**AUBURN UNIVERSITY**

**SYLLABUS**

Course Number: COUN 4010-D02

Course Title: Introduction to Prevention and Mental Health Promotion

Prerequisites: COUN 2000

Credit Hours: 3 Semester hours credits/Graded

Class Times: MWF 11:00-11:50

Instructor: Kaycee C. Roberts, MS, CMHC, NCC, GTA

Office Hours: virtual by appointment

E-mail: kcr0035@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.*  **As of: 12 January 2022** |

**Required Reading:**

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

**Chapters and Articles:** Chapters, articles and other materials will be assigned to cover course topics or add to class discussions. 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.

This course is not eligible for honors credit.

**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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|  | Mondays (Synchronized In Group Discussion and Activities) | Wednesdays  (Prep/Reading/Lecture Days) | Fridays  *(CANVAS Assignments Due)*  *\** |
| **Week 1**  **12 Jan** | **Topic: Syllabus and Course Overview** | | |
|  | **Monday** | **Wednesday** | **Friday** |
|  |  | First Synchronous Class Meeting-11am  Introduction to Course:  Review of syllabus  **Prep for Lecture/Ppt** | Read along as you watch the syllabus video! |
| **Week 2**  **17 Jan** | **Topic: Prevention vs. Promotion** | | |
|  | Monday | Wednesday | Friday |
|  | MLK Jr. Holiday on Monday  Class will meet on Wednesday! | **Prep:**  Powerpoint Lecture and Relevant Articles  **Synchronous  Class Meeting**  **11am** |  |
| **Week 3**  **24 Jan** | **Topic: Positive Psychology/Promotion of Happiness** | | |
|  | Monday | Wednesday | Friday |
|  | **Synchronous  Class Meeting**  **11am** | **Prep:**  Powerpoint Lecture and Relevant Articles | **Mini Paper/Reflection 1 Due by Noon** |
| **Week 4**  **31 Jan** | **Topic: Prevention Theory** | | |
|  | Monday | Wednesday | Friday |
|  | **Synchronous  Class Meeting**  **11am** | **Prep:**  Powerpoint Lecture and Relevant Articles |  |
| **Week 5**  **7 Feb** | **Topic: Health Promotion** | | |
|  | Monday | Wednesday | Friday |
|  | **Synchronous  Class Meeting**  **11am** | **Prep:**  Powerpoint Lecture and Relevant Articles | **Mini Paper/Reflection 2 Due by Noon** |
| **Week 6**  **14 Feb** | **Topic: Social Justice and Advocacy** | | |
|  | Monday | Wednesday | Friday |
|  | **Synchronous  Class Meeting**  **11am** | **Prep:**  Powerpoint Lecture and Relevant Articles | **Discussion Board 1(Advocacy) Due by Noon** |
| **Week 7**  **21 Feb** | **Topic: Diversity and Health** | | |
|  | Monday | Wednesday | Friday |
|  | **Synchronous  Class Meeting**  **11am** | **Prep:**  Powerpoint Lecture and Relevant Articles | **Discussion Board 2(Affirmative Action Article) Due by Noon** |
| **Week 8**  **28 Feb** | **Week 8: Diversity and Health Continued** | | |
|  | Monday | Wednesday | Friday |
|  | **Synchronous  Class Meeting**  **11am** | **Prep:**  Powerpoint Lecture and Relevant Articles | **Mini Paper/Reflection 3 Due by Noon** |
| **Week 9**  **7 Mar** | **Week 9: Spring Break** | | |
|  | Monday | Wednesday | Friday |
|  | Have fun! Be Safe! | | |
| **Week 10**  **14 Mar** | **Week 10: Mindfulness** | | |
|  | Monday | Wednesday | Friday |
|  | **Synchronous  Class Meeting**  **11am** | **Prep:**  Powerpoint Lecture and Relevant Articles | **Mini Paper/Reflection 4 Due by Noon** |
| **Week 11**  **21 Mar** | **Week 11: Body Image** | | |
|  | Monday | Wednesday | Friday |
|  | **Synchronous  Class Meeting**  **11am** | **Prep:**  Powerpoint Lecture and Relevant Articles | **Discussion Board 3(Body Image)**  **Due by Noon** |
| **Week 12**  **28 Mar** | **Week 12: Stress** | | |
|  | Monday | Wednesday | Friday |
|  | **Synchronous  Class Meeting**  **11am** | **Prep:**  Powerpoint Lecture and Relevant Articles | **Case Study/Advocacy Paper Due by Noon** |
| **Week 13**  **4 Apr** | **Week 13: Resilience** | | |
|  | Monday | Wednesday | Friday |
|  | **RECORDED Lecture** | **Prep:**  Powerpoint Lecture and Relevant Articles | **Discussion Board 4(Resiliency) Due by Noon**  **Group Presentations due to CANVAS by Noon on Friday 8 Apr** |
| **Week 14**  **11 Apr** | **Week 14: Group Presentations** | | |
|  | **Synchronous**  **Class Meeting**  **11am** | **Group Presentations** | Due Outs: Friday |
|  |  |  | **.** |
| **Week 15**  **18 Apr** | **Week 15: Group Presentations** | | |
|  | **Synchronous**  **Class Meeting**  **11am** | **Group Presentations** | Due Outs: Friday |
|  |  |  |  |
| **Week 16**  **25 Apr** | **Week 16: Wrap up Topics/Review** | | |
|  | **5/2** |  | **AU Finals Week** |

**Assignments/Projects:**

**All assignments are due at the time and on the date listed on 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 **1-2 pages double spaced**.

**B.**  **Activities to enhance learning:**

(5 pts each) There will be a series of Discussion Boards, Group Activities and In-class Activities/Worksheets throughout the course**.** These are designed to enhance learning, foster exchange of communication and show understanding of the materiel discussed during both live and pre-recorded lectures. There are a total of 4 in each series. Some of this work will occur during live sessions, while other work may be required to be worked on asynchronously and posted to canvas during class session time.

*\*Note: In Group Discussion and as well as In-class Activities/Worksheets can occur during any of the synchronous lectures. Each are worth 5 points. Furthermore, when time is limited, Activities/Worksheets may be assigned asynchronously. When so, they will always be due the Friday of that week by Noon. Hence, attendance is imperative*. *If you miss class, you will miss out on points. Points may not be made up. Excused Absences will be worked on a case by case basis.*

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

(40pts)- You will choose a case study 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 an 5-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.
5. To which individuals or “main audience” does the action plan need to be communicated and why?

*\*The topic you choose cannot be the same topic of your GROUP presentation.*

Your paper must be typed, 5 pages 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). Cover page required (does not count toward page total).

**D. Auburn Advocacy Group Presentation:**

(40pts)- 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:**

(40 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:**

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

Discussion Boards (5pt each) 20

*\*In-Group Discussions (5 pt each) 20*

*\*Individual Activities/Worksheets (5pt each) 20*

Group Presentation    40

Case Study/Advocacy Paper 40

Final Exam  40

Total Points 200

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

*\*Note: In Group Discussion and as well as In-class Activities/Worksheets can occur during any of the synchronous lectures. Each are worth 5 points. Furthermore, when time is limited, Activities/Worksheets may be assigned asynchronously. When so, they will always be due the Friday of that week by Noon. Hence, attendance is imperative*. *If you miss class, you will miss out on points. Points may not be made up. Excused Absences will be worked on a case by case basis.*

**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: Auburn University Policies relating to COVID, as well as CDC and guidance for the State of Alabama is ever-changing. For the latest information on COVID-19 university polices, please refer to the AU official page at** [**www.auburn.edu**](http://www.auburn.edu) **as well as staying up to date with pertinent email traffic.**
2. **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. For live Zoom sessions, camera must be enabled.

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:**

Please do not use a personal device for any purpose unrelated to our class during class times. Side bar conversations should be avoided. 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 sessions, 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. I can be reached via email at [kcr0035@auburn.edu](mailto:kcr0035@auburn.edu) . When emailing, you must list the following in the subject line in this order (course, topic: COUN4010/Absence or COUN4010/Assignment Question, etc. This allows me to prioritize reading your email as well as helping me identify which of my courses you are in, as the number of courses I teach vary per semester.

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 schedule a meeting with me during no later than the second week of class, or as soon as possible if accommodations are needed immediately. 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.