



HHPH 220: FOUNDATIONS OF MENTAL HEALTH PROMOTION

COURSE SYLLABUS: Fall 2026

This syllabus/schedule is subject to change. Any changes will be announced in advance.

INSTRUCTOR INFORMATION

Instructor	Dr. Rahmatu Kassimu
Office Location	Online / Dallas Northpark Site, as applicable
Office Hours	By appointment; Zoom appointments available
Office Phone	903-886-5349
University Email Address	Rahmatu.Kassimu@etamu.edu
Preferred Form of Communication	Email or D2L/Brightspace course message, as directed in the course shell

Communication Response Time: 24-48 business hours, outside of weekends, campus holidays, or university closures. Questions emailed on weekends may not receive a response until the work week begins.

COURSE INFORMATION

Course Value	Three (3) Credit Hours
Course Location	Online
Course Time	Online / asynchronous weekly modules
Learning Management System	D2L/Brightspace
Required Text	Sharma, M. Foundations of Mental Health Promotion, 2nd edition. Students will be provided access to the e-book within D2L/Brightspace. Students do not need to purchase the text separately because the cost is included in course fees. Students should have first-day access to the text and should notify the instructor immediately if access is unavailable.
Prerequisite	None listed in the provided course information.
Course Dates	August 20 - December 4, 2026. Finals Week begins December 5, 2026.

Course Description

This course is designed to teach students about mental health and mental illness with a focus on medical, epidemiological, behavioral, sociological, political, historical, developmental, and cultural perspectives in the field. Students will be introduced to the field of mental health promotion, and both individual- and population-level approaches to handling mental health concerns are emphasized. At its core, this course examines approaches to mental health promotion while keeping cultural humility at the forefront and using the dual continuum model of mental health, ranging from languishing to thriving.

Student Learning Outcomes

- Define, describe, and differentiate the concepts of mental health, mental disorder, and wellness.

- Describe and apply the dual continuum model of mental health and mental illness to individual and community scenarios.
- Discuss the tenets of health education and health promotion and apply those tenets within the context of mental health.
- Identify determinants of mental health and analyze how those determinants impact individuals, families, groups, and communities.
- Define stress and discuss both positive and negative consequences of stress.
- Describe the role of the DSM-5 in the evaluation and diagnosis of mental disorders and substance use disorders.
- Identify and discuss approaches to mental health and substance use treatment, including pharmacological and non-pharmacological approaches.
- Name and describe national organizations that support the research, diagnosis, and treatment of mental health disorders.
- Design an applied mental health promotion message, resource, or campaign that demonstrates cultural humility, audience awareness, and accurate use of course concepts.

Instructional Methods

This online course uses weekly modules, textbook readings, short lectures or instructor notes, videos or podcasts as assigned, chapter quizzes, participation activities, applied mental health promotion labs, peer review, and a scaffolded final project. The course is designed around application: students will not only define mental health promotion concepts, but also use those concepts to analyze realistic scenarios, consider determinants of mental health, translate information for specific audiences, and design practical mental health promotion messages or resources.

Minimal Technical Skills Needed

- Basic computer and internet skills, including file management, downloading, uploading, saving, naming, copying, moving, and backing up files.
- Ability to use D2L/Brightspace, Microsoft Word, PowerPoint, and other presentation or graphics tools as needed.
- Ability to access videos, podcasts, websites, library databases, and credible mental health or public health resources.
- Ability to use online communication tools such as email, discussion boards, course messages, and attachments.
- Ability to submit work in a file format that can be opened and reviewed by the instructor, such as Word or PDF, unless otherwise specified.

Student Responsibilities and Tips for Success

Strong reading, writing, and critical thinking skills

Most course learning will come from assigned readings, lectures, videos, discussions, and applied assignments. Students should read the assigned chapter and module materials before completing quizzes, participation activities, labs, or final project work.

Self-motivation and independence

Online courses require regular attention, self-discipline, and weekly planning. Students are responsible for following the course schedule and meeting assignment deadlines.

Time commitment

A three-credit online course requires time for reading, viewing lectures, participating, studying, and completing assignments. Students should plan consistent weekly work time rather than waiting until the due date.

Active learning

Students should ask questions early when they do not understand expectations or content. Participation means more than logging in; it includes engaging course materials, completing work, and contributing meaningfully to discussions.

ASSESSMENTS

The student will be responsible for obtaining all materials presented online, assigned readings from the textbook, and any outside assignments given by the instructor. All class assignments must be turned in online through D2L/Brightspace. No emailed work will be accepted unless the instructor gives written permission. Unless otherwise specified, all assignments are due by 11:59 p.m. Central Time on the date listed in the course calendar.

Application-Based Course Design		
This course uses applied mental health promotion labs, participation activities, and a final campaign project so students can practice the work of mental health promotion: analyzing scenarios, considering determinants, identifying protective factors, translating information clearly, and designing audience-centered messages or resources.		
Assessment	Points	Description
Introduction Discussion	50	Students introduce themselves and connect their interests or experiences to mental health promotion.
Syllabus Quiz	50	Students confirm understanding of course expectations, policies, and navigation requirements.
Chapter Quizzes	200	4 quizzes x 50 points each. Quizzes support accountability for readings and core concepts and may include scenario-based items.
Applied Mental Health Promotion Labs	200	4 labs x 50 points each. Labs require students to apply weekly concepts to realistic mental health promotion contexts.
Weekly Participation Activities	150	12 activities x 12.5 points each. Activities provide low-stakes opportunities to apply chapter concepts.
Final Mental Health Promotion Campaign	300	Semester-long scaffolded project including topic statement, audience/message brief, outline/storyboard, final campaign product, and educational rationale/reflection.
Peer Review of Final Campaigns	50	Students review classmates' final campaign products and provide constructive, course-informed feedback.
Total	1000	

Grading Scale

A	B	C	D	F
900-1000 pts	800-899 pts	700-799 pts	600-699 pts	0-599 pts

Assignment Descriptions

Chapter Quizzes

Each chapter quiz assesses key concepts from the required textbook chapters and module materials. Quizzes are intended to support preparation for applied assignments and the final project. Quizzes may include multiple choice, matching, short case scenarios, or questions that require students to apply concepts to real-world examples. Unless otherwise specified in D2L/Brightspace, quizzes are timed and must be completed by the listed deadline.

Applied Mental Health Promotion Labs

Applied Mental Health Promotion Labs are short, practice-based assignments that ask students to use course concepts in realistic mental health promotion contexts. Unless otherwise noted in D2L/Brightspace, labs should be clear, organized, evidence-informed, and submitted as Word or PDF documents. Lab directions and grading criteria will be provided in each weekly module.

Lab	Title	Primary Skill Practiced
1	Dual Continuum Application Map	Apply the dual continuum model to an individual, campus, workplace, family, or community scenario.
2	Determinants of Mental Health Community Scan	Identify social, cultural, environmental, economic, and policy-level determinants that may shape mental health.
3	Stress, Coping, and Protective Factors Plan	Analyze a stress-related scenario and design individual, relational, and community-level supports.
4	Mental Health Resource Navigation Brief	Identify appropriate mental health resources and consider access barriers such as stigma, cost, transportation, language, and trust.

Weekly Participation Activities

Participation activities are designed to give online students a consistent opportunity to engage course material in ways that mirror applied in-class learning. Activities may include short reflections, scenario responses, resource critiques, myth-busting posts, one-concept applications, or brief public health message design tasks. Activities are typically low-stakes and should be completed within the weekly module by the listed deadline.

Final Mental Health Promotion Campaign

The final project requires students to select a mental health promotion topic, identify a specific audience, explain why the topic matters, design a practical mental health promotion product, and submit an educational rationale/reflection connecting the campaign to course concepts. Students may create a call-to-action video, social media carousel, infographic, podcast-style audio, campus/community resource guide, mini-workshop outline, or another instructor-approved product.

Component	Points	Purpose
Project Topic Statement	25	Identify the mental health promotion topic, intended audience, and why the issue matters.
Audience and Message Brief	35	Explain the target audience, key message, determinants or barriers, and desired action.
Campaign Outline or Storyboard	40	Plan the structure, content, and delivery format for the final campaign product.
Final Campaign Product	125	Submit a polished mental health promotion product that is accurate, audience-centered, and culturally responsive.
Educational Rationale/Reflection	75	Explain how course concepts informed the campaign and reflect on what was learned through the application process.
Total	300	

Peer Review of Final Campaigns

Peer review requires students to view classmates' final campaign products and provide constructive feedback using the course peer review prompts. Students should identify the clearest public health message, the intended audience, the course concept applied most effectively, and one suggestion for strengthening the campaign.

Late Work, Missing Work, and Extra Credit

Unless otherwise specified, assignments are due on D2L/Brightspace by 11:59 p.m. Central Time on the due date listed in the course calendar.

Students are responsible for making sure submissions are complete, readable, and uploaded to the correct D2L/Brightspace assignment folder.

No emailed work will be accepted unless the instructor gives written permission.

Students who experience an emergency or serious life circumstance should contact the instructor as soon as possible and, when possible, before the module closes. Make-up work is considered only in rare circumstances such as serious illness, death in the family, or an officially excused university absence.

Missed coursework that does not meet criteria for a make-up opportunity will receive a grade of zero.

Extra credit may be available at the instructor's discretion. Any opportunities will be announced in D2L/Brightspace.

Use of AI for Assignments

East Texas A&M University acknowledges that there are legitimate uses of Artificial Intelligence, chatbots, or other software that has the capacity to generate text or suggest replacements for text beyond individual words, as determined by the instructor of the course. In this course, AI tools may be used for brainstorming, outlining, revision support, grammar support, and idea generation when the assignment directions allow it. Students remain fully responsible for the accuracy, originality, source use, and integrity of all submitted work.

Any use of AI tools must be documented in an AI Use Statement included with the assignment submission.

Students may not use AI to fabricate sources, misrepresent evidence, bypass assigned learning tasks, or submit work they did not meaningfully create, review, and revise.

Undocumented or inappropriate AI use may constitute academic dishonesty under university policy.

When assignment-specific AI directions are provided in D2L/Brightspace, those directions supersede the general course statement.

TECHNOLOGY REQUIREMENTS

Students must have regular access to a computer with a reliable broadband Internet connection. Personal computer or internet connection problems do not excuse the requirement to complete coursework in a timely and satisfactory manner. Students should have a backup plan for technology problems, such as access to another computer, campus lab, public library, or other reliable internet location.

Use a current supported browser such as Google Chrome, Mozilla Firefox, Microsoft Edge, or Apple Safari.

Ensure that JavaScript and cookies are enabled and that pop-ups are allowed for course-related sites when needed.

Use current antivirus/security software and keep your operating system and browser updated.

Students may need speakers or headphones. For video presentations or conferences, a webcam and microphone may be required.

At minimum, students must be able to use Microsoft Office or a compatible program. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software.

Copying and pasting, attaching/uploading documents, saving files in approved formats, and downloading course materials will be required.

ACCESS AND NAVIGATION

Students will need their 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.

Students should begin by thoroughly reviewing the syllabus, assignment directions, final project guidelines, course schedule, and D2L/Brightspace course layout. Weekly module instructions will be posted in the course shell.

COMMUNICATION AND SUPPORT

Instructor Support

If you have questions about course material, assignments, grades, or expectations, contact the instructor using the preferred communication method listed in the instructor information section. Please allow 24-48 business hours for a response, outside of weekends, campus holidays, or closures.

Brightspace Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778, use the Live Chat feature, or submit an issue through the Brightspace support link available in the learning management system.

System Maintenance

Please note that system maintenance may occur periodically. Students are responsible for planning ahead and should not wait until the last minute to submit assignments.

COURSE AND UNIVERSITY PROCEDURES & POLICIES

Course Specific Procedures/Policies

How Is the Course Organized?

The course is organized by weekly modules. Each module will be formatted similarly and may include chapter learning objectives, readings, lectures or instructor notes, videos or podcasts, quizzes, applied mental health promotion labs, participation activities, and final project milestones.

What Should Students Do First?

- Thoroughly review the syllabus and final project guidelines.
- Confirm access to required course materials, including the textbook or IA e-book.
- Familiarize yourself with the course layout and weekly module structure.
- Review the assignment descriptions and course calendar.

How Should Students Proceed Each Week?

- Access and follow all course instructions found in the weekly module content area.
- Read assigned textbook chapters and all online materials provided in the module.
- Complete quizzes, participation activities, applied labs, and final project milestones by the listed due dates.
- Ask questions early when instructions or concepts are unclear.

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. Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum.

Attendance

Attendance in an online course means active and regular participation. Active participation includes logging into D2L/Brightspace, engaging course materials, participating in discussions, completing quizzes, and submitting assignments on time. Simply logging into the course does not constitute participation.

Students who are unable to participate in a given week due to a life circumstance should notify the instructor as soon as possible. The sooner the instructor is aware of the concern, the easier it may be to identify a reasonable solution within course and university policies.

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.

University Specific Procedures

Academic Integrity

Students at East Texas A&M University 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, students should consult the applicable university procedures: Undergraduate Academic Dishonesty 13.99.99.R0.03 and Graduate Student Academic Dishonesty 13.99.99.R0.10.

ADA Statement: Students with Disabilities

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
East Texas A&M University - Waters Library Room 162
Phone: (903) 886-5150 or (903) 886-5835
Fax: (903) 468-8148
Email: studentdisabilityservices@tamuc.edu
Website: Office of Student Disability Resources and Services

Nondiscrimination Notice

East Texas A&M University 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.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in East Texas A&M University 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 East Texas A&M 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. Pursuant to PC 46.035, the open carrying of handguns is prohibited on all East Texas A&M University campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

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COURSE OUTLINE/CALENDAR

Please note that this schedule is tentative and is subject to change. Unless otherwise specified, assignments are due by 11:59 p.m. Central Time on the date listed. This schedule is a guide and is subject to change. Any schedule changes will be announced in advance in D2L/Brightspace.

NOTE: Students must complete Module 0 before they are able to move on to Module 1 content. Module 0 consists of reviewing the syllabus and course schedule, reviewing the course welcome materials, taking the syllabus quiz, and posting an introduction. **There is no final exam in this class.**

Module	Dates	Course Content	Assignments	Due
0	Aug. 20-23	Welcome and Course Orientation Review syllabus, D2L/Brightspace course shell, final project overview, and expectations for applied learning.	Syllabus Quiz Introduction Discussion	Sun., Aug. 23
1	Aug. 24-30	Mental Health, Mental Illness, and Historical Perspectives Required reading: Chapter 1	Participation Activity Ch. 1	Sun., Aug. 30
2	Aug. 31-Sept. 6	Roles of Health Educators and Health Promoters in Mental Health Promotion Required reading: Chapter 2	Lab 1: Dual Continuum Application Map Participation Activity Ch. 2	Sun., Sept. 6
3	Sept. 7-13	Determinants of Mental Health Required reading: Chapter 3	Quiz 1 Participation Activity Ch. 3	Sun., Sept. 13
4	Sept. 14-20	Stress and Coping Required reading: Chapter 4	Lab 2: Determinants of Mental Health Community Scan Participation Activity Ch. 4	Sun., Sept. 20
5	Sept. 21-27	Understanding Major Psychotic Disorders Required reading: Chapter 5	Quiz 2 Participation Activity Ch. 5	Sun., Sept. 27
6	Sept. 28-Oct. 4	Understanding Mood, Anxiety, and Personality Disorders Required reading: Chapter 6	Project Topic Statement Participation Activity Ch. 6	Sun., Oct. 4
7	Oct. 5-11	Alcohol Dependence, Tobacco Use, and Substance Abuse Required reading: Chapter 7	Lab 3: Stress, Coping, and Protective Factors Plan Participation Activity Ch. 7	Sun., Oct. 11
8	Oct. 12-18	Essentials of Psychopharmacology and Treatment of Mental Health Disorders Required reading: Chapter 8	Quiz 3 Participation Activity Ch. 8	Sun., Oct. 18
9	Oct. 19-25	Mental Health Promotion for Children and Adolescents Required reading: Chapter 9	Audience and Message Brief Participation Activity Ch. 9	Sun., Oct. 25
10	Oct. 26-Nov. 1	Mental Health Promotion for Adults Required reading: Chapter 10	Participation Activity Ch. 10	Sun., Nov. 1
11	Nov. 2-8	Mental Health for Older Adults Required reading: Chapter 11	Lab 4: Mental Health Resource Navigation Brief Participation Activity Ch. 11	Sun., Nov. 8
12	Nov. 9-15	Mental Health Organizations Required reading: Chapter 12	Quiz 4 Participation Activity Ch. 12	Sun., Nov. 15
13	Nov. 16-22	Emerging Topics in Mental Health Promotion Examples may include digital mental health, community care, crisis response, stigma reduction, and culturally responsive promotion.	Campaign Outline or Storyboard	Sun., Nov. 22
14	Nov. 23-29	Independent Project Work Week Short/holiday week; use this week to revise, record, design, and finalize the campaign product.	No new chapter assignment Continue working on final project	Sun., Nov. 29
15	Nov. 30-Dec. 4	Final Project Showcase and Course Wrap-Up Submit campaign product, review peers, and complete educational rationale/reflection.	Final Campaign Product Educational Rationale/Reflection Peer Review of Final Campaigns	Campaign Product: Mon., Nov. 30 Rationale/Peer Review: Fri., Dec. 4
Finals	Dec. 5-10	Finals Week	No final exam in this course. No additional work is due unless arranged in advance under course policy.	N/A

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.

