emotional Health
Credit Hours - 3

“The School of Education prepares knowledgeable, reflective, and caring school executives and teachers who demonstrate leadership in their schools and classrooms, use research to inform practice, communicate effectively with all students and parents, and work diligently to prepare students to live and work in a diverse, global, and technologically advanced society.”

<table>
<thead>
<tr>
<th>Instructor: Nosa Obanor</th>
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<tr>
<td>Phone Number: 910/672-1524</td>
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<tr>
<td>Email Address: <a href="mailto:nobanor@uncfsu.edu">nobanor@uncfsu.edu</a></td>
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<tr>
<td>Semester: Fall 2014</td>
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<tr>
<td>Course Location: Room 334 HPER Complex</td>
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<tr>
<td>Meeting Day &amp;Time: 09:30 – 10:45 T,TH</td>
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<td>Office Hours: MW: 10-12:00pm, 2:00 – 4:00pm; TTH: 9-9:30am</td>
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<td>Course Credit Hours: 3</td>
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</table>
1. **Course Description**
   A study of the fundamental principles underlying emotional health, including human relationship, stress, social-learning adjustments, personality, and life styles.

2. **Textbook**

**Student Learning Outcome**

**Degree Program**
1. Teacher candidates will know their content based on the North Carolina Standard Course of Study, State Standards and CAEP.
2. Teacher candidates will integrate 21st century knowledge and skills in instruction.

**University College Core**
1. Scientific Literacy: Students will create and assess hypotheses using research methods, interpret and express the results of observation and experimentation, understand the fundamental concepts of natural and social sciences, and apply scientific knowledge to situations common to daily life to promote physical and psychological well-being.

3. **COURSE GOALS AND OBJECTIVES**

   **General Objective:**
   Students will understand the complexity of the multidimensional perspectives of mental health. Students will learn, understand and be able to apply the skills necessary to deal with life situations in a healthy manner; one which enables them to meet their own needs without taking risk with their health and developing a well-integrated and well-adjusted personality with a positive self-image, sound decision-making skills and good interpersonal relationships.

   **SPECIFIC COURSE OBJECTIVES**
   After completing this course, the student will be able to demonstrate a competence level of 85% of each of the following objectives:
   1. Identify/describe the concept and multidimensional aspects of mental health;
   2. Identify and explain factors that determine mental health;
   3. List and describe the different types of mental health conditions and or problems at different life stages;
   4. Identify strategies and interventions for dealing with mental health problems;
   5. Identify local, national and international resources that relate to mental health.

**North Carolina Department of Public Instruction (NCDPI) Professional Teaching Standards**
The North Carolina Professional Teaching Standards, developed by NCDPI, are aligned to the expectations and requirements of the course. The standards are identified below and will be posted on Blackboard in their entirety.
   - Teachers know the content they teach

**School of Education Conceptual Framework**
Description
The vision of the School of Education at Fayetteville State University is predicated upon the belief that we prepare knowledgeable, reflective, and caring professionals for teaching and leadership roles in a global society. Our candidates leave their programs of study knowledgeable about their subject matter, experienced in the teaching process, and prepared to use their knowledge, skills, and abilities to help students succeed academically, as well as to improve family support of education in a technological and global society. The knowledge base represents and is organized around the philosophical and theoretical underpinnings of the seven key tenets of the conceptual framework (caring dispositions and ethical responsibility; communication; knowledgeable and reflective professionals; research and leadership; respect for diversity and individual worth; technological competence and educational applications; and working with families and communities).

The conceptual framework, explicated by a philosophy that is grounded in knowledge, has been a guiding force for program development, review, and assessment for over a decade. The conceptual framework embodies the standards by which programs unit-wide are developed, evaluated, and revised. It represents our system of beliefs, our values, and practices that determine how we instruct and interact with candidates, P-12 educators, students, and families. The conceptual framework builds on the unit’s vision and mission statements.

Through our philosophy, the conceptual framework provides direction for our curriculum and programs. It clearly identifies the knowledge base that under grids our curriculum and programs, what the unit will teach (based on state and national standards); explains how the unit will teach (based on our knowledge base and sound research practices); why it teaches as it does and why these strategies will yield the required results for your knowledgeable, reflective, and caring professionals. It reiterates its commitments to diversity, research, leadership, and technology and delineates the dispositions, attitudes, and values we believe that our candidates should demonstrate.

The unit’s philosophy helps shape our conceptual framework themes and the knowledge base on which the candidates’ proficiencies, assessments, and evaluations measures are based. The conceptual framework is linked to our beliefs, values, and philosophy about teaching and learning. All facets of the conceptual framework are interrelated, interdependent, and interactive. Our themes are caring dispositions and ethical responsibility; communication; knowledgeable and reflective professionals; research and leadership; respect for diversity and individual worth; technological competence and educational applications; and working with families and communities. The candidate proficiencies, which are an outgrowth of the conceptual framework themes, are accomplished through teaching, research, and service.

The conceptual framework themes help to strengthen the unit’s and institution’s mission and vision of a caring candidate who has in-depth knowledge of teaching, students, and their families and who will be prepared for a diverse, technological, and global society today and in the future. The conceptual framework underscores the importance of assuring that our candidates understand the contemporary family and use that knowledge to help students learn, achieve, and succeed in life. The program helps our education professionals to develop sensitivity to all types
of diversity and to practice responsive pedagogy. Candidates understand that technology is a tool to learn with and know how to utilize technology to enhance instruction, learning, research, and data management. The program produces teachers who become leaders in their schools, communities, and professional organizations. The unit graduates teachers and school executives who collect and analyze data and use research effectively to improve teaching and learning for all students. Caring teachers are committed to working with all learners, culturally diverse families, and in promoting the success of all students. In short, our conceptual framework was collaboratively developed, has been shared with all stakeholders, and is coherent, knowledge based, and consistently evaluated and updated.

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<thead>
<tr>
<th>Conceptual Framework Themes</th>
<th>School of Education Expectations</th>
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<tbody>
<tr>
<td>Caring Dispositions and Ethical Responsibility (1)</td>
<td>Candidates completing these programs are caring and ethically responsible teachers and school executives who are committed to working with all learners, diverse families, and promoting the success of all students.</td>
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<td>Communication (2)</td>
<td>Candidates understand the importance of world languages and communicate effectively and proficiently with all students, parents, peers, and administrators.</td>
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<td>Knowledgeable and Reflective (3)</td>
<td>Candidates should be knowledgeable about their subject matter and the teaching process, and they should use this knowledge to help students succeed academically, and to improve family support of education in a technological and global society.</td>
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<td>Research and Leadership (4)</td>
<td>Candidates completing these programs combine theory and practice in preparation to assume the roles of teacher leaders and school, district, and higher education executives. Candidates work to improve the profession and contribute to the establishment of positive working conditions. Candidates are taught to use research to expand their knowledge base and make evidence-based decisions.</td>
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<td>Respect for Diversity and Individual Worth (5)</td>
<td>Candidates completing our programs develop sensitivity to all types of diversity and practice responsive pedagogy.</td>
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<td>Technological Competence and Applications for Student Learning (6)</td>
<td>Candidates understand that technology is a tool that supports learning. Candidates incorporate technologies appropriately to enhance instruction, learning, research, and data management.</td>
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<td>Working with Families and Communities (7)</td>
<td>Candidates understand and are able to identify the characteristics of diverse families and communities. Candidates will use that knowledge to help students learn, achieve, and succeed in life.</td>
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### COURSE OUTLINE (with Assignment Schedule)

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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment Due</th>
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<tbody>
<tr>
<td>WK 1</td>
<td>Course Introduction</td>
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<tr>
<td>WK 2-3</td>
<td>Mental Health, Mental illness and Historical Perspective</td>
<td>Chapter 1</td>
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<td>WK 4</td>
<td>Roles of Health Educator and Health Promoters in Mental Health</td>
<td>Chapter 2</td>
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<td>WK 5</td>
<td><strong>Chapters 1 and 2</strong></td>
<td>Examination</td>
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<td></td>
<td>Determinants of Mental Health</td>
<td>Chapter 3</td>
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<tr>
<td>WK. 6</td>
<td>Stress and Coping</td>
<td>Chapter 4</td>
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<tr>
<td><strong>WK. 7</strong></td>
<td><strong>Chapters 3 and 4</strong></td>
<td>Examination</td>
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<tr>
<td></td>
<td>Understanding Major Psychotic Disorders</td>
<td>Chapter 5</td>
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<tr>
<td>WK. 8-9</td>
<td>Understanding Mood, Anxiety and Personality disorders</td>
<td>Chapter 6</td>
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<tr>
<td></td>
<td><strong>Chapters 5 and 6</strong></td>
<td>Examination</td>
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<td></td>
<td><strong>Mid-term Break</strong></td>
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<tr>
<td>WK. 10-11</td>
<td>Alcohol Dependence, Tobacco and Substance Abuse</td>
<td>Chapter 7</td>
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<tr>
<td>WK. 12</td>
<td>Essentials of Psychopharmacology and Treatment of Mental Health Disorder</td>
<td>Chapter 8</td>
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<tr>
<td>WK. 13</td>
<td>Mental Health Promotion For Children and Adolescent</td>
<td>Chapter 9</td>
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<td></td>
<td><strong>Chapters 7, 8 and 9</strong></td>
<td>Examination</td>
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<tr>
<td>WK. 14</td>
<td>Mental Health Promotion for Adults</td>
<td>Chapter 10</td>
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<td>WK. 15</td>
<td>Mental Health For Older Adults</td>
<td>Chapter 11</td>
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<td>WK. 16</td>
<td>Mental Health Organizations</td>
<td>Chapter 12</td>
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<tr>
<td></td>
<td><strong>Chapters 10, 11, and 12</strong></td>
<td>Examination</td>
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### 4. EVALUATION CRITERIA

1. Examinations: 70%
2. Assignments: 15%
3. Quizzes: 5%
4. Article Critique: 5%
5. Attendance and Participation: 5%

**Grading Scale**

- 92 - 100 = A
- 83 - 91 = B
- 73 - 82 = C
- 64 - 72 = D
- Below 64 = F
INSTITUTIONAL GUIDELINES

Academic Integrity: Dishonesty in Academic Affairs
Acts of dishonesty in any work constitute academic misconduct. Such acts include cheating, plagiarism, misrepresentation, fabrication of information, and abetting any of the above. Plagiarism in particular presents pitfalls to be avoided: failure to document any words, ideas, or other contributions that do not originate with the author constitutes plagiarism. Widespread use of the World Wide Web (Internet) requires particular attention to proper documentation practices. Individual course syllabi offer additional clarification about requirements for proper documentation. Actions outlined in the Fayetteville State University Student Handbook under Disciplinary System and Procedures will be followed for incidents of academic misconduct. The handbook may be obtained from the Office of Student Affairs located in the Collins Administration Building.  Fayetteville State University Undergraduate Catalog pg. 85

Behavior in the Classroom
The Code of the University of North Carolina (of which FSU is a constituent institution) and the FSU Code of Student Conduct affirm that all students have the right to receive instruction without interference from other students who disrupt classes.

FSU Core Curriculum Learning Outcome under Ethics and Civic Engagement (6.03): All students will “prepare themselves for responsible citizenship by fulfilling roles and responsibilities associated with membership in various organizations.” Each classroom is a mini-community. Students learn and demonstrate responsible citizenship by abiding by the rules of classroom behavior and respecting the rights all members of the class.

The FSU Policy on Disruptive Behavior (see FSU website for complete policy) identifies the following behaviors as disruptive:
1. Failure to respect the rights of other students to express their viewpoints by behaviors such as repeatedly interrupting others while they speak, using profanity and/or disrespectful names or labels for others, ridiculing others for their viewpoints, and other similar behaviors;
2. Excessive talking to other students while the faculty member or other students are presenting information or expressing their viewpoints;
3. Use of cell phones and other electronic devices;
4. Overt inattentiveness (sleeping, reading newspapers);
5. Eating in class (except as permitted by the faculty member);
6. Threats or statements that jeopardize the safety of the student and others;
7. Failure to follow reasonable requests of faculty members;
8. Entering class late or leaving class early on regular basis; and
9. Others as specified by the instructor.

The instructor may take the following actions in response to disruptive behavior. Students should recognize that refusing to comply with reasonable requests from the faculty member is another incidence of disruptive behavior.
1. Direct student to cease disruptive behavior;
2. Direct student to change seating locations;
3. Require student to have individual conference with faculty member. At his meeting the faculty member will explain the consequences of continued disruptive behavior;  
4. Dismiss class for the remainder of the period; (Must be reported to department chair)  
5. Lower the student’s final exam by a maximum of one-letter grade; or  
6. File a complaint with the Dean of Students for more severe disciplinary action.  
Students who believe the faculty member has unfairly applied the policy to them may make an appeal with the faculty member’s department chair.  

Class Attendance  
Students are expected to attend all class meetings, laboratories, and other instructional sessions for all courses in which they are enrolled. Students are also expected to arrive to class on time and remain in class for the entire scheduled period. Likewise, students are expected to complete all assigned Blackboard activities within the assigned window of time. When students must miss class(es) for unavoidable reasons, i.e., illness, family emergencies, or participation in official university sponsored activities – they are responsible for informing faculty of the reasons for the absences, in advance if possible, and completing all missed assignments.  

During the first half of the semester/term, faculty will assign an interim grade of “EA,” Excessive Absences, for students whose class absences exceed 10% of the total contact hours for the class. Students who receive EA interim grades must either withdraw from the class or resume attendance. Students who resume attendance must consult with the instructor about completion of missed assignments. The EA is not a final grade, so students who are assigned an interim grade of EA, but do not withdraw from the class, will receive a final grade based on the evaluation criteria for the class.  

Students shall be allowed a minimum of two (2) excused absences each academic year for religious observances required by the faith of the student. Such absences must be requested in accordance with the procedures in this Policy.  

The minimum of two (2) excused absences from classes for religious observances shall not be counted against any mandatory attendance requirements; however beyond the minimum stated in this Policy, instructors shall maintain authority to establish and enforce the attendance policy for the courses they are teaching.  

Students shall be given the opportunity to make up tests and other work missed due to an excused absence for a religious observance. Students shall not be relieved of their responsibility for any part of the course work required during their period of absence. Instructors may appropriately respond if a student fails to satisfactorily complete any alternative assignment or examination.  

Requesting an Absence due to Religious Observance  
A. At least ten (10) calendar days prior to the date of the observance, a student shall complete the Request for Class Absence Due to Required Religious Observance form and submit it to the Center for Personal Development.
B. If the student has provided the Request for Class Absence Due to Required Religious Observance form to the Center for Personal Development in the time prescribed, the student shall be granted the excused absence as prescribed by this Policy. The Center for Personal Development shall be responsible for notifying the student’s instructors of the student’s approved absence.

C. The Center for Personal Development shall also be responsible for denying a student’s request should the student have exceeded the student’s two (2) excused absences, as allowed by this Policy. In such instances, the student should make a request for an excused absence due to a religious observance directly to the student’s instructors. The instructor will evaluate the student’s request according to the guidelines in the course syllabus regarding excused absences. If the student’s request is approved, the student shall be responsible for completing all make-up assignments.

**Grade of Incomplete**
A grade of incomplete will only be assigned upon mutual agreement between instructor and student and in the case of extremely extenuating circumstances. Extenuating circumstances might include significant health issues or death in the immediate family. A contract will be developed between student and instructor outlining a plan for course completion and deadline for work to be submitted.

**Withdrawal from Class**
Complete the form available on the registrar’s website [http://www.uncfsu.edu/registrar/forms.htm](http://www.uncfsu.edu/registrar/forms.htm), obtain signatures from instructor and advisor, then return completed form to Registrar's office. You will not receive any refund of tuition and fees for withdrawing from a class. You should strive to earn credit for any and all classes you are enrolled in. If you are withdrawing from all the courses in which you are enrolled, even if you are enrolled in only one course, you must withdraw from the university. Excessive withdrawals will jeopardize your financial aid. Ask Financial Aid about the 67% rule. Effective fall 2009, you will be permitted five no-penalty class withdrawals only. After 5, they will be calculated as "F".

**Withdraw from the University**
Withdraw from University means you are withdrawing from all classes for the semester due to circumstances that prevent you from being able to complete classes. Locate the deadlines for the drop/add period and withdrawal at the Office of the Registrar’s website: [http://www.uncfsu.edu/registrar/index.htm](http://www.uncfsu.edu/registrar/index.htm). Also, in addition to your instructor, contact the Center for Personal Development at (910) 672 1203/1222 for additional support and information regarding special circumstances that prevent you from being able to complete classes.

**Disabled Student Services**
In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ADA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910 672 – 1203.

**FSU Policy on Electronic Mail**
Fayetteville State University provides to each student, free of charge, an electronic mail account ([username@uncfsu.edu](mailto:username@uncfsu.edu)) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail. Rules and regulations governing the use of FSU email may be found at [http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf](http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf)

**Inclement Weather**
We will follow the Fayetteville State University inclement weather schedule. Consult the university webpage, local radio and television statements for announcements. While the university may be closed, online courses may continue as scheduled.

**Register your phone for emergency text alerts** (optional). FSU has a state-of-the-art emergency alert system. One part of that system allows students to register a cell phone to receive text alerts about emergency situations on campus (e.g., closure due to inclement weather). To register a phone,

- Go to the [FSU Bronco Alert Emergency Message Sign-Up](http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf) page.
- Enter your Banner ID.
- Enter your cell phone number, then enter it again to verify.
- Click Submit.

**TEACHING STRATEGIES**
1. Lecture and discussion
2. Audio-visual aids
3. Reading and written assignment
4. Individual projects with oral presentation
5. Role playing
6. Public School observation/participation
7. Research topics

**REFERENCES**

www.cdc.gov
NIH.gov