



**HHPH 220: Foundations of Mental Health Promotion**  
**COURSE SYLLABUS: Spring 2025**

**INSTRUCTOR INFORMATION**

**Instructor:** Katharine (Katie) Halfacre, PhD  
**Office Location:** Nursing and Health Science  
**Office Hours:** Tuesday 11:00am – 3:30pm and Thursday 3:00pm – 3:30pm  
**University Email Address:** [Katharine.Halfacre@tamuc.edu](mailto:Katharine.Halfacre@tamuc.edu)  
**Preferred Form of Communication:** Email  
**Communication Response Time:** 24 – 48 hours

**COURSE INFORMATION**

Textbook(s) Required:

Textbook: Foundations of Mental Health Promotion, 2nd edition, by Manoj Sharma, MBBS, PhD, MCHES. ISBN: 9781284227659. Access at  
<https://www.jblearning.com/catalog/productdetails/9781284199758>

If you have any issues, please contact me immediately so we can troubleshoot.

Optional Texts and/or Materials:

APA formatting is required on all written assignments unless otherwise noted in the assignment directions. All students are encouraged to consult the APA Publication Manual: Publication Manual of the American Psychological Association, (7th ed.)

*The syllabus/schedule are subject to change.*

## **Course Description**

This course is designed to provide the student with principles and methods necessary for understanding emotional health and developing an emotional health plan. The concept of emotional wellness and the role stress play in emotional health development are examined.

## **Student Learning Outcomes**

By the end of the course, the successful student should be able to:

1. Analyze the impact of social, environmental, and cultural factors on mental health using relevant theoretical models (e.g., biopsychosocial, ecological).
2. Evaluate the effectiveness of diverse mental health promotion interventions and programs by considering research findings and best practices.
3. Apply knowledge of mental health disorders, including prevalence, symptoms, and risk factors, to propose appropriate prevention and intervention strategies.
4. Communicate effectively about mental health issues with diverse audiences, demonstrating sensitivity and reducing stigma.
5. Develop a mental health promotion plan for a specific population or community, incorporating evidence-based strategies and addressing ethical considerations.
6. Critically evaluate information and resources related to mental health, demonstrating information literacy and the ability to discern credible sources.

## **Minimal Technical Skills Needed**

Students should have a basic knowledge of computer and Internet skills in order to be successful in an online course. Here are some highlights:

1. Knowledge of terminology, such as browser, application, URL, etc.
2. Understanding of basic computer hardware and software; ability to perform computer operations, such as: managing files and folders: save, name, copy, move, backup, rename, delete, check properties
3. Ability to use the learning management system, using Microsoft Word and PowerPoint, using presentation and graphics programs, accessing and navigating sites like YouTube
4. Knowledge of copying and pasting, spell-checking, saving files in different formats and sending and downloading attachments
5. Internet skills (connecting, accessing, using browsers) and ability to perform online research using various search engines and library databases.
6. Ability to use online communication tools, such as email (create, send, receive, reply, print, send/receive attachments), discussion boards (read, search, post, reply, follow threads), chats, etc.

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### **Instructional Methods**

Students will utilize the text, PPT, and supplemental. Each week includes a chapter quiz, case study, and discussion. Students will attend lectures each week and participate in class activities.

### **Student Responsibilities or Tips for Success in the Course**

#### **Strong reading and writing skills:**

Content knowledge will come from your own personal research, textbooks, discussions, lectures, and videos; therefore, strong reading, writing and critical thinking skills are very important for success. Success in this class will come from independent reading of textbook chapters as well as other assigned material.

### **GRADING**

Final grades in this course will be based on the following scale:

A = 90%-100%

B = 80%-89%

C = 70%-79%

D = 60%-69%

F = 59% or Below

Total points corresponding to the final letter grades:

A = 832 – 925 Points

B = 740 – 831 Points

C = 647 – 739 Points

D = 555 – 646 Points

F = < 555 Points

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Point values of the assessments in the calculation of the final letter grade:

Syllabus Quiz	20 points
Chapter Quizzes	240 points
Job Talk	100 points
Reflective Journals (3)	120 points
Personal Wellness Plan	40 points
Mental Health Advocacy Campaign	80 points
Exams	400 points
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<b>Total Possible Points</b>	<b>1,000 points</b>

## **Assessments**

### **Syllabus Quiz:**

Students will confirm their understanding of the syllabus by completing a syllabus quiz. They will have unlimited attempts. A score of 100% is required.

### **Chapter Quizzes:**

Quizzes will be conducted to assess knowledge of the chapters in the text.

### **Job Talk:**

Students will select a specific job in the mental health field that interests them. They will then prepare and deliver a presentation to the class, simulating a job interview scenario. This presentation should showcase their understanding of key concepts, relevant skills, and passion for the chosen field.

### **Reflective Journals:**

Students will complete three (3) reflective journals. Students will reflect on course material, personal experiences, and their evolving understanding of mental health. Specific details will be provided during the semester in D2L.

### **Personal Wellness Plan:**

Students will develop a personalized plan for maintaining or improving their own mental well-being. Specific details will be provided during the semester in D2L.

### **Mental Health Advocacy Campaign:**

Students work in groups to design and implement a small-scale mental health advocacy campaign. Groups will outline their campaigns and present these in class. Specific details will be provided during the semester in D2L.

### **Exams:**

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Four exams will be conducted during this course to assess knowledge of topics covered during the semester. The final exam will not be comprehensive. Specific details will be provided during the semester in D2L.

## TECHNOLOGY REQUIREMENTS

### LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

[https://documentation.brightspace.com/EN/brightspace/requirements/all/browser\\_support.htm](https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm)

YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/enus/articles/115007031107-Basic-SystemRequirements>

## ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu).

**Note:** Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

## COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

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## **Technical Support**

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

## **Interaction with Instructor Statement**

Students can expect a response to contact (email preferred) within 48 hours. Generally, the instructor will attempt to respond to contact as soon as possible. Assignments will be graded and posted in a timely manner. Office hours are posted and appointments should be scheduled during those times.

## **COURSE AND UNIVERSITY PROCEDURES/POLICIES**

### **Course Specific Procedures/Policies**

**Electronic Devices & Acceptable Use Policy:** Cell phones and other electronic devices should be silenced and put away upon entry into the classroom. This practice ensures that your electronic devices will not be a distraction. You should only use electronic devices to take notes or for relevant class activities. There will be no penalty for utilizing your cell phone or other electronic devices in a manner that does not impact the learning environment for others. Students who negatively impact the learning environment may be asked to leave the classroom, if necessary, and will not receive credit for missed work. Photos, video, or any other type of recording may not be taken in class without prior expressed written consent of every individual who may appear in such recordings. With respect to online activities, the use of cell phones and other electronic devices is strictly prohibited during quizzes and exams.

**Artificial Intelligence:** Intellectual honesty is vital to an academic community and for my fair evaluation of your work. All work submitted in this course must be your own, completed in accordance with the University's academic regulations. You may not engage in unauthorized collaboration or make use of ChatGPT or other AI composition software.

### **Syllabus Change Policy**

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

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## **University Specific Procedures**

### **Student Conduct**

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: <https://www.britannica.com/topic/netiquette>

### **TAMUC Attendance**

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

### **Academic Integrity**

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

[Undergraduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

[Graduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

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## **Students with Disabilities-- ADA Statement**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

### **Office of Student Disability Resources and Services**

Texas A&M University-Commerce

Velma K. Waters Library Rm 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: [studentdisabilityservices@tamuc.edu](mailto:studentdisabilityservices@tamuc.edu)

Website: [Office of Student Disability Resources and Services](http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

## **Mental Health and Well-Being**

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available to you for guidance and support whenever you need it.



## **Nondiscrimination Notice**

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

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## Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&MCommerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url: <http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&MCommerce campuses. Report violations to the University Police Department at 903886-5868 or 9-1-1.

## A&M-Commerce Supports Students' Mental Health

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit [www.tamuc.edu/counsel](http://www.tamuc.edu/counsel)

HHPH 220 Schedule			
Week	Topics	Activities & Assignments	Due Dates
1	Read	Syllabus "The Mental Health Crisis on College Campuses" from NEA Today	1/19
	Quiz	Syllabus Quiz	
Week	Topics	Activities & Assignments	Due Dates
2	Read	Chapter 1: Mental Health, Mental Illness, and Historical Perspectives	1/26

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	Quiz	Ch. 1 Quiz	
Week	Topics	Activities & Assignments	Due Dates
3	Read	Chapter 2: Roles of Health Educators and Health Promoters in Mental Health Promotion	2/2
	Quiz	Ch. 2 Quiz	
Week	Topics	Activities & Assignments	Due Dates
4	Read	Chapter 3: Determinants of Mental Health	2/9
	Assignments	Reflective Journal #1	
	Quiz	Ch. 3 Quiz	
Week	Topics	Activities & Assignments	Due Dates
5	Read	Chapter 4: Stress and Coping	2/16
	Quiz	Ch. 4 Quiz	
Week	Topics	Activities & Assignments	Due Dates
6	Quiz	Exam 1 (Ch. 1-4)	2/23
Week	Topics	Activities & Assignments	Due Dates
7	Read	Chapter 5: Understanding Major Psychotic Disorders	3/2
	Quiz	Ch. 5 Quiz	
Week	Topics	Activities & Assignments	Due Dates
8	Read	Chapter 6: Understanding Mood, Anxiety, and Personality Disorders	3/9
	Quiz	Ch. 6 Quiz	
SPRING BREAK (3/10-3/14)			
Week	Topics	Activities & Assignments	Due Dates
9	Read	Chapter 7: Alcohol Dependence, Tobacco Use, and Substance Abuse	3/23
	Assignments	Reflective Journal #2	

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	<b>Quiz</b>	<b>Ch. 7 Quiz</b>	
<b>Week</b>	<b>Topics</b>	<b>Activities &amp; Assignments</b>	<b>Due Dates</b>
<b>10</b>	Read	Chapter 8: Essentials of Psychopharmacology and Treatment of Mental Health Disorders	<b>3/30</b>
	<b>Quiz</b>	<b>Ch. 8 Quiz</b> <b>Exam 2 (Ch. 5-8)</b>	
<b>Week</b>	<b>Topics</b>	<b>Activities &amp; Assignments</b>	<b>Due Dates</b>
<b>11</b>	Read	Chapter 9: Mental Health Promotion for Children and Adolescents	<b>4/6</b>
	<b>Assignments</b>	<b>Personal Wellness Plan (Begin)</b> <b>Mental Health Advocacy Campaign (Progress)</b>	
	<b>Quiz</b>	<b>Ch. 9 Quiz</b>	
<b>Week</b>	<b>Topics</b>	<b>Activities &amp; Assignments</b>	<b>Due Dates</b>
<b>12</b>	Read	Chapter 10: Mental Health Promotion for Adults	<b>4/13</b>
	<b>Assignments</b>	<b>Personal Wellness Plan (Due)</b> <b>Mental Health Advocacy Campaign (Progress)</b>	
	<b>Quiz</b>	<b>Ch. 10 Quiz</b>	
<b>Week</b>	<b>Topics</b>	<b>Activities &amp; Assignments</b>	<b>Due Dates</b>
<b>13</b>	Read	Chapter 11: Mental Health for Older Adults Chapter 12: Mental Health Organizations	<b>4/21 (Extension for Easter)</b>
	<b>Assignments</b>	<b>Mental Health Advocacy Campaign Presentations</b> <b>Job Talk (Begin)</b>	
	<b>Quiz</b>	<b>Ch. 11 Quiz</b> <b>Ch. 12 Quiz</b>	

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<b>Week</b>	<b>Topics</b>	<b>Activities &amp; Assignments</b>	<b>Due Dates</b>
<b>14</b>	<b>Assignments</b>	<b>Job Talk (Progress)</b> <b>Reflective Journal #3</b>	<b>4/27</b>
	<b>Quiz</b>	<b>Exam 3 (Ch. 10-12)</b>	
<b>Week</b>	<b>Topics</b>	<b>Activities &amp; Assignments</b>	<b>Due Dates</b>
<b>15</b>	<b>Assignments</b>	<b>Job Talk Presentations</b>	<b>4/28</b>
<b>Week</b>	<b>Topics</b>	<b>Activities &amp; Assignments</b>	<b>Due Dates</b>
<b>16</b>	<b>Quiz</b>	<b>Final Exam (Comprehensive)</b>	<b>5/9</b>

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