**Introduction to Prevention and Mental Health Promotion**

**Spring 2023**

**SYLLABUS**

Course Number: COUN 4010-D01

Prerequisites: COUN 2000 or COUN 2007

Credit Hours: 3 Semester hours credits/Graded

Class Meeting Times: Tuesday, Thursday 9:30 – 10:45 AM

Class Location: Zoom

<https://ausecure.zoom.us/j/81840710126>

Office: Haley Center 1232A

Instructor: Rachael Estes, M.Ed., M.S., NCC, LPC

Graduate Teaching Assistant / PhD Student

rfe0001@auburn.edu

Preferred Salutations: Rachael (she/her pronouns)

Office Hours: **TBA**

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| *The course syllabus is a general plan for the course.*  *Deviations may be necessary in order to meet the needs of the class and any such deviations will be communicated to the class in a timely manner.* |

**Syllabus** **Created: January 2022 Revised: January 2023 & July 2023**

**Course Description:**

Addressing the ideas of prevention and health promotion in counseling psychology. We will address concepts such as polyvagal theory, intersectionality, stress, body image, and health promotion and prevention.

**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.

I attempt to foster an environment in which each class member can hear and respect each other. It is critical that each class member show respect for all views 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. Let me know if something said or done in the classroom, by myself or other students, is particularly troubling or causes 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. If this occurs, there are several ways to alleviate some of the discomforts:

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 of all class participants to have a fuller understanding of the 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*

**Student Learning Outcomes**:

1. Understanding of how the idea of prevention and promotion apply to counseling and counseling psychology, as well as how these ideas apple to psychology and mental health 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. Gain a cross-cultural perspective of health, growth, and community.
5. Understand the impact of social justice and advocacy.

**Required Reading:**

***All these articles will be uploaded on Canvas. Please read the assigned articles before we meet.***

Bohlman, A. F. (2022). Next Time Won’t You Sign with Me: Joan La Barbara on Sesame Street. *TEMPO*, *76*(301), 50–60. https://doi-org.spot.lib.auburn.edu/10.1017/S0040298222000055

Conroy, J., & Perryman, K. (2022). Treating trauma with child-centered play therapy through the SECURE lens of polyvagal theory. *International Journal of Play Therapy*, *31*(3), 143–152. https://doi-org.spot.lib.auburn.edu/10.1037/pla0000172

Davies, E., Read, J., & Shevlin, M. (2022). The impact of adverse childhood experiences and recent life events on anxiety and quality of life in university students. *Higher Education (00181560)*, *84*(1), 211–224. https://doi-org.spot.lib.auburn.edu/10.1007/s10734-021-00774-9

Discovering the Importance of Play through Personal Histories and Brain Images: An Interview with Stuart L. Brown. (2009). *American Journal of Play*, *1*(4), 399–412.

Gerhardt, L. (2020, February 5). *The rebellious history of the Fat Acceptance Movement*. Center For Discovery. Retrieved January 10, 2022, from https://centerfordiscovery.com/blog/fat-acceptance-movement/

Haney, A. M., & Rollock, D. (2020). A Matter of Faith: The Role of Religion, Doubt, and Personality in Emerging Adult Mental Health. *PSYCHOLOGY OF RELIGION AND SPIRITUALITY*, *12*(2), 247–253. <https://doi-org.spot.lib.auburn.edu/10.1037/rel0000231>

Jones, Jacqueline P., Jessica M. Drass, and Girija Kaimal. 2019. “Art Therapy for Military Service Members with Post-Traumatic Stress and Traumatic Brain Injury: Three Case Reports Highlighting Trajectories of Treatment and Recovery.” The Arts in Psychotherapy 63 (April): 18–30. doi:10.1016/j.aip.2019.04.004.

Kay, T. (2022). Culture in transnational Interaction: how Organizational Partners Coproduce Sesame Street. *THEORY AND SOCIETY*. https://doi-org.spot.lib.auburn.edu/10.1007/s11186-022-09484-2

Marks, D. F. (1996). Health Psychology in Context. *Journal of Health Psychology*, *1*(1), 7–21. https://doi.org/10.1177/135910539600100102 **(please read pages 4-15 only)**

Stephen W. Porges. (2022). Polyvagal Theory: A Science of Safety. *Frontiers in Integrative Neuroscience*, *16*. https://doi.org/10.3389/fnint.2022.871227

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| **COURSE CONTENT OUTLINE** | | |
| **Topic** | | **Assignments and Articles** |
| **Week 1** | | |
| 08/17 | Introductions; Review of Syllabus |  |
| **Week 2** | | |
| 08/22 | Mental health promotion and prevention | READ: Marks, 1996 (4-15) |
| 08/24 | Neuroscience in Action |
| **Week 3** | | |
| 08/29 | The Autonomic Nervous System  Polyvagal Theory | READ: Porges, 2022 |
| 08/31 |  |
| **Week 4** | | |
| 09/05 | The Benefits of Play  Play Personalities | **SUBMIT: Vlog**  READ: Discovering the Importance of Play Interview with Brown |
| 09/07 |
| **Week 5** | | |
| 09/12 | The Impact of Stress:  ACES, PTSD, C-PTSD | **SUBMIT: Journal 1** |
| 09/14 | READ: Davies, 2022 |
| **Week 6** | | |
| 09/19 | Fostering Healthy Attachment  Co-Regulation | READ: Conroy, 2022 |
| 09/21 |  |
| **Week 7** | | |
| 09/26 | The Creative Arts Therapies | **SUBMIT: Documentary Review**  READ: Jones et al., 2019 |
| 09/28 |
| **Week 8** | | |
| 10/02 | Midterm |  |
| 10/05 |
| **Week 9** | | |
| 10/10 | Body Image: The Media and Relationships |  |
| 10/12 – NO CLASS | READ: Gerhardt, 2020 |
| **Week 10** | | |
| 10/17 | Eating Disorders |  |
| 10/19 | **SUBMIT: Journal 2** |
| **Week 11** | | |
| 10/24 | Mindfulness, spirituality, and religion | READ: Haney, 2020 |
| 10/26 |  |
| **Week 12** | | |
| 10/31 | Sports Psychology  Exercise and Movement |  |
| 11/02 |
| **Week 13** | | |
| 11/07 | Self-care and community care |  |
| 11/09 |  |
| **Week 14** | | |
| 11/14 | Street Gang: How We Got to Sesame Street | **Submit:** Case Study/Advocacy Paper |
| 11/16 – No Class | **READ**: Kay, 2022 and Bohlman, 2022 |
| **Thanksgiving Break** | | |
| **Week 15** | | |
| 11/28 | In-Class presentations/wrap-up | **Your presentation and participation are graded** |
| 11/30 |  |
| **Final Exam Tuesday, December 5th at 8 AM** | | |

**Assignments:**

Assignments are due at 11:59 PM on the date listed on the syllabus and Canvas. Canvas is considered the official time stamp for assignments. Assignments turned in after the indicated time on Canvas are subject to point deduction. Late papers/assignments will receive a 10% deduction in grade for each business day they are late.

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| Assignment Submission | Point Reduction | Assignment Submission | Point Reduction |
| 0-24 hours late (1 day) | 10% | 72-96 hours late (4 days) | 40% |
| 24-48 hours late (2 days) | 20% | 96-120 hours (5 days) | 50% |
| 48-72 hours late (3 days) | 30% |  | |

1. **Attendance**

(10 points) Attendance is required and expected for this class. 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, your 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 understand that emergencies do happen, but they do not happen each week. Arriving late to class, leaving early, leaving class for an extended period during class are similar to an absence. When feasible, students should notify the instructor prior to the occurrence of any excused absences. Please see Student Policy eHandbook [www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies) for more information on excused absences

Ways in which attendance may be collected is through roll call during class, email, participation in class, or any other means dictated by the instructor. The instructor reserves the right to take attendance at any point during the class time (not always at the beginning of class). Attendance participation will be monitored via Canvas throughout the semester. Attendance points will be earned through in-class lectures as appropriate.

Students are allowed 1 unexcused absence without penalty. All other absences are to be university approved outline below.

**B. Journal 1**

(5 points) - Summarize what you have learned about the importance of play. What information was new to you? Where do you disagree/agree? *What life circumstances have shaped your opinions?* Discuss your play personality and explain what shaped it. How did you play as a child? How do you play as an adult? **Your journal must be at least TWO pages long and utilize APA format (typed, double-spaced, 12-point Times New Roman, and use 1.0-inch margins).**

**C. Journal 2**

(5 points) - Summarize what you have learned about body image. *What life experiences have shaped* ***your*** *opinions?* Discuss how the material we covered in class has influenced the way you understand your relationship with food, movement, and your body. What is your understanding of body politics, body liberation, and body respect? **Your journal must be at least TWO pages long and utilize APA format (typed, double-spaced, 12-point Times New Roman, and use 1.0-inch margins).**

**D. Vlog**

(5 points) Record and upload a 3–5-minute video (audio and video):

* define three terms that you learned in this class *in your own words*
* discuss how you are going to apply what you learned to your own life
* How does learning about the brain and the nervous system benefit you personally?
* What insights have you gained?
* What questions are you pondering about the brain and the nervous system?
* The goal is for you to be direct, and thoughtful about what you’re learning.

**E. Documentary Review**

(15 points) You will choose one of the following documentaries to watch and write your paper.

Must include correct references & citations per APA guidelines

<https://www.easybib.com/guides/citation-guides/apa-format/apa-citation/>

<https://apastyle.apa.org/style-grammar-guidelines/paper-format> This includes correct formatting.

OPTION A: Heroin(e) - available on Netflix

OPTION B: Period. End of Sentence - available on Netflix

OPTION C: [Homeless with Mental Illness](https://youtu.be/Dx6OiJiQSks)- available free on YouTube

OPTION D: [Nadiya: Anxiety and Me](https://youtu.be/rkfTHRkl47w)- available free on YouTube

In a 3-5 page essay, respond to the following:

1. What issues are discussed in the documentary? What did you personally learn? (3 points)
2. Why are these issues important to the community in the documentary? How are community members impacted? Discuss power, privilege, and intersectionality. (3 points)
3. How did the community help each other, as discussed in the documentary? (3 points)
4. Name two other organizations, initiatives, or individuals who are addressing this issue as well (either in the same city or elsewhere in the country, or in the world). This will not be mentioned in the documentary, you will have to conduct your own research. How is their work similar/different from the individuals/organizations in the documentary? (3 points)
5. Bring in two external sources to present an in-depth understanding of the topic, from a counseling psychology perspective. These must be *peer-reviewed articles or journals*. Do studies support what you saw in the documentary? How are scientists and practitioners in the field approaching this topic? (3 points)

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

(20pts; 17pts for the Final Paper & 3pts for the Rough Draft)- You will choose to read *two* of the case studies in *Advocacy for Social Justice: A Global Action and Reflection Guide* (2001), and write a 7 to 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 utilize APA-format (typed, double-spaced, 12-point Times New Roman, and use 1.0 inch margins).** As stated above, you need to answer the above five questions for *each* case study. **The length of the paper should be 7 to 10 pages, not including title page or reference page.** **You should not quote any sources for the paper. A rough draft of this paper will be turned in for review 3 weeks prior to the final due date.** I will provide feedback and suggestions on how to improve your paper. This rough draft will be turned in on Canvas and the feedback will additionally be provided through Canvas. **The rough draft is worth 3 of the over 25 points of your paper.**

**G. Case Study/Advocacy Presentation/Roundtable:**

(5pts) – Students will present on their case study/advocacy paper. Your group will draw on the text and other class materials, as well as from other sources. You will submit a short presentation highlighting your case study and advocacy topic. References should be in APA format both in-text and reference page. Presentations will be 3 to 5 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?

**G. Midterm**

(20 points)

**H. Final Exam**

(20 points)

**I. Extra Credit Opportunities**

The instructor will look to add extra credit opportunities throughout the semester. This could come in the form of reflection papers, educational opportunities, or educational activities.

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

For every SONA credit you earn, you earn 2 cumulative bonus points **(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](mailto:sona@auburn.edu). If student’s utilize this system, you must email the instructor with the number of points and evidence (screenshot of participation).

**Grading Scale:**

All assignments must be completed. Grades will be based on total point accumulation in the course:

Attendance 10

Vlog 5

Journal 1 5

Journal 2 5

Documentary Review 15

Case Study/Advocacy Paper 20

Advocacy Presentation 5

Midterm 20

Final 15

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Total Points 100

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

**Class Policy Statements**

**Name/Pronoun Statement:** Please advise me of your name and pronouns early in the semester (either via email or in person).

**Attendance:** Attendance is required and expected for this class. 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, your 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 understand that emergencies do happen, but they do not happen each week. Arriving late to class, leaving early, leaving class for an extended period during class are similar to an absence. When feasible, students should notify the instructor prior to the occurrence of any excused absences. Please see Student Policy eHandbook [www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies) for more information on excused absences

Ways in which attendance may be collected is through roll call during class, email, participation in class, or any other means dictated by the instructor. The instructor reserves the right to take attendance at any point during the class time (not always at the beginning of class). Attendance participation will be monitored via Canvas throughout the semester. Attendance points will be earned through in-class lectures as appropriate.

Students are allowed 1 unexcused absence without penalty. All other absences are to be university approved outline below.

**University Approved Excuses**

According to the Auburn University Student eHandbook, instructors will excuse absences for the following reasons:

1. Illness of the student or serious illness of a member of the student’s immediate family.
2. The death of a member of the student’s immediate family.
3. Trips for members of the student organizations sponsored by an academic unit, trips for university classes, and trips for participation in intercollegiate athletic events. For this course, the student must notify the instructor in writing at least one week prior to the absence for such events.
4. Religious holidays. For this course, students are responsible for notifying the instructor in writing at least one week prior to anticipated absences due to their observance of such holidays.
5. Subpoena for court appearance.
6. Military Orders
7. Any other reason the instructor deems appropriate.

The full Auburn University Attendance policy can be found at the following link: <https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassAttendance.pdf>

**Excused Absences**: 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.

**Zoom Policies**

When we meet on Zoom, your attendance, attention, and participation are expected. Zoom participation requires you to keep your **video on** and your microphone muted when you are not speaking. Although you may be participating from your domicile, our Zoom meetings are professional interactions. You should dress and behave as you would in a normal F2F classroom. To the extent possible, please minimize distractions in the background. I reserve the right to dismiss anyone from a Zoom meeting whose environment or behavior is distracting or problematic. If you have any issues with sharing your video feed, adhering to this policy, or anything else related to your use of Zoom please notify me via email in the first week of class. I’m happy to consider and provide accommodations, but you will need to be in communication with me.

**Religious/Cultural Observance**: Persons with religious or cultural observances that coincide with this class should let me know in writing before the date of said religious or cultural observance.  I strongly encourage you to honor your cultural and religious holidays!  However, if I do not hear from you, I will assume that you plan to attend all class meetings.

**Personal Technology**: The use of a laptop, tablet or any other device for taking notes or otherwise participating in class is permitted. 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 leave your cell phone on, such as a family emergency, please let me know.

**Email**: Outside of class, I will communicate primarily through Canvas. Therefore, all students are expected to regularly check their Canvas inbox and announcement section for class updates. Additionally, if you have any questions regarding class material, feel free to email me using your official Auburn email. If you do not receive a response from me within 24 to 48 hours of sending an email, please be sure to follow up with me.

**Recording**: To create a safe classroom and learning environment and to respect students’ rights to privacy, recording of class is prohibited. This includes audio and video recordings.

**Class Cancellation**: If a class is canceled or the university closes, I will post the planned class activities on canvas, and students are responsible for completing these assignments.

**Make-Up Policy**: Arrangements to make up a missed 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).**

**Late Assignments**

Assignments are due at 11:59 PM on the day on which they are due. Should technological issues arise through the submission of assignments on Canvas, you are expected to submit the assignment by the due date and time to me by email (but be sure they go through). Unexcused late papers/assignments will be accepted up to 5 days past the due date, resulting in a significant grade reduction for each day past the date due.

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| Assignment Submission | Point Reduction | Assignment Submission | Point Reduction |
| 0-24 hours late (1 day) | 10% | 72-96 hours late (4 days) | 40% |
| 24-48 hours late (2 days) | 20% | 96-120 hours (5 days) | 50% |
| 48-72 hours late (3 days) | 30% |  | |

**Academic Honesty**: The University Honesty Code and the university policies, see the website at https://sites.auburn.edu/admin/universitypolicies/default.aspx for more information, pertaining to cheating will apply to this class. Much plagiarism occurs because of missteps in regard to reading, note-taking, and citation practices, procrastination, and/or panic. Care, timeliness, and communication will eliminate most of the risk. If you have questions about whether you should give credit to a source in your work, you may clarify it with me. In general, though, I recommend always citing sources you have consulted as well as those you borrow from directly. If you have difficulty with an essay, please contact me immediately!

**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).

**Student Mental Health and Well-Being:** If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, contact **Student** **Counseling and Psychological Services (SCPS)** at **(334) 844-5123and** <http://wp.auburn.edu/scs> during and after hours, on weekends and holidays, or through its counselors physically located in the Medical Clinical and Haley Center. The East Alabama Mental Health Center has a toll-free number that may be called 24 hours a day, 365 days a year for emergencies **800-815-0630**.

**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 are listed below:

a. Engage in responsible and ethical professional practices

b. Contribute to collaborative learning communities

c. Demonstrate a commitment to diversity

d. Model and nurture intellectual vitality

**Title IX:**  Auburn University is committed to providing an environment that is free from discrimination and harassment based on protected class. If you believe you have been the victim of harassment or discrimination based on race, color, religion, national origin, disability, age, or sex (including sexual orientation, gender identity, and gender expression), we encourage you to report it. If you report sexual assault or sexual misconduct to a faculty member, the faculty member is obligated to notify the University’s Title IX Coordinator about the basic facts of the incident. For more information about your Title IX reporting and resource options at Auburn University, please go to: [www.auburn.edu/titleix](http://www.auburn.edu/titleix)

*Course Policies Adapted for Use from CRLT, University of Michigan.*