**Introduction to Prevention and Mental Health Promotion**

**SYLLABUS**

Course Number: COUN 4010-001

Prerequisites: COUN 2000

Credit Hours: 3 Semester hours credits/Graded

Class Meeting Times: TR 11:00 – 12:15

Class Location: Haley Center Room 1435

Instructor: Fatmah AlQadfan, MA, RDT (She/Her/Hers)

Office Hours: By appointment

**E-mail: FHA0006@auburn.edu**

*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 2022***

**Course Description:**

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

**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*

**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/Videos:**

***Chapters, Articles, Videos - with the exception of the video, which can be found on YouTube, all these articles will be uploaded on Canvas. Please read the assigned pages (or full papers) before class.***

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/

*Healing Trauma & How the Body Keeps the Score* . (2021). *YouTube*. Retrieved January 10, 2022, from https://youtu.be/d\_YApSkqsxM.

Hirsch, M. A., Iyer, S. S., & Sanjak, M. (2016). Exercise-induced neuroplasticity in human Parkinson’s disease: What is the evidence telling us? *Parkinsonism & Related Disorders*, *22*(Suppl 1), S78–S81. https://doi-org.spot.lib.auburn.edu/10.1016/j.parkreldis.2015.09.030

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.

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)**

Vedantam, S. (2006, September 25). How Brain's "Mirrors" Aid Our Social Understanding. *The Washington Post*, p. A8.

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| **COURSE CONTENT OUTLINE** | | |
| **Topic** | | **Assignments, Videos and Articles** |
| **Week 1** | | |
| **R (1/13)** | Introductions; Review of Syllabus |  |
| **Week 2** | | |
| **T (1/18)** | Neuroplasticity |  |
| **R (1/20)** | Building a Brain: Neuroscience in Action | READ:  Vedantam, 2006 |
| **Week 3** | | |
| **T (1/25)** | The Autonomic Nervous System |  |
| **R (1/27)** | Polyvagal Theory | SUBMIT:  **Vlog 1** |
| **Week 4** | | |
| **T (2/1)** | The Benefits of Play | READ:  Discovering the Importance of Play Interview with Brown |
| **R (2/3)** |  |
| **Week 5** | | |
| **T (2/8)** | What is Health?  Health Promotion theory | READ:  Marks, 1996 (pages 4-15) |
| **R (2/10)** | SUBMIT:  **Journal 1** |
| **Week 6** | | |
| **T (2/15)** | The Impact of Stress |  |
| **R (2/17)** | PTSD and C-PTSD | WATCH:  Healing Trauma (YouTube) |
| **Week 7** | | |
| **T (2/22)** | Critical Thinking & Social Justice |  |
| **R (2/24)** | Social Justice Theory & Advocacy |  |
| **Week 8** | | |
| **T (3/1)** | **MIDTERM** | |
| **R (3/3)** | Self-Care and Community Care |  |
| **SPRING BREAK - NO CLASS ON MARCH 8 & 10** | | |
| **Week 9** | | |
| **T (3/15)** | What is Body Image? |  |
| **R (3/17)** | Body Image & Relationships |  |
| **Week 10** | | |
| **T (3/22)** | Body Image & The Media | READ:  Gerhardt, 2020 |
| **R (3/24)** | Eating Disorders: Treatment & Prevention | **Journal 2** |
| **Week 11** | | |
| **T (3/29)** | ACES | INSTAGRAM:  Compassion Prison Project |
| **R (3/31)** | The role of television: Sesame Street |  |
| **Week 12** | | |
| **T (4/5)** | The role of art, theatre, and music in health | READ:  Jones et al., 2019 |
| **R (4/7)** | **Vlog 2** |
| **Week 13** | | |
| **T (4/12)** | Movement, exercise, and sports and their relationship to health | READ:  Hirsch et al., 2016 |
| **R (4/14)** |  |
| **Week 14** | | |
| **T (4/19)** | Religion, spirituality and mental health. Examining Western appropriation/commodification of practices |  |
| **R (4/21)** | Psychology around the world | **Documentary Review** |
| **Week 15** | | |
| **M (4/26)** | Race and Class: Health, Prevention, & Advocacy |  |
| **W (4/29)** | Gender and Sexuality: Health, Prevention, & Advocacy | **Health Across Cultures Paper** |
| **FINAL EXAM 5/5/22 12 – 2:30PM** | | |

**Assignments/Exams:**

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 25% deduction in grade for each business day they are late.

**A.** **Midterm:**

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

**B.** **Final Exam:**

(20 pts) – The final exam will be a multiple choice, short answer, and essay test requiring students to demonstrate their knowledge of material covered over the second part of the semester.

**C. Health Across Cultures Paper:**

(25 pts total - 20 for the written portion and 5 points for the interview)- You will be assigned someone to interview. This interview is to be video recorded and submitted to me**. The interview must be between 30-45 minutes.** You will then write an 8-10 page paper discussing the following:

1. Who did you interview? Introduce your interviewee by speaking about their intersecting identities. Mention parts of their identity like gender, race, disability, immigrant status, professional status etc.
2. How does your interviewee define health and how do they define mental health? (A brief direct quote, example: 2-3 lines is acceptable here. You may also paraphrase). Why/how do you think they have reached this definition? Who has access to health care in their community - what is that access like? Who does not have access? Why?
3. How do they wish health care was different in their community? What do they currently like/dislike? Who has the power and/or the responsibility to make changes happen?
4. Finally, ask about personal/communal practices that your interviewee engages in to promote health and wellbeing (prayer, meditation, exercise, therapy…etc.)
5. Utilizing at least *two external academic, peer-reviewed sources,* expand on two concepts that your interviewee mentioned. How are these topics currently discussed and viewed in the literature?
6. How are you personally similar/different from your interviewee? Do you hold similar opinions? Discuss your identities and topics that brought you tension or that you found yourself in agreement with. Explain why you might have felt this way.

**Interview portion of assignment -** to receive full credit:

1. You must be engaged, respectful, and present during your interview. No distractions from phones/electronics or other sources.
2. You must “arrive to the interview early”, you must be alone in the space, and you must ask for permission before recording.
3. You must take a few minutes to establish rapport. Do not dive right in. Introduce yourself and the class you are enrolled in. Remind your interviewee that you will be talking to them for 45-60 minutes.
4. You must be prepared with questions. Your questions are short, clear, and concise. If your interviewee skips ahead and answers a question, be mindful of that.
5. You thank the interviewee for their time and write a follow up e-mail in which you cc your instructor before April 13th, 2022.

**Your paper must utilize APA-format (typed, double-spaced, 12-point Times New Roman, and use 1.0 inch margins). Your video must be 30-45 minutes long with audio/video clearly working. Everything must be submitted on Canvas before the deadline.**

**D. Documentary review:**

(15 pts) - You will choose ONE of the following Netflix Documentaries to watch and write your paper.

**OPTION A:** Heroin(e)

**OPTION B:** Period. End of Sentence

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

1. What issues are discussed in the documentary? Discuss facts and figures mentioned. What did you personally learn?
2. Why are these issues important to the community in the documentary? How are community members impacted? Discuss power, privilege, and intersectionality.
3. What has been done to address this issue, according to the documentary?
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). How is their work similar/different from the individuals/organizations in the documentary?
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?

**E. Vlog 1**

(5pts) - Record and upload a 3-5 minute **video (audio with camera on)** where you define three terms that you learned in this class *in your own words*. Then 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?  The goal is for you to be honest, direct and thoughtful about what you’re learning.

**F. Vlog 2**

(5pts) - Record and upload a 3-5 minute **video (audio with camera on)** where you define three terms that you learned in this class about ACES and Sesame Street (use your own words). How does learning about ACES benefit you personally? What insights have you gained? What questions are you pondering?  The goal is for you to be honest, direct and thoughtful about what you’re learning.

**F. Journal 1**

(5pts) - 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 TWO pages long and utilize APA-format (typed, double-spaced, 12-point Times New Roman, and use 1.0 inch margins).**

**G. Journal 2**

(5pts) - Summarize what you have learned about body image over the past couple of weeks. What information was new to you? Where did you find yourself in agreement/disagreement? *What life circumstances have shaped your opinions?* **Your journal 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. 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 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 **(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. Grades will be based upon total point accumulation in the course:

Vlog 1 5

Vlog 2 5

Journal 1 5

Journal 2 5

Documentary review   15

Health Promotion/Prevention Paper 25

Midterm 20

Final Exam  20

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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 expected and you are responsible for all class material covered in your absence. In addition to attendance, I expect that when you do come to class, that 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. 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 text while sitting with a client and you would not No Show on a client.

**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.

**Religious/Cultural Observance**: Persons who have religious or cultural observances that coincide with this class should let me know in writing 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. 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**: 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 Canvas.

**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.*