­­­**AUBURN UNIVERSITY**

**SPECIAL EDUCATION, REHABILITATION, AND COUNSELING**

**SYLLABUS**

**Course Number:** COUN 4970

**Course Title**: Mental Health Disparities: A Multicultural Look at Trauma

**Prerequisites:**  COUN 2100

**Credit Hours:**  3 semester hours credits/Graded

**Class Meeting Time:** asynchronous

**Instructor:** Kevin White, MS, APC, NCC.

**Office:** www.doxy.me/kwhiteapc

**Office Hours:** Monday 8AM-10AM (virtual)

**Email:** klw0070@auburn.edu

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| *The course syllabus is a general plan for the course.**Deviations may be necessary in order to meet the needs of the class and any such deviations will be communicated to the class in a timely manner.* |

**Syllabus Preparation Date:** January 2022

**Course Description:**

This course is going to focus on trauma using a multicultural lens to examine impacts, risks, prevalence, disparities, and treatment. The goal of the course is to provide an understanding of what trauma is, how it presents, and how it must be considered/approached via a multicultural orientation to the work of counseling. Throughout the course we will look at risk factors particular to specific populations and how cultural factors create dynamic experiences unique to the populations being discussed. Multicultural competency, social justice, and advocacy are core elements of the counseling identity, and this course also seeks to provide an exploration of why and how those elements are important to prevent risk and negative outcomes.

**Course Requirements and Grading:**

Final grades will be based on 5 requirements that total 600 points.

The requirements:

1. 1 final exam (100 points) covering reading and class material
2. 5 two-page journals in which you critically reflect upon the readings or class material as assigned (30 points each),
3. Discussion board participation (100 points)
4. A research paper (150 points) identifying a population, risk factors, cultural considerations in treatment, and societal factors contributing to
5. A group presentation (100 points)

I use a “mastery grading system,” such that the grade cutoffs are as follows:

A = 540-600pts. (90-100%), B = 480-539pts. (80-89%), C = 420-479pts. (70-79%), D = 360-419pts. (60-69%), and F = 0-359pts. (0-59%).

**The Required Textbooks:**

None

**Recommended Supplemental Texts:**

Van der Kolk, B. A. (2014). The body keeps the score: Brain, mind, and body in the healing of trauma. Viking.

**Exams:**

The final exam will be a mixture of *multiple-choice, short answer, and essay style response*. The content of the exam will come from lectures, and there will be a review to prepare you for it. Questions will not come directly from the readings, and you will be allowed to use your notes and readings to provide support for your essay question responses. The intent of the exam is not solely memorization of content, but an understanding of how multiple elements of cultural and experience interact dynamically.

**Attendance Policy:**

Students are expected to view the lectures for the course. Viewing the lectures will replace the face-to-face lecture experience. It is the student’s responsibility to view the lectures, and they should not expect to keep up with the class or perform well on assignments/exams without viewing them. Additionally, meeting the requirements for engagement via discussion board participation will affirm that students have kept up with the lecture content.

**Late Policy:**

All assignments are due midnight on Sundays. Late papers/assignments will result in a 10% automatic grade reduction for each day past the date due. If you believe that you will not be able to turn an assignment in on time, reach out to me prior to the due date. I understand that we continue to live in an eventful time.

**Journals:**

You will write 5 two-page typed (double-spaced) critical reflections on the readings. This is a chance for you to ask questions and share your own thoughts and reactions to the readings. Guidelines for each journal will be posted in the assignment on Canvas, and the topics will be taken from lectures/readings/discussions. You will use **APA formatting and include relevant references and in-text citations**.

**Discussion Board:**

All students are expected to engage the class via the discussion board. Each student is expected to contribute at least 10 thoughtful responses/questions/topics to the discussion board. These will not be assigned. Consider this aspect of the course the equivalent of classroom participation. The discussion boards in this course will allow threaded replies, and students are expected to interact with one another, as well as the instructor. A thoughtful response is more than agreeing with someone or asking a one-sentence question. Thoughtful responses should consist of your thoughts as they are informed by the content and your personal experience. They consist of several sentences, and they are directly related to the topic of the discussion or linked to the readings assigned for the week of the discussion.

**Group Presentations:**

Students will work in small groups (chosen at random) to create a short recorded presentation examining an historical event that demonstrates how culture and trauma interact/impact a population. Each group must clear the presentation topic with the instructor by February 27. Each group will submit an outline of their topic 2 weeks prior to the assignment due date. Further details will be provided later in the semester.

**Formal Research Paper:**

You will write a 5-7 page research paper based on a case study provided by the instructor. Your paper must be typed, double-spaced, use a 12-point font size, and use 1.0 inch margins. As a class, we will discuss a list of possible topics that you might want to consider for your paper. Your research paper will follow APA format which will be discussed in-class. As an upper-level course, it is expected that you will continue to develop critical writing and research skills. Therefore, you will lose points if you do not follow formatting guidelines. You will include a title page (APA format) and a list of references that you reviewed and cited (APA style). You may not quote more than 50 words, and always put quotations in quotation marks along with providing the source (authors followed by year) and page number. Avoid plagiarism as it will result in a grade of zero for the paper and (we will discuss this when discussing possible topics). You will hand in your first draft/outline on the date listed in the course schedule for me to review. The purpose of this review is that I can give you feedback to help you as you develop your academic writing skills. I will assign a grade to this first draft/outline and provide you with feedback. You will then hand in a revised version addressing my feedback plus the original version with my comments on ­­­­­the date listed in the course schedule (you *must* hand in the original or I cannot evaluate your improvements). The first version of your paper is worth 50 points and the revisions are worth 100 points, therefore it is recommended that you take both versions seriously. Late papers will be penalized (see late policy).

**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

Any additional opportunities will be shared via CANVAS announcements and email, and they will be added to the syllabus.

**Class Calendar**

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| **Due Dates** | **Tasks & Topics** |  |
| Week 11/12-1/16 | Course and Syllabus Overview  |  |
| Week 21/17-1/23 | What is Trauma?Definitions and Theories, at-risk populations, vicarious trauma and self-care | Gerber & Gerber, 2019NREPP |
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| Week 31/24-1/30 | Symptomatology and Trauma-related Disorders | DSM |
|  | **Journal 1 due** |  |
| Week 41/31-2/6 | Symptomatology and Trauma-related Disorders | Ford & Courtois, 2020Spinnazola et al., 2018 |
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| Week 52/7-2/13 | Children and Adolescents | van der Kolk, 2005 |
|  | **Journal 2 due** |  |
| Week 62/14-2/20 | Minority Stress and Trauma | Meyer, 2003Lefevor et al., 2019 |
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| Week 72/21-2/27 | Racial Trauma | Saleem et al., 2019Aymer, 2016Williams et al., 2018 |
|  | **Group Project topics due!****Journal 3 due** |  |
| Week 82/28-3/6 | Sexual/Gender Identity and Trauma | Baams, 2018Kassing et al., 2021Kelly et al., 2020 |
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| Week 93/7-3/13 | SPRING BREAK! |  |
|  | **Research Paper First Draft/Outline due** |  |
| Week 103/14-3/20 | War, Displacement, and Refugees | Gušić et al., 2017Bemak & Chung, 2015 |
|  | **Journal 4 due** |  |
| Week 113/21-3/27 | Intergenerational & Historic Trauma | Evans-Campbell, 2008Bachem et al., 2019Bombay et al., 2014 |
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| Week 123/28-4/3 | Culture and Trauma Assessment | Patel & Hall, 2021 |
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| Week 134/4-4/10  | Culture, Intersectionality, Advocacy, and Treatment | Bryant-Davis, 2019Haglili, 2020 |
|  | **Journal 5 due** |  |
| Week 14 4/11-4/17 | Treating Trauma: Cognitive Approaches | Ennis et al., 2019 |
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| Week 154/18-4/24 | Treating Trauma: Integrated Approaches (Relational, Psychodynamic, Narrative) | Zayfert, 2008Spermon et al., 2010 |
|  | **Research Paper Final Draft due** |  |
| Week 164/25-5/1 | Course wrap-up and review |  |
|  | **Group Presentations due** |  |
| Final Exam5/2-5/6 | **Final Exam** |  |
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**Accommodations:**

Any student needing accommodations should inform the instructor(s) and/or The Program for Students with Disabilities, in 1244 Haley Center as soon as possible. If you already have accommodations, it will be your responsibility to set up a conference with the instructor. Students in need of reasonable accommodations due to some other need or hardship are encouraged to meet with the instructor as soon as possible. All requests will be considered equitably regarding the other students enrolled in the course

**Canvas/Email:**

All course documents (i.e. syllabus, schedule) and PowerPoint handouts will be available on Canvas. The instructor will make a good faith effort to keep all students’ grades up-to-date on the course’s Canvas page.

**Tigermail is the preferred means of communication between student and instructor throughout this course.** The instructor will notify you via email and Canvas announcements of any course changes. The instructor will respond to emails within a 24-hour period. Emails will not be checked after 8pm by instructor.

**Academic Honesty:**

Auburn University expects students to pursue their academic work with honesty and integrity. The Academic Honesty Code is outlined in the Tiger Cub and contains a list of those actions that are considered cheating and the possible consequences that those actions carry. Violations of the Academic Honesty Code will NOT be tolerated in this course. If you are found in violation of the Academic Honesty Code, it will result in your receiving a failing grade.

**Title 1X:**

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

**Classroom Behavior:**

Students are expected to be considerate of other perspectives and experiences in all class discussions and interactions. It should be obvious that insulting language, minimization, and personal attacks are unacceptable. Though, none of us are perfect, and at times we may say something that causes harm because of our own lack of awareness. I expect everyone in this class, even myself, to be open to recognizing how we can be better and more aware of microaggressions and biased or marginalizing language. This is an inclusive class environment. This class values the individual identities of its students. Pronouns are a way to affirm someone's identity. They are simply a public way in which people are referred to in place of their name (e.g. "he" or "she" or "they" or "ze" or something else). In this classroom, you are invited to share what pronouns you go by, and we will refer to people using the pronouns that they share.

**Respect for Diversity:**

I intend this class to meet the needs of students from all backgrounds and perspectives. As such, the diverse experiences, and perspectives of students in this course should be seen as a valuable resource for the growth of understanding of the human experience and unique needs of different groups. I encourage you to offer me your thoughts on ways to better serve your needs and the overall effectiveness of course delivery and content.

I expect everyone to be respectful and open to the experience of others and will do my best to create an environment where this is the case. A major part of working in counseling and human services is the development of effective empathy. This means that we must be aware of and sensitive to the lived experiences of others and how that informs their way of navigating the world.

This includes respecting personal pronouns and identity markers indicated by individuals. I encourage you to share your pronouns if you are comfortable doing so and will do everything for us to create a shared space that is respectful of that.

At times we may be challenged by other perspectives, but I encourage you to take a moment to consider why you feel challenged and how your own life experience informs that feeling. 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. It may not be our intention may to cause discomfort or offense, but it sometimes happens. Addressing these instances is important and the impact of them can be lasting. 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.