**COUN 4010**

Introduction to Prevention and Mental Health Promotion

**Spring 2019**

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**Department of Special Education, Rehabilitation, Counseling/School Psychology**

**College of Education**

Instructor Information

**Sarah A. Flint, M.ED., LPC**

SAM0058@AUBURN.EDU

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Office Hours

T/Th 9:00 – 9:30

and

**By Appointment**

Office: Haley Center

Room 2072



**AUBURN UNIVERSITY**

**SYLLABUS**

Course Number: COUN 2010-001

**Course Title: Introduction to Prevention and Mental Health Promotion**

Prerequisites: COUN 2000

Credit Hours: 3 Semester hours credits/Graded

Class Meeting Times: T/Th 11:00 – 12:15

Class Location: Haley Center Room #1212

Instructor: Sarah A. Flint, M.Ed., LPC

Office: Haley Center Room 2072

Office Hours: T/Th 9:00-9:30 and **by appointment**

**E-mail: sam0058@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.* |

**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** | **Assignments** |
| **Thursday1/10** | Intro to the CourseReview of SyllabusPlagiarism and Writing Style |  |
| **Tuesday 1/15** | **Positive Psychology**-Prevention vs. Promotion-Positive Psychology:  What do we want to promote?-Watch Dan Gilbert’s TED talk | -Read: Stumbling on Happiness Chapter 2:http://www.davidhoma.com/Stumbling%20on%20to%20Happiness.pdf |
| **Thursday1/17** | **Positive Psychology**-What is Happiness?-Practice empirically validated positive psychology interventions: (Seligman et al, 2005)-Watch Shawn Achor’s TED talk | -(Seligman et al, 2005)-Read this Psych Today Article:https://www.psychologytoday.com/blog/living-single/201504/happy-life-or-meaningful-one-they-are-not-the-same |
| **Tuesday1/22** | **Positive Psychology**-Promotion of Happiness in Counseling and Social Justice/Advocacy-Happy Life vs. Meaningful Life | -(Rashid, 2015)- **Mini-Paper 1 Due**: What is happiness and how do you get more of it? |
| **Thursday 1/24** | **Mindfulness** - Research Behind Mindfulness/Meditation- Similarity to “Flow”- Mindfulness practice and discussion | -(Hoffman et al, 2010)-(Grossman et al, 2004) |
| **Tuesday1/29** | **Mindfulness** -What is your relationship with thought?-What does this have to do with happiness?-Watch Eckhart Tolle video: |  |
| **Thursday1/31** |  **Health Promotion** -What is the real definition of “health?”-Watch “Crash Course” video: |  |
| **Tuesday2/5** |  **Health Promotion** -Dieting and Body Perception-Mind Body Connection/Biofeedback-Watch Sandra Aamodt TED talk and “The Milkshake Experiment” |  |
| **Thursday2/7** | NO CLASS MEETING – complete Canvas discussion assignment on social justice and advocacy | -Nash et al., Chapter 1 **-Complete Canvas discussion assignment** |
| **Tuesday 2/12** | **Social Justice Theory**-Wealth Inequality-Justice | - Read article: Building a Better America- One Wealth Quintile at a Time-Chapter 1: “Doing the Right Thing” |
| **Thursday2/14** |  **Social Justice and Advocacy-**5 Types of Advocacy Communication Styles- Sources of Power that Create Change, Threats and Risks that Come with Social Change, People-Centered Advocacy | -Read: Nash et al., Chapter 2-Read: Lessons 1-3 in *Advocacy for Social Justice: A Global Action and Reflection Guide* |
| **Tuesday2/19** | **Social Justice-** Social Justice Issues and What One Can Do- Watch “Social Justice: Is it still relevant in the 21st century?” | Prepare for Midterm on Canvas  |
| **Thursday2/21** | ***NO CLASS MEETING – Take Midterm on Canvas*** | **MIDTERM EXAM DUE BY TUESDAY AT 11:59pm**  |
| **Tuesday2/26** | **Prevention Theory-** Primary, Secondary, and Tertiary Prevention Definition | http://www.ncbi.nlm.nih.gov/pmc/articles/PMC1424415/pdf/pubhealthrep00112-0005.pdf |
| **Thursday 2/28** | **Prevention Theory**- Applying Prevention Theory to Practice, with a focus on substance use-Discussion of reading  |  http://www.pitt.edu/~cedar/forum/tarter.html |
| **Tuesday 3/5** | **Prevention Theory**- Exercise and Preventing Anxiety and Depression |  **-** Martinsen (2008) |
| **Thursday 3/7** | **Prevention Theory**- Secondary Prevention of Anxiety Disorders, Theoretical Models of Prevention |  **-** Story (2004)**- Case Study/Advocacy Project Due** |
| **3/12****3/14** | No Class – Spring Break |  |
| **Tuesday****3/19** | **Body Image**- What is body image, how has it changed over time? |  - **Mini-Paper 2 Due**:  What is worth preventing? |
| **Thursday****3/21** | **Body Image**- How does body image pervade the family? |  - Read “Family influence on disordered eating: The role of body image dissatisfaction” (Kluck, 2010). |
| **Tuesday3/26** | **Body Image**- The media and body image | http://www.newyorker.com/business/currency/marketing-real-bodies |
| **Thursday3/28** | **Body Image**- How do you prevent negative body image? How do you promote positive body image? | - Read Keel Ch. 10 (“Prevention”) |
| **Tuesday****4/2** |  **Stress-** What is stress? Is it helpful or harmful?- Watch ASAP Science Stress Video |   |
| **Thursday****4/4** | **Stress**- How can you promote less stress while promoting more productivity?- Stress and its relationship with health-Discussion of reading | **- One page double spaced paper defining “mindfulness” in your own words due on Canvas****-** http://www.sagepub.com/upm-data/36865\_Marks\_et\_al\_3e\_Ch\_01.pdf |
| **Tuesday****4/9** | **Mental Illness and Resilience-** Resilience- Overview of Resilience and Grit |   |
| **Thursday****4/11** | **Mental Illness and Resilience****-** Preventing Depression and Anxiety |  |
| **Tuesday4/16** |  Class Meeting by distance– work on Advocacy Project |   |
| **Thursday****4/18** | Class Meeting by distance – work on Advocacy Project |  |
| **Tuesday****4/23** | **Presentations**  |  |
| **Thursday****4/25** | **Presentations** |  **Take Final (due 5/3 by 2:30pm)** |
|  | Take Final Exam at home (no meeting during exam week) |  **Final Due (due in canvas by Friday 5/3 by 2:30pm)** |

**Assignments/Projects:**

**All assignments are due by the start of class on the date listed on the syllabus.** 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.

**A.**    **Midterm:**

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

**C. Class Activities/Discussion**

(10 pts) – It is expected that you will be present and be an active participant in this course. As a part of this, you will need to share your thoughts during discussions and activities. Part of the value of this course is to learn from peers (in addition to peer-based learning that will occur during presentations). This can only occur if you are present in class and willing to participate in the class exercises, as well as share your ideas/observations/questions.

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

(20pts)- 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 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. You should not quote any sources for the paper.

**E. Auburn Advocacy Group Presentation:**

(25pts)- 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 30-35 minutes and will address what issue your group will advocate on campus. Specifically, what are the circumstances and what is the issue and which individuals are affected directly and indirectly? Why is this issue important and why should there be change or advocacy? What should be done? Describe your action plan in detail, along with how you will continue to maintain and evaluate the plan. Which individuals or organizations will help you with your advocacy goal? 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**.

**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    25

Case Study/Advocacy Project 20

Class Activities 10

Mini Paper 1 5

Mini Paper 2 5

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Total Points 100

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

**Class Policy Statements:**

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 ***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 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. **Students who are more than 5 minutes late to class are marked as tardy; 2 tardies equal one absence**. In addition, please use good manners with regard to your cell phone. Keep it on silent/vibrate and only answer it in the case of an emergency (see previous statements about the frequency of emergencies). Ultimately, you should treat class as you would work with a client. You would not take calls while sitting with a client and you would not No Show on a client.

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.

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* will receive point deductions 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.**

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.

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).

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