**AUBURN UNIVERSITY**

**SYLLABUS**

Course Number: COUN 4010-001 / COUN 4013-001

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 am – 12:15 pm

Class Location: Haley Center Room 2206

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

Office: N/A – Office Hours Via Zoom

Office Hours: Fr 8:00 am – 9:00 am 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, January 2021** |

**Required Reading:**

**Text**: Pilgrim, D. (2020). Key concepts in mental health (5th ed.). London: SAGE Publications.

**Chapters and Articles:** Additional chapters and articles may be assigned to cover course topics or add to class discussions. Any additional materials will be provided to students via Canvas.

**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** | **Assignment** |
| **1/12** | **Introduction to Course:**Review of syllabus |  |
| **1/14** | **Introduction to Course:**Prevention vs. Promotion*Textbook: “Mental Health” pp. 3-5* |  |
| **1/19** | **Positivity Psychology:**What is happiness?Positive psychology application*Textbook: “Wellbeing” pp. 6-12* |  |
| **1/21** | **Promotion of happiness:**Promotion of happiness in mental health |  |
| **1/26** | **No Synchronous Class Meeting** | **Mini Paper Due by Midnight** |
| **1/28** | **Prevention Theory:** Primary, Secondary, and Tertiary PreventionApplication of Prevention Theory*Textbook: “Mental Health Promotion: pp. 59-62 and “Prevention” pp. 134-139* |  |
| **2/2** | **Health Promotion:** What is the real definition of “health”?*Textbook: “Physical Health” pp. 34-38* |  |
| **2/4** | **No Synchronous Class Meeting** | **Mini Paper Due by Midnight** |
| **2/9** | **Social Justice Theory:**Social Just Issues, Wealth Inequality, and Healthcare*Textbook: “Social Class” pp. 248-250* |  |
| **2/11** | **Diversity and Health:** Gender and SexualityRace and ClassAge and Disability*Textbook: “Gender/Sex” and “Age” pp. 255-263; optional “Race” pp. 251-254, but this text focuses on British case studies* |  |
| **2/16** | **Wellness Day**  |  |
| **2/18** | **No Synchronous Class Meeting** | **Mini Paper Due by Midnight** |
| **2/23** | **First half wrap-up and midterm review** |  |
| **2/25** | **Midterm – TBD online or in-person** | **Midterm Exam** |
| **3/2** | **Advocacy:**Types of Advocacy and Communication |  |
| **3/4** | **Advocacy Application:** Advocacy StrategyGroup Work Time |  |
| **3/9** | **No Synchronous Class Meeting** | **Mini Paper Due by Midnight** |
| **3/11** | **Mindfulness:**Introduction to mindfulness and application*Textbook: “Mindfulness” pp. 90-91* |  |
| **3/16** | **Body Image:** What is body image? |  |
| **3/18** | **Impacts on Body Image:**Media, family, and social impacts on body image |  |
| **3/23** | **No Synchronous Class Meeting** | **Optional Case Study/Advocacy Paper Rough Draft Due by Midnight** |
| **3/25** | **Stress:**What is stress and how does it impact mental health? |  |
| **3/30** | **Resilience:** Definition of resilience and how it is used in mental health prevention and promotion |  |
| **4/1** | **Wellness Day** |  |
| **4/6** | **Wrap-up and final review**  | **Case Study/Advocacy Paper Due by Midnight** |
| **4/8** | **Group work time in class** |  |
| **4/13** | **No Synchronous Class Meeting** |  |
| **4/15** | **Group Presentations** | **All presentation must be turned in by start of class on 4/15** |
| **4/20** | **Group Presentations**  |  |
| **4/22** | **Group Presentations** |  |
| **4/26** | **Final Exam 12:00 pm – 2:30 pm** |  |

**Assignments/Projects:**

**All assignments are due at the time and on the date listed on the syllabus/Canvas.** Late papers and assignments without an accepted excuse or extension 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 1-point deduction for everyday an assignment is late.

**A. Mini-Paper**

(5pts each)- Throughout the semester, we will have four total mini-papers or reflections. The goal here is to deepen your understanding of your own beliefs and to demonstrate your ability to engage with the course material. While these are a chance to expand on what you have learned in class, they are not formal assignments. There is no need for references (unless you want them).  Each mini-paper must be at least **two pages, double spaced**.

**B.**    **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.

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

(20pts)- You will choose a case studies or issue in need of advocacy efforts. Your issues can come from a published case study, prominent issues in the news, or individual issues you are passionate about. Students will write a 8-page paper discussing the following for your 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. Use APA citations and include a reference page when necessary (does not count towards the total page count). You will have the opportunity to turn in an optional rough draft of your paper at least two weeks prior to the due date for feedback and suggestions.

**D. Auburn Advocacy Group Presentation:**

(20pts)- In groups of approximately 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/or other class materials, as well as from other sources. Presentations will be 15-20 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?

Each person needs to speak during the presentation, and each group member is required to turn in a peer feedback form for their group. A low rating on the feedback form could negatively impact your grade.

**E.**    **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.

**F. Class Participation:**

(5 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. Please note these points will be a combination of attendance, participation in class and in activities, and your group feedback for your final project.

**G. 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 email sona@auburn.edu.

For every SONA credit you earn, you earn 2 cumulative bonus points. 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:**

Mini-Papers (5pts each) 20

Midterm Exam 15

Final Exam  20

Group Presentation    20

Case Study/Advocacy Paper 20

Class Activities/Participation 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.

**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.
	+ Course Attendance: If you are quarantined or otherwise need to miss class because you have been advised that you may have been exposed to COVID-19, you will be expected to develop a plan to keep up with your coursework during any such absences. All classes will be available via zoom live and a recording will be posted to the course Canvas page.
	+ 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.

*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.

The course format will be blended which means we will meet online face to face (synchronously) and at times we may have to include recorded lectures and independent work (asynchronously). The overall plan is to begin class online, via zoom, and meet in-person on campus later in the semester, assuming conditions are conducive for doing so. 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 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. Please note that during this semester, all class meetings will be recorded and posted to Canvas for both the COUN 4010 AND COUN 4013 sections.

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 1-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. **Recording:**

In order to create a safe classroom and learning environment and to respect students’

rights to privacy, recording of class by students 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. Due to COVID-19 policies, all class meetings will be recorded by the instructor and uploaded to the course Canvas page.

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.