# AUBURN UNIVERSITY

# SYLLABUS

Course Number: COUN 4013-001

Course Title: Introduction to Prevention and Mental Health Promotion

Prerequisites: COUN 2000

Credit Hours: 3 Semester hours credits/Graded

Instructor: Elizabeth Brittany Dennis, M.Ed., ALC, NCC

Office: N/A – Office Hours Via Zoom

Office Hours: Th 1:00 pm – 2:00 pm and by appointment

E-mail: ebd0004@auburn.edu

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| *The course syllabus is a general plan for the course.*  *Deviations may be necessary and will be communicated to the class in a timely manner.*  **Revised August 2020** |

**Required Reading:**

**Text**:

1. Cohen, D., de la Vega, R., & Watson, G. (2001). *Advocacy for Social Justice: A Global Action and Reflection Guide.* Kumarian Press, Inc.

**Chapters and Articles:**

1. Nash, R.J., Johnson III, R.G., & Murray, M.C. (2012). *Teaching College Students Communication Strategies for Effective Social Justice Advocacy*. New York: Peter Lang Publishing, 2012. Chapter 1, Chapter 2
2. Norton, M.I., & Ariely, D. (2011). Building a better America- One wealth quintile at a time. *Perspectives on Psychological Science, 6*(1), 9-12. doi: 0.1177/1745691610393524
   1. https://sdsuwriting.pbworks.com/w/file/fetch/71890982/ariely\_wealth\_distrib\_DEBATE\_GREAT.pdf
3. Sandel, M.J. (2009). Chapter 1: “Doing the Right Thing,” in *Justice: What’s the Right Thing to Do?* Belknap Press.
4. Keel, P. K. (2005). *Eating disorders*. Upper Saddle River: Pearson. pp. 154-163
5. Martinsen, E.W. (2008). Physical activity in the prevention and treatment of anxiety and depression. *Nord J Psychiatry, 62*(S47).
6. Story, T. J. (2004). Secondary prevention of anxiety disorders, in *The prevention of anxiety and depression: Theory, research, and practice*. Dozois, David J. A. (Ed); Dobson, Keith S. (Ed); pp. 131-160; Washington, DC, US: American Psychological Association.

**Course Description:** Addressing the ideas of prevention and health promotion in counseling psychology. We will address such concepts as positive psychology, mindfulness, stress, health promotion, body image, social justice theory, social advocacy, and prevention theory.

**Student Learning Outcomes**:

1. Understanding of how the ideas of prevention and promotion apply to counseling psychology, as well as how these ideas apply to psychology in general.
2. Gain an understanding of what science has shown to be worth promoting.
3. Gain an understanding of what science has shown to be worth preventing.
4. Look into which ideas students find to be especially worth promoting or preventing.  Follow these ideas and make real-world changes that help promote or prevent outcomes that will benefit humanity.
5. Understand the impact of social justice and advocacy.

**Course Content Outline:**

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|  | **Topic** | **Readings** | **Assignments (all due on Sunday at 11:50 pm)** |
| **Week 1** | **Intro to the Course**  - Review of Syllabus and Course |  | **Sign up for group project**  **Participation**  **/Engagement Activity 1** |
| **Week 2** | **Prevention & Positive Psychology**  -Prevention vs. Promotion -Positive Psychology:  What do we want to promote? -Watch Dan Gilbert’s TED talk | Stumbling on Happiness Chapter 2  Psych Today Article:  <https://www.psychologytoday.com/blog/living-single/201504/happy-life-or-meaningful-one-they-are-not-the-same> | **Participation**  **/Engagement Activity 2** |
| **Week 3** | **Positive Psychology & Happiness**  -What is Happiness? -Practice empirically validated  positive psychology interventions: (Seligman et al, 2005)  -Happy Life vs. Meaningful Life -Watch Shawn Achor’s TED talk | Seligman et al., 2005  Rashid, 2015 | **Mini-Paper 1 Due:** What is happiness and how do you get more of it? |
| **Week 4** | **Prevention Theory -** Primary, Secondary, and Tertiary Prevention Definition  -Applying Prevention Theory to Practice | Public Health Report (00112-005)  Applying Prevention Theory to Prevention Practice: <http://www.pitt.edu/~cedar/forum/tarter.html> | **Participation**  **/Engagement Activity 3** |
| **Week 5** | **Prevention Theory**  - Exercise and Preventing Anxiety and Depression  **-**Secondary Prevention of Anxiety Disorders, Theoretical Models of Prevention | Martinsen, 2008  Neil and Christensen, 2009 | **Participation**  **/Engagement Activity 4** |
| **Week 6** | **Health Promotion**  -What is the real definition of “health?” -Watch “Crash Course” video  -Dieting and Body Perception -Mind Body Connection/Biofeedback -Watch Sandra Aamodt TED talk and “The Milkshake Experiment” | Shatkin, 2019 | **Mini-Paper 2 Due:** What is worth preventing? |
| **Week 7** | **Social Justice:**  -Wealth Inequality -Justice  **-** Social Justice Issues and What One Can Do - Watch “Social Justice: Is it still relevant in the 21st century?” | Norton & Ariely, 2011  Nash, Chapter 1  Cohen et al., Chapter 1 (Page 7-10) | **Participation**  **/Engagement Activity 5** |
| **Week 8** | **MIDTERM ON CANVAS** |  | **MIDTERM DUE BY MIDNIGHT** |
| **Week 9** | **Advocacy: -** Social Justice Issues and What One Can Do - Watch “Social Justice: Is it still relevant in the 21st century?” | Cohen et al., Chapter 4 (Page 57-58)  Nash, Chapter 2  Cohen et al., Chapter 2, Lessons 1-3 (Pages 11-14) | **Participation**  **/Engagement Activity 6** |
| **Week 10** | **Advocacy Skills:**  **-**Strategy Development and Use of Model | Cohen et al., Chapter 5 (Pages 59 – 89) \*you do not have to complete worksheets\* | **Participation**  **/Engagement Activity 7** |
| **Week 11** | **Mindfulness**  - Research Behind Mindfulness/Meditation  -What is your relationship with thought? -What does this have to do with happiness? -Watch Eckhart Tolle video | Hoffman et al., 2010  Grossman et al., 2004 | **Participation**  **/Engagement Activity 8**  **Optional Case Study/Advocacy Paper Rough Draft Due** |
| **Week 12** | **Body Image**  - - What is body image, how has it changed over time?  - How does body image pervade the family?  - The media and body image  - How do you prevent negative body image? How do you promote positive body image? | Keel, Chapter 10  Kluck, 2010  Marketing “Real” Bodies: <http://www.newyorker.com/business/currency/marketing-real-bodies> | **Participation**  **/Engagement Activity 9** |
| **Week 13** | **Stress -** What is stress? Is it helpful or harmful?  - How can you promote less stress while promoting more productivity? - Stress and its relationship with health - Watch ASAP Science Stress Video | Farrell and Simpson, 2017 | **Case Study/Advocacy Paper Due** |
| **Week 14** | **Mental Illness and Resilience -** Resilience - Overview of Resilience and Grit | Crowe, Averett, & Glass, 2016 | **Participation**  **/Engagement Activity 10** |
| **Week 15** | **Diversity and Health**   * + Gender and Sexuality   + Race and Class   + Age and Disability |  | **Final Advocacy Project Due** |

**Final Exam: Available starting December 2 and due midnight December 6**

**Assignments/Projects:**

**All assignments are due at the time and on the date listed on the syllabus/Canvas.** Late papers and assignments will result in point deductions for each class they are late. No assignments will be accepted past *one week* after the due date. There will be a 5 point deduction for everyday an assignment is late.

**A.**    **Midterm:**

(15 pts) – The mid-term will be a multiple choice and/or short answer test requiring students to demonstrate their knowledge of material covered in the first half of the term.

**B.**    **Final Exam:**

(20 pts) – The final will be a multiple choice and/or short answer test requiring students to demonstrate their knowledge of material covered over the term.

**C. Participation/Engagement Activities:**

(10 pts – 10 activities at 1 pt each) – It is expected that you will be an active participant in this course. This can only occur if you are willing to participate in the class exercises, as well as share your ideas/observations/questions. As a distance education course, this class will have weekly assignments for you to engage with each other or the material. These activities only take place on weeks without another assignment due.

**D. Case Study/Advocacy Paper:**

(25pts)- You will choose 2 case studies in need of advocacy efforts. The case studies can be from the book, *Advocacy for Social Justice: A Global Action and Reflection Guide* (2001), or you can pick current advocacy issues prominent in the news. Students will write a 10-page paper discussing the following for *each* case study:

1. What is the issue(s) or topic(s) mentioned in the case study? What population(s) or group(s) is discussed?
2. What needs to be done and why? Who has the power and/or the responsibility to make change happen?
3. Describe an action plan that will take place, and note how the action plan will be maintained *and* evaluated.
4. What resources, organizations, individuals, etc., will be needed and/or helpful regarding question 3 (action plan description, maintaining and evaluating action plan)? You may find it helpful to read the “Advocacy Resource Directory” in this text for this question.
5. To which individuals or “main audience” does the action plan need to be communicated and why?

Your paper must be typed, double-spaced, use a 12-point font size, and use 1.0 inch margins. As stated above, you need to answer the above five questions for *each* case study. Your answers to the five questions for each case study should be at least 5 pages each, for a total of 10 pages. Use APA citations and include a reference page when necessary (does not count towards the total 10 page content requirement).

**E. Auburn Advocacy Group Presentation:**

(20pts)- In groups of five, you will present on a proposed social advocacy project for Auburn University. Each group must present on a different social advocacy issue. Your group will draw on the text and other class materials, as well as from other sources. You will submit a reference list to me the date of the presentation (in APA format). Presentations will be 15-25 minutes and will address what issue your group will advocate on campus including:

* 1. What are the circumstances and what is the issue and which individuals are affected directly and indirectly?
  2. Why is this issue important and why should there be change or advocacy?
  3. What should be done? Describe your action plan in detail, along with how you will continue to maintain and evaluate the plan.
  4. Which individuals or organizations will help you with your advocacy goal?
  5. How will you approach these individuals and organizations, and what will you say/ask?

The grade for this will be a product of group-member effort ratings and the grade assigned for the presentation by the instructor (so to get the grade the instructor assigned, one would need to have high effort ratings from peers and low effort grading from peers will proportionately reduce your individual grade from that assigned by the instructor of the group). Also, each person needs to speak during the presentation.

**F. Mini-Paper 1**: **What is happiness and how do you get more of it?**

(5pts)- Define the term “happiness” in your own words.  Then discuss how you can get more of it.  No need for references (unless you want them).  **Two pages, double spaced**.  The goal in this paper is honest introspection on the promotion of positivity.  Show that you’ve really thought about happiness.

**G. Mini-Paper 2**: **What is worth preventing?**

(5pts)- Write about the things that you personally find it important to prevent.  Why do you want to prevent these things?  As in mini-paper 1, the goal here is to deepen your understanding of your own beliefs and to demonstrate the ability that you have deeply thought about what is worth preventing.  No need for references (unless you want them).  **Two pages, double spaced**.

**F. SONA Extra Credit**: The College of Education has a subject pool operated through SONA system. The system provides students access to sign up for research studies for course extra credit. These studies can be in person or online. You received an email from the SONA administrator asking that you login to the system and create a password. If you are struggling to access this, please emailsona@auburn.edu.

For every SONA credit you earn, you earn 2 cumulative bonus points to be added towards your lowest grade in the course at the end of the semester (i.e., NOT points on your final grade). No more than 6 extra credit points can be applied to your grade through SONA. If you have questions about how these extra credit points are applied, please email me. If you have questions about participating in studies, please email sona@auburn.edu.

**Grading Scale:**

All assignments must be completed to earn a final grade. Grades will be based upon total point accumulation in the course:

Midterm Exam 15

Final Exam  20

Group Presentation    20

Case Study/Advocacy Paper  25

Class Activities/Attendance 10

Mini Paper 1 5

Mini Paper 2 5\_\_

Total Points 100

A 90-100%; B 80-89%; C 70-79%; D 60-69%; F <60%

**Class Policy Statements:**

1. **Respect for Diversity:**

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

I will attempt to foster an environment in which each class member is able to hear and respect each other. It is critical that each class member show respect for all worldviews expressed in class. It is expected that some of the material in this course may evoke strong emotions, please be respectful of others' emotions and be mindful of your own. Please let me know if something said or done in the classroom, by either myself or other students, is particularly troubling or causes discomfort or offense. While our intention may not be to cause discomfort or offense, the impact of what happens throughout the course is not to be ignored and is something that I consider to be very important and deserving of attention. If and when this occurs, there are several ways to alleviate some of the discomfort or hurt you may experience:

1. Discuss the situation privately with me. I am always open to listening to students' experiences and want to work with students to find acceptable ways to process and address the issue.
2. Discuss the situation with the class. Chances are there is at least one other student in the class who had a similar response to the material. Discussion enhances the ability for all class participants to have a fuller understanding of context and impact of course material and class discussions.
3. Notify me of the issue through another source such as your advisor, a trusted faculty member, or a peer. If you do not feel comfortable discussing the issue directly with me, I encourage you to seek out another, more comfortable avenue to address the issue.

*Diversity Statement Adapted from Lynn Hernandez, Behavioral and Social Sciences, School of Public Health, Brown University*

1. **COVID-19 Related Policies:**

Due to the Coronavirus pandemic, public health measures have been implemented across Auburn’s campus. Students should stay current with these practices and expectations through the campus reentry plan, [A Healthier U](https://ahealthieru.auburn.edu/). The sections below provide expectations and conduct related to COVID-19 issues.

**Health and Participation in Class:**

You are expected to complete your Healthcheck screener daily. You are expected to (1) take your temperature daily and (2) complete your Healthcheck screen to receive your A Healthier U pass. You may be asked at any time during class to show your pass.

Your health and safety, and the health and safety of your peers, are my top priorities. If you are experiencing any symptoms of COVID-19, or if you discover that you have been in close contact with others who have symptoms or who have tested positive, you must follow the instructions on the Healthcheck app. My hope is that if you are feeling ill or if you have been exposed to someone with the virus, you will stay home to protect others.

Please do the following in the event of an illness or COVID-related absence:

* + Notify me in advance of your absence, if possible
  + Provide me with medical documentation, if possible
  + Keep up with coursework as much as possible
  + Participate in class activities and submit assignments remotely as much as possible
  + Notify me if you require a modification to the deadline of an assignment or exam

Finally, if remaining in a class and fulfilling the necessary requirements becomes impossible due to illness or other COVID-related issues, please let me know as soon as possible so we can discuss your options. Students with questions about COVID-related illnesses should reach out to the COVID Resource Center at (334) 844-6000 or at [ahealthieru@auburn.edu](mailto:ahealthieru@auburn.edu).

**Health and Well-Being Resources:**

These are difficult times, and academic and personal stress is a natural result. Everyone is encouraged to take care of themselves and their peers. If you need additional support, there are several resources on campus to assist you:

* + COVID Response Team: ahealthieru.edu
  + Counseling and Psychological Services: http://wp.auburn.edu/scs/
  + Medical Clinic: https://cws.auburn.edu/aumc

If you or someone you know are experiencing food, housing or financial insecurity, please visit the Auburn Cares Office (<http://aucares.auburn.edu/>)

**Course Expectations Related to COVID-19:**

* + Face Coverings: As a member of the Auburn University academic community you are required to follow all university guidelines for personal safety with face coverings, physical distancing, and sanitation. Face coverings are required in this class and in all campus buildings. Note that face coverings must meet safety specifications, be worn correctly, and be socially appropriate. *You are required to wear your face coverings at all times.* If you remove your face covering or are non-compliant with the university’s policy on face coverings, you will be instructed to leave the classroom and will be held to the protocols outlined in the Auburn University Policy on Classroom Behavior Any student who willfully refuses to wear a face covering and does not have a noted accommodation may be subject to disciplinary action.
  + Physical Distancing: Students should observe appropriate physical distancing and follow all classroom signage/avoid congregating around doorways before or after class. If the instructional space has designated entrance and exit doors, you should use them. Students should exit the instructional space immediately after the end of instruction to help ensure social distancing and allow for the persons attending the next scheduled class session to enter. Please note, due to physical distancing guidelines, this course will be broken into groups to adhere to new classroom occupancy guidelines within Haley Center. Those groups will be announced by the instructor.
  + Technology Requirements: This course may require particular technologies to complete coursework. If you need access to additional technological support, please contact the AU Bookstore at [aubookstore@auburn.edu](mailto:aubookstore@auburn.edu).

*Disruptive or concerning classroom behavior involving the failure to wear a face covering, as directed by Auburn University, represents a potential Code of Student Conduct violation and may be reported as a non-academic violation.*

**Course Delivery Changes Related to COVID-19:**

Please be aware that the situation regarding COVID-19 is frequently changing, and the delivery mode of this course may adjust accordingly. In the event that the delivery method is altered, please be assured that the learning goals and outcomes of the course will not change; however, some aspects of the course will change in terms of the mode of delivery, participation, and testing methods. Those details will be shared via Canvas as soon as possible. Please be prepared for this contingency by ensuring that you have access to a computer and reliable Internet.

As a precaution, our department will operate with a buddy system in case I become sick or am unable to perform my duties as your instructor. For this class, Mary Anne Messer, my GTA supervisor, will be added to the course so she can easily access the materials or begin instruction if needed. For any changes in delivery method, schedule, or instruction, I will update you via Canvas, so please confirm your notifications are turned on.

1. **Attendance:**

Attendance is expected and you are responsible for all class material covered in your absence. If you miss a class session, please note that you will not receive credit for in-class activities and discussions; thereby ***y***our overall grade can be affected by an absence. Only individuals with university approved absences will be allowed to make up missed in-class assignments/activities. In addition to attendance, I expect that when you do come to class, you will be in class. I appreciate that emergencies do happen, but they do not happen each week. Arriving late to class, leaving early, leaving class for an extended period of time during class are similar to an absence. Please note that during this semester, all class meetings will be recorded and posted to

1. **Excused Absences:**

Only university excused absences will be accepted. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall notification occur more than once a week after the absence. Appropriate documentation for all excused absences is required. Please see university policies for additional information on absences.

1. **Make-Up Policy:**

Arrangement to make up a missed test, in-class activity, or presentation due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absence(s). Except in extraordinary circumstance, no make-up exams will be arranged during the last three days before the final exam period begins. **Late papers/assignmentswill receive a 5-point deduction in grade for each day they are late. Late assignments are accepted up to one week after the due date, and after one week, will result in a 0.**

1. **Personal Technology:**

If you need a laptop, tablet, or any other device for taking notes or otherwise participating in class, that is fine. However, please do not use a personal device for any purpose unrelated to our class. All devices should be silenced. Cell phones should be put away, except in the rare instance that I ask you to use them for an activity. If there is a serious need to use your cell phone during class, such as a family emergency, please let me know. Otherwise, if you are using your cell phone, you will be marked as absent for the class period and you will not receive participation points.

1. **Communication:**

Outside of class, I will communicate primarily through Canvas and email. Therefore, all students are expected to regularly check their Auburn email for class updates and announcements. Additionally, if you have any questions regarding class material, feel free to email me using your official Auburn email. If I do not receive a response from me within 48 hours of sending an email, please be sure to follow-up with me.

1. **Academic Honesty:**

The University Honesty Code and the university policies, see website at <https://sites.auburn.edu/admin/universitypolicies/default.aspx>for more information, pertaining to cheating will apply to this class.

1. **Disability Accommodations**:

Students who need accommodations are asked to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).

1. **Professionalism:**

As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions include engaging in responsible and ethical professional practices, contributing to collaborative learning communities, demonstrating a commitment to diversity, and modelling and nurturing intellectual vitality.