**Introduction to Prevention and Mental Health Promotion**

**SYLLABUS**

Course Number: COUN 4010-002

Prerequisites: COUN 2000

Credit Hours: 3 Semester hours credits/Graded

Class Meeting Times: MWF 1:00 – 1:50

Class Location: Haley Center Room #1435

Instructor: Erika Hanley, MA (She/Her/Hers)

Office: Haley Center Room 1234F

Office Hours: M 10 – 11AM and/or by appointment

**E-mail: ezh0029@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 – JANUARY 2020*** |

**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.

**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.

Important note: 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*

**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.

**Required Reading:**

***Text*****-** 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***

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

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 <https://sdsuwriting.pbworks.com/w/file/fetch/71890982/ariely_wealth_distrib_DEBATE_GREAT.pdf>

Sandel, M.J. (2009). Chapter 1: “Doing the Right Thing,” in *Justice: What’s the Right Thing to Do?* Belknap Press.

Keel, P. K. (2005). *Eating disorders*. Upper Saddle River: Pearson. pp. 154-163

Martinsen, E.W. (2008). Physical activity in the prevention and treatment of anxiety and depression. *Nord J Psychiatry, 62*(S47).

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.

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| **COURSE CONTENT OUTLINE** | | |
| **Topic** | | **Assignments** |
| **Week 1** | | |
| **W (1/8)** | Introductions; Review of Syllabus |  |
| **F (1/10)** | Introduction to Prevention and Mental Health Promotion |  |
| **Week 2** | | |
| **M (1/13)** | What is Positive Psychology? |  |
| **W (1/15)** | Concepts of Positive Psychology |  |
| **F (1/17)** | What is Happiness?  Dan Gilbert’s TED Talk | Read: Stumbling on Happiness Chapter 2  http://www.davidhoma.com/Stumbling%20on%20to%20Happiness.pdf |
| **Week 3** | | |
| **M (1/20)** | **Martin Luther King Jr. Day – NO CLASS** |  |
| **W (1/22)** | Positive Psychology & Happiness | 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 |
| **F (1/24)** | Promotion of Happiness in Counseling and Social Justice/Advocacy | Rashid, 2015  **Mini-Paper 1 DUE** |
| **Week 4** | | |
| **M (1/27)** | What is Mindfulness? |  |
| **W (1/29)** | Research and Mindfulness | Hoffman et al, 2010  Grossman et al, 2004 |
| **F (1/31)** | Mindfulness & Happiness  Eckhart Tolle Video |  |
| **Week 5** | | |
| **M (2/3)** | What is Health?  Crash Course Video |  |
| **W (2/5)** | What is Health Promotion? |  |
| **F (2/7)** | Body Image and Health Promotion  Sandra Aamodt TED Talk |  |
| **Week 6** | | |
| **M (2/10)** | Critical Thinking & Social Justice | Nash et al., Chapter 1 |
| **W (2/12)** | Critical Thinking & Social Justice (cont) |  |
| **F (2/14)** | Social Justice Theory | Read article: Building a Better America- One Wealth Quintile at a Time Chapter 1: “Doing the Right Thing” |
| **Week 7** | | |
| **M (2/17)** | Social Justice and Advocacy | -Read: Nash et al., Chapter 2 -Read: Lessons 1-3 in *Advocacy for Social Justice: A Global Action and Reflection Guide* |
| **W (2/19)** | Social Justice and Advocacy (cont) |  |
| **F (2/21)** | Midterm Review |  |
| **Week 8** | | |
| **M (2/24)** | **MIDTERM** | **MIDTERM** |
| **W (2/26)** | Prevention Theory | http://www.ncbi.nlm.nih.gov/pmc/articles/PMC1424415/pdf/pubhealthrep00112-0005.pdf |
| **F (2/28)** | Applying Prevention Theory (Substance Use) | http://www.pitt.edu/~cedar/forum/tarter.html |
| **Week 9** | | |
| **M (3/2)** | Applying Prevention Theory (Anxiety) | Martinsen (2008) |
| **W (3/4)** | Applying Prevention Theory (Depression) | Story (2004) |
| **F (3/6)** | Prevention Theory, Diversity, & Social Justice | **Mini-Paper 2 DUE** |
| **Week 10** | | |
| **M (3/9)** | **SRING BREAK – NO CLASS** |  |
| **W (3/11)** | **SRING BREAK – NO CLASS** |  |
| **F (3/13)** | **SRING BREAK – NO CLASS** |  |
| **Week 11** | | |
| **M (3/16)** | What is Body Image? |  |
| **W (3/18)** | Body Image & Relationships | Read “Family influence on disordered eating: The role of body image dissatisfaction” (Kluck, 2010) |
| **F (3/20)** | Body Image & The Media | http://www.newyorker.com/business/currency/marketing-real-bodies  **Case Study/Advocacy Project Draft DUE** |
| **Week 12** | | |
| **M (3/23)** | Body Image & Health Promotion | Read Keel Ch. 10 (“Prevention”) |
| **W (3/25)** | Body Image & Positive Psychology |  |
| **F (3/27)** | What is Stress?  ASAP Science Stress Video |  |
| **Week 13** | | |
| **M (3/30)** | Stress & Health | http://www.sagepub.com/upm-data/36865\_Marks\_et\_al\_3e\_Ch\_01.pdf |
| **W (4/1)** | Apply Theory to Stress: Positive Psychology |  |
| **F (4/3)** | Apply Theory to Stress: Mindfulness |  |
| **Week 14** | | |
| **M(4/6)** | What is Resilience? |  |
| **W(4/8)** | Mental Illness & Resilience |  |
| **F(4/10)** | Mental Health, Identity, & Resilience | **Case Study/Advocacy Project DUE** |
| **Week 15** | | |
| **M (4/13)** | Race and Class: Health, Prevention, & Advocacy |  |
| **W (4/15)** | Gender and Sexuality: Health, Prevention, & Advocacy |  |
| **F (4/17)** | Age and Disability: Health, Prevention, & Advocacy |  |
| **Week 16** | | |
| **M (4/20)** | Presentations | **Presentations DUE** |
| **W (4/22)** | Presentations |  |
| **F (4/24)** | Review for Final and Wrap Up |  |
| **FINAL EXAM 5/1/20 12 – 2:30PM** | | |

**Assignments/Projects:**

Assignments are due at the START of class on the date listed on the syllabus. Canvas is considered the official time-stamp for assignments. Those assignments turned in after the indicated time on Canvas are subject to point deduction. Late papers/assignments will receive a 25% deduction in grade for each business day 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 Paper:**

(25pts; 22pts 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 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. 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. 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.**

**E. Auburn Advocacy Presentation:**

(20pts) - In groups 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 20-25 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).  **Your paper must be TWO pages and utilize APA-format (typed, double-spaced, 12-point Times New Roman, and use 1.0 inch margins).** 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). **Your paper must be TWO pages and utilize APA-format (typed, double-spaced, 12-point Times New Roman, and use 1.0 inch margins).**

**H. Extra Credit Opportunities** 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 email sona@auburn.edu.

For every SONA credit you earn, you earn 2 cumulative bonus points (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](mailto: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

Participation/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:**

Name/Pronoun Statement: I will gladly honor your request to address you by an alternate/preferred name or gender pronoun. Please advise me of this preference early in the semester (either via email or in-person) so that I may make appropriate changes to my records.

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 15 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.

**Religious/Cultural Observance**: Persons who have religious or cultural observances that coincide with this class should let the instructor know in writing (by e-mail for example) prior to 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 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. I recommend that you power them down. If there is a serious need to leave your cell phone on, such as a family emergency, please put it on vibrate and 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.

**Email**: Outside of class, I will communicate primarily through 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 or stop by my office. 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**: In order 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. However, a student may record classroom activities as an accommodation; in this case, I will notify all students should this occur.

**Class Cancellation**: In the event that class is canceled or the university closes, I will post the planned class activities on canvas, and students are responsible for completing these assignments before the next class period. Additionally, I will notify students if class is canceled at least 24-hours in advance through email, therefore, it is expected that students are regularly checking their official Auburn email.

**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/assignments will receive a 25% deduction in grade for each day they are late.**

**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.

Much plagiarism occurs as a result of missteps in regard to reading, note taking, and citation practices, or from procrastination, and/or panic. Care, timeliness, and communication will eliminate most of the risk. If you have questions about whether or not you should give credit to a source in your work, you may clarify it with me. In general, though, I recommend always the citing sources you have consulted as well as those you borrow from directly. If you are having difficulty with an essay, please contact me right away!

**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 at **800-815-0630**. The clinician on-call will assist you as needed.

**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.*