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## Term Information

Effective Term Spring 2024

## General Information

Course Bulletin Listing/Subject Area Arts and Sciences  
Fiscal Unit/Academic Org ASC Administration - D4350  
College/Academic Group Arts and Sciences  
Level/Career Undergraduate  
Course Number/Catalog 2001  
Course Title Personal Wellness and Mental Health  
Transcript Abbreviation Wellness & Health  
Course Description Personal wellness and mental health are important determinants of success. We introduce evidence-based strategies for managing stress, warding off / combatting anxiety and depression, and promoting wellness. We aim to provide students a psychological toolkit that they can rely on in facing a variety of challenges as they progress through the university experience and the following years.  
Semester Credit Hours/Units Fixed: 1

## Offering Information

Length Of Course 14 Week, 7 Week  
Flexibly Scheduled Course Never  
Does any section of this course have a distance education component? No  
Grading Basis Letter Grade  
Repeatable No  
Course Components Lecture, Seminar  
Grade Roster Component Lecture  
Credit Available by Exam No  
Admission Condition Course No  
Off Campus Never  
Campus of Offering Columbus

## Prerequisites and Exclusions

Prerequisites/Corequisites  
Exclusions  
Electronically Enforced No

## Cross-Listings

Cross-Listings

## Subject/CIP Code

Subject/CIP Code 24.0101  
Subsidy Level Baccalaureate Course  
Intended Rank Freshman, Sophomore, Junior, Senior, Masters, Doctoral, Professional

## Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units

## Course Details

### **Course goals or learning objectives/outcomes**

- Learn about theories of wellness and the empirical work that has been done to test these theories.
- Develop and utilize skills to promote your personal wellness and mental health.
- Gain a better understanding of your repertoire of personal wellness and mental health skills.

### **Content Topic List**

- Goal-Setting
- Time Management and Balancing Priorities
- Pleasant and Mastery Events
- Counteracting Avoidance
- Identifying and Evaluating Automatic Thoughts
- Mindfulness Attention and Awareness
- Mindfulness: Non-Judgment and One Moment
- Evaluating Thoughts about Competence and Social Approval
- Core Beliefs
- Anxiety
- Behavioral Experiments
- Interpersonal Relations: Having Difficult Conversations
- Interpersonal Relations: Asking and Saying No
- Building Resiliency and Coping with Setbacks

### **Sought Concurrence**

No

## Attachments

- Personal Wellness and Mental Health Syllabus\_2024\_inperson.pdf: Syllabus Revised 11-13-23

*(Syllabus. Owner: Hanlin, Deborah Kay)*

## Comments

- Please see feedback email sent to department 11-08-2023 RLS *(by Steele, Rachel Lea on 11/08/2023 06:24 PM)*
- We have taught this course three times as a DL course under A&S 5194. The course was created during the pandemic in an effort to provide wider access to mental health and wellness resources. The course was developed at the recommendation of the College of Arts and Sciences Committee for Student Mental Health and Well-Being. It is co-taught by two licensed clinical psychologists who are Professors in the Department of Psychology. *(by*

*Hanlin, Deborah Kay on 10/05/2023 12:26 PM)*

**COURSE REQUEST**  
2001 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette  
Chantal  
11/13/2023

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Hanlin, Deborah Kay	10/05/2023 12:58 PM	Submitted for Approval
Approved	Vankeerbergen, Bernadette Chantal	10/15/2023 10:18 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	10/15/2023 10:18 PM	College Approval
Revision Requested	Steele, Rachel Lea	11/08/2023 06:24 PM	ASCCAO Approval
Submitted	Hanlin, Deborah Kay	11/13/2023 12:59 PM	Submitted for Approval
Approved	Vankeerbergen, Bernadette Chantal	11/13/2023 01:04 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	11/13/2023 01:05 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	11/13/2023 01:05 PM	ASCCAO Approval

# Personal Wellness & Mental Health Syllabus

ARTSCI 2001, Spring 2024

## Course Information

- **Course times and location:** Wednesdays, 4:00 – 4:55
- **Credit hours:** 1
- **Mode of delivery:** In-Person

## Professors

- **Name:** Jennifer S. Cheavens, Ph.D. and Daniel R. Strunk, Ph.D.
- **Email:** [cheavens.1@osu.edu](mailto:cheavens.1@osu.edu) and [strunk.20@osu.edu](mailto:strunk.20@osu.edu)
- **Office location:** Cheavens: PS 147, Strunk: [go.osu.edu/strunkzoom](http://go.osu.edu/strunkzoom)
- **Office hours:** Cheavens: Tuesdays 10:00 – 11:00 a.m. or by appointment  
Strunk: Wednesdays 1:30 – 2:00 and by appointment
- **Preferred means of communication:**
  - Our preferred method of communication for questions is **email**.
  - Our class-wide communications will be sent through the Announcements tool in CarmenCanvas. Please check your [notification preferences](http://go.osu.edu/canvas-notifications) (go.osu.edu/canvas-notifications) to be sure you receive these messages.

## Course Description

College and graduate school present opportunities for academic and career development, building new social networks, and being exposed to many new opportunities and experiences. But the university experience can also be stressful. As students begin their studies, they often experience reduced structure in their day-to-day activities, higher academic demands, and reduced access to important people in their lives. Current students in the U.S. are reporting more stress and symptoms of anxiety and depression than previous cohorts. In this class, we hope to help you develop, refine, and strengthen skills that will prepare you to overcome challenges, recover from setbacks, and make the most of opportunities available to you here at OSU. Each week we will cover a distinct topic and will highlight how you can put the ideas into practice in your life.



## Course Objectives

- Learn about the theories of wellness and the empirical work that has been done to test these theories.
- Develop and utilize skills to promote your personal wellness and mental health.
- Gain a better understanding of your repertoire of personal wellness and mental health skills.



# How This Course Works

**Mode of delivery:** This course is in-person. Material will be delivered via lecture in the first half of class and the second half of class will be spent in group discussions of the assignments.

**Credit hours and work expectations:** This is a 1 credit-hour course. According to [Ohio State bylaws on instruction](https://www.osu.edu/credit-hours) ([go.osu.edu/credithours](https://www.osu.edu/credit-hours)), students should expect around 1 hour per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 2 hours of homework (reading and assignment preparation, for example) to receive a grade of [C] average.

**Attendance and participation requirements:** Research shows regular participation is one of the highest predictors of success. With that in mind, we have the following expectations for everyone's participation:

- Students are expected to attend class and participate in class discussions and exercises. In order to adequately participate in class discussions, it is important to come to class prepared. This requires that you complete the reading for the week before each class meeting. This class is meant to be a way for you to develop and refine skills you can use to improve your wellness and mental health. As such, the most important aspect of this class is that you are open to learning new skills and engaging in exercises in class.
- Participation grades will be based on points earned through attendance checks, which will consist of a question you can answer at the end of class each meeting. Every week (14 total) there will be an attendance check worth 10 points. Students can earn points for up to 12 attendance checks (120 points total), which allows students to miss two classes without any negative impact on their grade. Because attendance and participation are such a big part of this class and there are opportunities for every student to both miss two classes, there is no need to provide documentation for class absences.



# Course Materials, Fees and Technologies

## Required Materials and/or Technologies

### Required Texts:

Greenberger, D. & Padesky, C. A. (2009). *Mind Over Mood, 2<sup>nd</sup> Edition: Change how you feel by changing the way you think*. The Guilford Press, New York.

Chapters from other sources will be made available throughout the course.

## Supplemental Materials

### Supplemental Readings:

We've included some books here that might be useful to you in your wellness and mental health work. We will pull chapters from some of these books in the assigned readings, but you might also want to check the books out of yourself:

Bailey, C. (2016). *The productivity project: Accomplishing more by managing your time, attention, and energy*. Random House, New York.

Duckworth, A. (2016). *Grit: The power of passion and perseverance*. Scribner, New York.

Kabat-Zinn, J. (2013). *Full catastrophe living (Revised Edition): using the wisdom of your body and mind to face stress, pain, and illness*. Bantam Books, New York.

Lahey, J. *The gift of failure: How the best parents learn to let go so their children can succeed*. HarperCollins Publishers, New York.

Lyubomirsky, S. (2008). *The how of happiness: A new approach to getting the life you want*. Penguin Books, London, England.

Sandburg, S. & Grant, A. (2017). *Option B: Facing adversity, building resilience, and finding joy*. Penguin Random House, New York.

Schwartz, B. (2016). *The paradox of choice: Why more is less. How the culture of abundance robs us of satisfaction*. HarperCollins, New York.

Stone, D., Patton, B., & Heen, S. (2010). *Difficult conversations: How to discuss what matters most*. Penguin Books, New York.

Williams, M., Teasdale, J., & Segal, Z. (2007). *The mindful way through depression: Freeing yourself from chronic unhappiness*. The Guilford Press, New York.



## CarmenCanvas Access

You will need to use [BuckeyePass](http://buckeyepass.osu.edu) (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you do each of the following:

- Register multiple devices in case something happens to your primary device. Visit the [BuckeyePass - Adding a Device](http://go.osu.edu/add-device) (go.osu.edu/add-device) help article for step-by-step instructions.
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- [Install the Duo Mobile application](http://go.osu.edu/install-duo) (go.osu.edu/install-duo) on all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at [614-688-4357 \(HELP\)](tel:614-688-4357) and IT support staff will work out a solution with you.

## Technology Skills Needed for This Course

- Basic computer and web-browsing skills
- [Navigating CarmenCanvas](http://go.osu.edu/canvasstudent) (go.osu.edu/canvasstudent)

## Technology Support

For help with your password, university email, CarmenCanvas, or any other technology issues, questions or requests, contact the IT Service Desk, which offers 24-hour support, seven days a week.

- **Self Service and Chat:** [go.osu.edu/it](http://go.osu.edu/it)
- **Phone:** [614-688-4357 \(HELP\)](tel:614-688-4357)
- **Email:** [servicedesk@osu.edu](mailto:servicedesk@osu.edu)





# Grading and Faculty Response

## How Your Grade is Calculated

Participation (120 points): 50%

Experiential Exercise Journal (120 points): 50%

Letter	A	A-	B+	B	B-	C+	C	C-	D+	D	E
Percent	93%	90%	87%	83%	80%	77%	73%	70%	67%	60%	<60%
Points	223	216	209	199	192	185	175	168	161	144	<144

See [Course Schedule](#) for due dates.

## Descriptions of Major Course Assignments

**Experiential Exercise Journal.** You will be asked to participate in an experiential exercise each week and write short (250 – 500 words) journal entries describing your experience for each. These entries should describe how you implemented the experiential exercise and reflect on how the exercise impacted (or did not impact) you. For some of the exercises, we will give you sheets to track your efforts over the week. In those weeks, turning in your completed homework sheets meets the requirement of the experiential exercise. All journal assignments should be uploaded to the course Carmen page and are due at the beginning of the class period (i.e., the minute class starts). Two points will be deducted for each day (i.e., 24-hour period from the beginning of the class period) an assignment is due. Assignments will not be accepted when they are more than 5 days late. Twelve of the assignments will be used to calculate your grade and we will automatically drop one assignment grade.

## Instructor Feedback and Response Time

We are providing the following list to give you an idea of our intended availability throughout the course. Remember that you can call [614-688-4357 \(HELP\)](tel:614-688-4357) at any time if you have a technical problem.

- **Preferred contact method:** If you have a question, please contact us first through our Ohio State email addresses. We will reply to emails within **24 - 48 hours on days when class is in session at the university**.
- **Class announcements:** We will send all important class-wide messages through the Announcements tool in CarmenCanvas. Please check [your notification preferences](http://go.osu.edu/canvas-notifications) (go.osu.edu/canvas-notifications) to ensure you receive these messages.

# Other Course Policies

## Discussion and Communication Guidelines

The following are our expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to complete experiential journals as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across well.
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen site.

## Academic Integrity Policy

See [Descriptions of Major Course Assignments](#) for specific guidelines about collaboration and academic integrity in the context of this online class.

### Ohio State's Academic Integrity Policy

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the university's [Code of Student Conduct](http://studentconduct.osu.edu) (studentconduct.osu.edu), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the university's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the university or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the university's *Code of Student Conduct* is never considered an excuse for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

**If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct.** If COAM determines that you have violated the university's Code of Student

Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university. If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- [Committee on Academic Misconduct](http://go.osu.edu/coam) (go.osu.edu/coam)
- [Ten Suggestions for Preserving Academic Integrity](http://go.osu.edu/ten-suggestions) (go.osu.edu/ten-suggestions)
- [Eight Cardinal Rules of Academic Integrity](http://go.osu.edu/cardinal-rules) (go.osu.edu/cardinal-rules)

## Copyright for Instructional Materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

## Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Office of Institutional Equity:

1. Online reporting form at [equity.osu.edu](http://equity.osu.edu),
2. Call 614-247-5838 or TTY 614-688-8605,
3. Or email [equity@osu.edu](mailto:equity@osu.edu)

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university

employees have reporting responsibilities to the Office of Institutional Equity to ensure the university can take appropriate action:

- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.
- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

## Religious Accommodations

It is Ohio State's policy to reasonably accommodate the sincerely held religious beliefs and practices of all students. The policy permits a student to be absent for up to three days each academic semester for reasons of faith or religious or spiritual belief.

Students planning to use religious beliefs or practices accommodations for course requirements must inform the instructor in writing no later than 14 days after the course begins. The instructor is then responsible for scheduling an alternative time and date for the course requirement, which may be before or after the original time and date of the course requirement. These alternative accommodations will remain confidential. It is the student's responsibility to ensure that all course assignments are completed.

## Your Mental Health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](https://ccs.osu.edu) or calling [614-292-5766](tel:614-292-5766). CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at [614-292-5766](tel:614-292-5766) and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

# Accessibility Accommodations for Students with Disabilities

## Requesting Accommodations

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

If you are isolating while waiting for a COVID-19 test result, please let me know immediately. Those testing positive for COVID-19 should refer to the [Safe and Healthy Buckeyes site](#) for resources. Beyond five days of the required COVID-19 isolation period, I may rely on Student Life Disability Services to establish further reasonable accommodations. You can connect with them at [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; or [slds.osu.edu](http://slds.osu.edu).

## Disability Services Contact Information

- Phone: [614-292-3307](tel:614-292-3307)
- Website: [slds.osu.edu](http://slds.osu.edu)
- Email: [slds@osu.edu](mailto:slds@osu.edu)
- In person: [Baker Hall 098, 113 W. 12th Avenue](#)

## Accessibility of Course Technology

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations as early as possible.

- [CarmenCanvas accessibility](http://go.osu.edu/canvas-accessibility) (go.osu.edu/canvas-accessibility)

# Course Schedule

Subject to change. Refer to the CarmenCanvas course for up-to-date due dates.

Date	Topic	Reading	Assignments
January 8	Introductions & Thinking, Feeling, and Behaving	None	None
<b>January 15</b>	<b>NO CLASS</b>		
January 22	Identifying and Tracking Moods and Thoughts	MoM Chapters 3 & 4	Experiential Exercise 1
January 29	Situations, Mood, and Thoughts	MoM Chapter 6	Experiential Exercise 2
February 5	Examining the Evidence for Automatic Thoughts	MoM Chapter 7 & 8	Experiential Exercise 3
February 12	Alternative Thoughts	MoM Chapter 9	Experiential Exercise 4
February 19	Behavioral Experiments	MoM Chapter 11	Experiential Exercise 5
February 26	Pleasant and Mastery Events	Linehan Reading	Experiential Exercise 6
March 4	Goal-Setting & Perseverance	Duckworth Reading	Experiential Exercise 7
<b>March 11</b>	<b>NO CLASSES</b>		
March 18	Time Management & Balancing Priorities	Bailey Reading	Experiential Exercise 8
March 25	Mindfulness: Attention and Awareness	Kabat-Zinn Reading	Experiential Exercise 9
April 1	Mindfulness: Non-Judgment and One Moment	Williams, Teasdale, and Segal Reading	Experiential Exercise 10

April 8	Interpersonal Relations: Asking and Saying No	Linehan Reading	Experiential Exercise 11
April 15	Interpersonal Relations: Having Difficult Conversations	Stone, Patton, & Heen Reading	Experiential Exercise 12
April 22	Building Resiliency & Coping with Set-Backs	Sandberg & Grant Reading	Experiential Exercise 13