**COUN 2300 (D01 & D02)**

Mental Health Disparities

***Spring 2023***

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**Department of Special Education, Rehabilitation, and Counseling**

**College of Education**

Instructor Information:

**Paul Tierney, M.Ed., LPC-S**

**Pft0003@auburn.edu**

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Office Hours:

**By appointment**



**SYLLABUS**

**1. Course Number: COUN 2300 (3 semester hours)**

**Course Title: Mental Health Disparities**

**University: Auburn University**

**Prerequisites: None**

**Instructor: Paul Tierney, M.Ed., LPC-S (pft0003@auburn.edu)**

**Class Meeting: Asynchronous Online via Canvas**

**2. Date Syllabus Prepared:** June 2020, January 2023 (revised)

**3. Required Readings:**

**Text**:

Eaton, W.W., & Fallin, M.D. (2019). *Public mental health 2nd edition.* Oxford University Press: New York, NY

Other Readings and/or Videos as Assigned.

4. **Course Description:**

The United States is rapidly becoming more multiracial, multiethnic and multilingual and the world increasingly globalized. Leading mental health providers to become more knowledgeable about mental health disparities among historically marginalized groups within the United States. This course will introduce students to mental health disparities and strategies for addressing the social factors of mental health. Such disparities are intersectional and include a wide array of identities: gender, race/ethnicity, sexual and gender orientation, socioeconomic status, and physical disability. This course will highlight the injustices in the diagnosis and treatment of individuals with psychiatric disorders. Lastly, social factors such as political, economic, cultural, and legal issues will be addressed as they related to mental health disparities.

5. **Course Objectives:**

The assumption in this course is that all students in the College of Education are working to be competent, committed, and reflective professionals.

Upon course completion students will:

1. Demonstrate an awareness and understanding for how stress affects the biological, psychological, and social factors of an individual.
2. Understand the relationship between cultural factors/identities and psychological distress when working with various populations.
3. Demonstrate an understanding for the laws that mental health professionals must abide by, along with the laws that affect the populations served.
4. Gain an understanding of the global perspective of mental health and the organizations that facilitate in the distribution of mental health services and information.
5. Demonstrate the ability to critically think about ways that epidemiology and genetics are linked to the prevention and/or manifestation of mental disorders. Along with the various historical components that have aided in the success of such preventions.
6. Understand the prevalence rates of mental disorders and suicide.
7. Gain knowledge of the mental health impairments and disease burdens
8. Demonstrate an understanding and awareness of the history and comorbidity of mental disorders.

**6. Course Content** **and Schedule:**

This course schedule is tentative and may change at the instructor’s discretion. Any changes to the schedule will be announced in class and/or via email and it is the students’ responsibility to be aware of such announced changes.

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| **Date:** | **Topic:** | **Reading:** | **Assignment Due:** |
| January 11 | Welcome and Course Overview | Review Syllabus |  |
| January 17 | The Burden of Mental Disorders | Chapter 1 | **Quiz 1** |
| January 23 | Psychiatric Nosology: Approaches to the Characterization of Mental Disorders | Chapter 2 | **Quiz 2** |
| January 30 | Global Mental Health Issues: Culture and Psychopathology | Chapter 3 | **Quiz 3** |
| February 6 | Adult Mental Disorders in Association with Socioeconomic Position, Race/Ethnicity, and Sexual and Gender Minority Status | Chapter 7  [*Documenting Our Presence- Multicultural Experience of Mental Illness*](https://www.youtube.com/watch?v=dZfeuYWDs0w) | **Quiz 4** |
| February 13 | Genes as a Source of Risk for Mental Disorders | Chapter 9  [*Did I Inherit Mental Illness (BBC News)*](https://www.youtube.com/watch?v=iAbAY1Z2mEE) | **Quiz 5** |
| February 20 | Public Mental Health and the Brain Across the Life Span | Chapter 10 | **Quiz 6** |
| February 27 | Mental Health and the Law | Chapter 11 | **Quiz 7** |
| March 13 | American Mental Health Services after the Affordable Care Act | Chapter 14 | **Quiz 8**  **One person from each group informs (via e-mail) the instructor which topic you’ve chosen no later than March 17 at 5 pm.** |
| March 20 | Pathways to Care: Need, Attitude, Barriers | Chapter 16  [*Mental Health for all by Involving All (Ted Talk)*](https://www.ted.com/talks/vikram_patel_mental_health_for_all_by_involving_all#t-48323) | **Quiz 9** |
| March 27 | Mental Health Systems Around the World | Chapter 17 | **Quiz 10** |
| April 3 | The Logic and Practice of the Prevention of Mental Disorders | Chapter 18 | **Quiz 11** |
| April 10 | Hopes and Challenges Moving Forward | Chapter 19 | **Quiz 12**  **Group Video Presentations shared with instructor in BOX no later than April 14 at 5 pm** |
| April 17 | Watch Group Video Presentations (Groups A, B, C, D) |  | **Discussion Post 1** |
| April 24 | Watch Group Video Presentations (Groups E, F, G) |  | **Discussion Post 2** |

**7. Course Requirements/Evaluation:**

**Readings / Lecture / Quizzes**: At the beginning of each week, you should have assigned readings completed. The readings are extremely important as they will introduce you to the lecture content and video. After completing the reading, review the lecture video and any additional videos assigned for the week. Canvas will indicate if/when the lecture has been reviewed in its entirety. You will be expected to be knowledgeable about the assigned material as demonstrated in a weekly quiz that covers assigned reading, lecture, video, and any other materials added to that week’s module. There are a total of 12 quizzes, each worth 5 points. The quiz is to be completed in Canvas no later than 5 pm on Friday of each week. Late submissions will not be allowed unless there is a documented medical emergency.

For quizzes, you may review any of the materials in the Canvas module and your textbook while taking the quiz. You may not, under any circumstance, discuss or share the contents of the quizzes with classmates. Violations of this may result in referrals for academic code of conduct violations.

NOTE: I reserve the right to add reading materials (research articles, relevant news articles, etc.) to the required weekly readings throughout the semester. You are responsible for reading each item that is placed within the weekly module, and quiz questions may come from any of those items.

**Group Video Presentations:**

You will be assigned to a group at the beginning of the semester, and as a group you will select a topic and research how mental health clinicians might address a mental health disparity for a specific marginalized group. The selected topic should have some relationship to mental health or mental illness issue. Each group must submit the presentation topic to the instructor (Canvas) by the date specified on the schedule. In a Box folder you create and share with the instructor, each group will upload a recording (of a recorded Zoom session with a PowerPoint) no longer than 10 minutes outlining the following:

* History of the mental health disparity
* Groups differentially impacted
* Reasons disparity might exist
* Ways in which mental health clinicians, policy makers, and others might improve the mental health disparity.

Each group member is expected to be actively involved with the preparation and execution of this assignment, including in the final presentation. If a member of your group is not participating in an equitable manner, please notify the instructor.

**Discussion Posts – Group Video Presentation Reflections:**

You will select a Group Video Presentation produced by another group (it must be on a topic that is different from the topic of your presentation). You will write a 3-4 paragraph reflection and post that in a Canvas discussion. A rubric with requirements for the reflection will be provided in Canvas. In each of the last two weeks of the semester, after watching ALL of the videos for that week, you will select one for your reflection. Each reflection is worth 10 points, totaling 20 points for this assignment (two reflections total over the course of two weeks).

### **Assignment Grading System**

Quizzes (12 x 5 points each) 60 points

Group Presentations 20 points

Discussion Posts (2 x 10 points each) 20 points

**Total 100 points**

**Grade Criteria** (grades will be rounded to nearest whole number)**:**

A 90 - 100 points

B 80 – 89 points

C 70 – 79 points

D 60 – 69 points

F < 60 points

**8. Class Policy Statements:**

Late Assignment Policy: Late assignments are not acceptable. It is expected that you have completed all assignments by the due date on Canvas. Failure to complete a quiz on time or missing a presentation will result in unsatisfactory completion of that course requirement, and in many instances, would mean an inability to pass the class. It is therefore imperative that students complete all course requirements on time. I reserve the right to allow exceptions to this policy, for example, in the event of a documented emergency.

Participation Policy: Lecture review is required as recorded by Canvas.

Late Assignment Policy: Students are granted late assignment allowance for the following reasons: illness of the student or serious illness of a member of the student’s immediate family, death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Appropriate documentation for all late assignments is required. Please see the *Student Policy eHandbook* at [www.auburn.edu/studentpolicies](https://cas.auburn.edu/owa/redir.aspx?C=ef2eb0b81d90495098a27dc4053361aa&URL=http%3a%2f%2fwww.auburn.edu%2fstudentpolicies) for more information on excuse policies.

Accommodations: Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting with me during the first week of classes, or as soon as possible if accommodations are needed immediately. 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).

Honesty Code: All portions of the Auburn University student academic honesty code (Title XII) found in the Student Policy eHandbook (http://www.auburn.edu/student\_info/student\_policies/) will apply to this class. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

Office Hours: The instructor is available by appointment. Campus email is the best way to schedule an appointment. I encourage you to make an appointment if you have any questions or concerns about the course or your performance in it.