**Introduction to Prevention and Mental Health Promotion**

**SYLLABUS**

Course Number: COUN 4010 – D02, Spring 2023

Course Title: Prevention & Mental Health

Credit Hours: 3 semester hours credits/Graded

Class time: T TH 2:00pm - 3:15pm

Room Number: Synchronous (Zoom)

Instructor Information: Tori Massey Young, M.S., APC, NCC (She, Her, Hers)

Graduate Teaching Assistant

**tdy0003@auburn.edu**

Office Hours: By Appointment F2F or via Zoom

**Please Note**

*The course syllabus is a general plan for the course.*

*Deviations may be necessary in order to meet the needs of the class. Any deviations will be communicated to the class in a timely manner.*

**Course Description**

This course will address the ideas of prevention and mental health/ wellness in our community. We will address such concepts as prevention, mental health, wellness, barriers, education, social justice, and advocacy.

**Student Learning Outcomes**

* Develop an understanding of the important role prevention offers in counseling, psychology, and other human service fields.
* Define mental health illness and explore strategies that promote mental health wellness.
* Examine the role of stigma and common misconceptions that serve as barriers to treatment.
* Understand the impact of community education in prevention and linkage to services.
* Unpack the role of trauma and its effects within mental health.
* Become advocates for social justice across domains.

**Required Reading/Videos**

***All assigned reading materials will be uploaded to Canvas. Assigned videos can be found on YouTube. Please read the assigned pages (or full papers) and watch assigned videos before class.***

**NOTE:** *The instructor may provide additional reading materials to supplement student learning or ask that students provide academic sources on a given topic for class discussion. Familiarity of content is important for class discussions.*

Allison Abrams. (2017, May 25). *The catastrophic effects of Mental Health Stigma*. Psychology Today. Retrieved August 8, 2022, from <https://www.psychologytoday.com/us/blog/nurturing-self-compassion/201705/the-catastrophic-effects-mental-health-stigma>

Brennan, K. M., & Gorman, K. S. (2022). Altering the landscape of mental illness stigma on university campuses. *Stigma and Health*, *7*(3), 358–369. https://doi-org.spot.lib.auburn.edu/10.1037/sah0000398

Callard, F. (2012). *Mental illness, discrimination, and the law: fighting for social justice*. John Wiley & Sons.

Centers for Disease Control and Prevention. (2019). *Can preventing childhood trauma improve adult health*. *YouTube*. Retrieved August 8, 2022, from https://youtu.be/CdTiXrYTB7A.

Felman, A., & Tee-Melegrito, R. A. (2022, July 28). *Mental health: Definition, common disorders, early signs, and more*. Medical News Today. Retrieved August 8, 2022, from https://www.medicalnewstoday.com/articles/154543

*How to practice emotional first aid*. (2015). *YouTube*. Retrieved August 8, 2022, from https://youtu.be/F2hc2FLOdhI.

Mental Health America, Inc. (2022). *Prevention and early intervention in mental health*. Mental Health America. Retrieved August 8, 2022, from https://www.mhanational.org/issues/prevention-and-early-intervention-mental-health

National Institutes of Health. (n.d.). *Emotional wellness checklist - national institutes of health*. Your Healthiest Self Emotional Wellness Checklist. Retrieved August 9, 2022, from https://www.nih.gov/sites/default/files/health-info/wellness-toolkits/emotional-wellness-checklist.pdf

Sussex Publishers. (2022). *Trauma*. Psychology Today. Retrieved August 8, 2022, from https://www.psychologytoday.com/us/basics/trauma

TED. (2015). *How childhood trauma affects health across a lifetime*. *YouTube*. Retrieved August 8, 2022, from https://youtu.be/95ovIJ3dsNk.

TED. (2019). *YouTube/ Trauma not Transformed is Trauma Transferred*. Retrieved August 11, 2022, from https://youtu.be/b4loBphYCXI.

U.S. Department of Health and Human Services. (2022, February 28). *Mental health myths and facts*. Mental Health Myths and Facts | MentalHealth.gov. Retrieved August 8, 2022, from https://www.mentalhealth.gov/basics/mental-health-myths-facts

(2018). *YouTube/ Understanding Trauma and the Brain*. Retrieved August 11, 2022, from https://youtu.be/K\_nVrNaNHxY.

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| **COURSE CONTENT OUTLINE** | | |
| **Topic Assignments, Articles and Videos** | | |
| **Week 1 (1/12)** | | |
| **TH (1/12)** | Introductions; Syllabus Overview | Review Syllabus |
| **Week 2 (1/17-1/19)** | | |
| **T (1/17)** | Introduction to Prevention & Mental Health | Overview of Assignments  Class Discussion |
| **TH (1/19)** | Mental Health Defined | Syllabus Quiz (In Class)  Review “What is mental health?”  [Mental health: Definition, common disorders, early signs, and more (medicalnewstoday.com)](https://www.medicalnewstoday.com/articles/154543) |
| **Week 3 (1/24- 1/26)** | | |
| **T (1/24)** | Mental Health- Common Misconceptions | Review “Myths and Facts”  [Mental Health Myths and Facts | MentalHealth.gov](https://www.mentalhealth.gov/basics/mental-health-myths-facts) |
| **TH (1/26)** | What are we trying to prevent? | Watch “How to practice Emotional First Aid” by Guy Winch  **https://youtu.be/F2hc2FLOdhI** |
| **Week 4 (1/31-2/2)** | | |
| **T (1/31)** | Prevention and Education | Review “Prevention and Early Intervention in Mental Health”  [Prevention and Early Intervention in Mental Health | Mental Health America (mhanational.org)](https://www.mhanational.org/issues/prevention-and-early-intervention-mental-health)  **Due:** Journal 1 “Mental Health Area of Interest” |
| **TH (2/2)** | Wellness Promotion | Review “Emotional Wellness Checklist”  [emotional-wellness-checklist-2022-7.pdf (nih.gov)](https://www.nih.gov/sites/default/files/health-info/wellness-toolkits/emotional-wellness-checklist-2022-7.pdf) |
| **Week 5 (2/7-2/9)** | | |
| **T (2/7)** | Barriers to Mental Health Wellness | Class Activity |
| **TH (2/9)** | What is Trauma? | Review “Trauma”  [Trauma | Psychology Today](https://www.psychologytoday.com/us/basics/trauma) |
| **Week 6 (2/14- 2/16)** | | |
| **T (2/14)** | Impacts of Trauma | Watch “How childhood trauma affects health across a lifetime” Nadine Burke Harris  **https://youtu.be/95ovIJ3dsNk**  *Journal 2 Review* |
| **TH (2/16)** | **Trauma and Mental Health Intersectionality** | Watch “Trauma not Transformed is Trauma Transferred” Tabitha Mpamira-Kaguri  **https://youtu.be/b4loBphYCXI** |
| **Week 7 (2/21-2/23)** | | |
| **T (2/21)** | Adverse Childhood Experiences | Watch “Can preventing childhood trauma improve adult health?”  **https://youtu.be/CdTiXrYTB7A**  ACES Scale Review  **Due:** Journal 2 “Reaction to Trauma TED Talks” |
| **TH (2/23)** | Trauma’s Impact on the Brain and Behavior | Watch “Understanding Trauma and the Brain” Rachel Lazar  **https://youtu.be/K\_nVrNaNHxY** |
| **Week 8 (2/28-3/1)** | | |
| **T (2/28)** | Stigma and Mental Illness | Review “The Catastrophic Effects of Mental Health Stigma”  [The Catastrophic Effects of Mental Health Stigma | Psychology Today](https://www.psychologytoday.com/us/blog/nurturing-self-compassion/201705/the-catastrophic-effects-mental-health-stigma) |
| **TH (3/1)** | Stigma and Mental Illness | Class Activity  **Due:** Mental Health Professional Interview Report |
| **Week 9 (3/7-3/9)** | | |
| **T (3/7)** | **NO CLASS-SPRING BREAK** | Enjoy! |
| **TH (3/9)** | **NO CLASS-SPRING BREAK** | Enjoy! |
| **Week 10 (3/14-3/16)** | | |
| **T (3/14)** | Prevention Theory  What is Advocacy? | Lecture and Class Discussion |
| **TH (3/16)** | Your Role as an Advocate | Group Presentation Assignments |
| **Week 11 (3/21-3/23)** | | |
| **T (3/21)** | Social Justice and Mental Health | Review *Mental illness, discrimination, and the law: fighting for social justice*  AU Library Access |
| **TH (3/23)** | Social Justice Advocacy and Education | **Due:** Journal 3 “Personal Wellness Plan” |
| **Week 12 (3/28-3/30)** | | |
| **T (3/28)** | Social Media and Mental Health | Class Activity |
| **TH (3/30)** | Social Media and Mental Health | Findings Overview |
| **Week 13 (4/4-4/6)** | | |
| **T (4/4)** | What is Resilience? | Lecture and Class Discussion |
| **TH (4/6)** | Promoting Resiliency | **Due:** Journal 4 “Benefits of Trauma Informed Mental Health Care” |
| **Week 14 (4/11-4/13)** | | |
| **T (4/11)** | Prevention and Mental Health Promotion in the Collegiate Setting | Review “Altering the landscape of mental illness stigma on universities campuses.” AU Library Access  Group Presentation Final Overview |
| **TH (4/13)** | Community Mental Health Promotion | **Due:** Group Presentations |
| **Week 15 (4/18-4/20)** | | |
| **T (4/18)** | |  | | --- | | Community Mental Health Promotion | | **Due:** Group Presentations |
| **TH (4/20)** | |  | | --- | | Community Mental Health Promotion | | **Due:** Group Presentations |
| **Week 16 (4/25-4/27)** | | |
| **T (4/25)** | Wrap up and student suggested discussion topic | **Due:** Group Presentations |
| **TH (4/27)** | Content Review and Final Exam Preparation |  |
| **Week 17 (5/2- 5/4)** | | |
| **FINAL EXAM 5/4/2023 1:30pm-3:30pm** | | |

**Assignments Overview**

**Attendance Score: (32 pts total)**

Student attendance is expected, and attendance will be taken during each class period. Students who miss more than 15 minutes of class by arriving late or leaving early will be counted as absent. Students are given 3 unexcused absences before it will negatively affect their grade.

**Syllabus Quiz: (10 pts)**

After the third class meeting, students will complete a syllabus quiz to ensure understanding of key elements outlined throughout.

**Journal/ Reflection Papers: (4 papers at 40 pts each)**

Students will complete a two-page (APA-format, Times New Roman, 12pt font, 1.0 inch margins, double-spaced) journal/reflection paper covering four different topics throughout the semester. Each paper is based on the course material. Students should refer to Canvas assignment for more detail on each assignment.

Journal 1: Mental Health Area of Interest

Journal 2: Reaction to Trauma TED Talks

Journal 3: Personal Wellness Plan

Journal 4: Benefits of Trauma Informed Mental Health Care

**Group Presentation: (50 pts)**

Instructor will assign students to groups to present a prevention plan. Areas of prevention will be selected in class one month prior to presentations. Groups are expected to utilize PowerPoint media and verbally present a total of 20 minutes during their assigned class date. Students should refer to Canvas assignment for more detail.

**Professional Interview Report: (40 pts)**

Students will interview a mental health professional on the topic Prevention & Mental Health. Students will introduce the professional, draft at least ten related questions, and assemble a report based on the responses.Format should model the journal/reflection papers. Students should refer to Canvas assignment for more detail.

**Final Exam: (60 pts)**

The final exam will consist of multiple choice, fill in the blank, short answer, and essay questions requiring students to demonstrate their knowledge of material covered throughout the semester. A study guide will be provided, and a master review conducted prior to exam date. All needed study materials will be available for reference via Canvas.

## Grading Scale

*Grades are based on final percentages*

Attendance 32

Syllabus Quiz 10

Journal 1 40

Journal 2 40

Journal 3 40

Journal 4 40

Group Presentation 50

Professional Interview 40

Final Exam 60

**Total 352**

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| **A** | **B** | **C** | **D** | **F** |
| 90-100% | 80-89% | 70-79% | 60-69% | 59% and below |

**Assignments**

All assignments are due to Canvas at the **START** of class on the date listed on the syllabus. Canvas is considered the official timestamp for assignments. Those assignments turned in after the indicated time on Canvas are subject to point deduction. If you have technical difficulties with Canvas, it is your responsibility to also email your assignment to the instructor **BEFORE** the due date.

**\*Late assignments will receive a 10% deduction in grade for each day they are late, up to 6 days late. After 6 days assignments will not be accepted.**

**Extra Credit through SONA**:

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 emailsona@auburn.edu.

For every SONA credit you earn, you earn 2 bonus points to be added towards your grade in the course at the end of the semester (i.e., NOT percentage 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 [emailsona@auburn.edu](mailto:emailsona@auburn.edu)

More information on SONA can be found at: <https://cla.auburn.edu/psychology/research/participation/>

**Course Policy Statements**

**Name/Pronoun Statemen**t: Please advise me of your preference early in the semester (either via email or in person) so that I may ensure appropriate changes to my records.

**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 attend, you will participate in class. I understand that emergencies do occur, but they do not happen each week. Arriving late to class, leaving early, or leaving for an extended time period during class will be counted as an absence. An attendance link will be provided in the Zoom chat to document your presence each class meeting.

**Excused Absences**: Only university excused absences will be accepted. When possible, the student must notify the instructor in advance of a needed excused absence. Notification of absence will not be acceptable more than one week after the absence. Appropriate documentation for all excused absences is required. Please see university policies for additional information on absences.

**Zoom Policy:** All classes will meet via Zoom synchronously unless otherwise specified by instructor. Your attendance, attention, and participation are expected. Zoom participation requires you to keep your **VIDEO ON** and your **MICROPHONE MUTED** when you are not speaking. Although you may be participating from your home, our Zoom meetings are professional interactions. You should dress and behave as you would in a normal F2F classroom. To the extent possible, please minimize distractions in the background. I reserve the right to dismiss anyone from a Zoom meeting whose environment or behavior is distracting or problematic. If you have any issues with sharing your video feed, adhering to this policy, or anything else related to your use of Zoom please notify me via email in the first week of class.

**Religious/Cultural Observance**: Students who have religious or cultural observances that coincide with this class should let the instructor know in writing by email prior to the observance date.  You are encouraged to celebrate and honor your cultural and religious holidays!  If I do not receive notice via email, I will assume that you plan to attend all class meetings.

**Personal Technology**: The use of a laptop, tablet, or other electronic device for taking notes and/or class participation is permitted. However, please do not use a personal device for any purpose unrelated to class assignments. All devices should be silenced. Cell phones should be put away during class, unless I ask you to utilize them for an activity. Your cell phone may remain on vibrate in the event on an anticipated emergency. Please notify instructor regarding your concern.

**Email**: Outside of class, I will communicate primarily through email and Canvas announcements. All students are expected to regularly check their Auburn email and Canvas for class updates and announcements. For questions or concerns regarding class material, feel free to email me using your official Auburn email or contact me for an appointment. If you do not receive correspondence from me within 24 to 48 hours, please be sure to follow-up with me. **It is recommended to set your Canvas to send notifications of class announcements to your Auburn email.**

**Recording:** In order to create a safe classroom and learning environment, and to respect students’ rights to privacy, student recording of class is prohibited. This includes audio and video recordings. Instructor will record classes via Zoom and post to Canvas at the conclusion of each week for protected student review.

**COVID-19:** This class will adhere strictly to university guidelines regarding COVID-19 policy and procedure. Instructor will inform class of any newly outlined updates issued by the university. Please be sure to review Auburn University guidelines currently in place.

**Class Cancellation**: In the event class is canceled, planned activities will be posted to Canvas to be completed via asynchronous format. Students are responsible for completing these assignments before the next class meeting. Students will be notified of class cancelations/asynchronous change as soon as possible through email and/or Canvas announcement. Please ensure to regularly check your official Auburn email and Canvas for class announcements.

**Make-Up Policy**: Arrangements to make up a missed assignment 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.***

**Your One 72-hour Extension:** Students are allowed ONE assignment extension (CANNOT be applied to the final exam) during the semester, no explanation needed. In order to use this, students must email the instructor **BEFORE** the due date stating that they will be using their 72-hour extension.

**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 citing sources you have consulted as well as those you borrow from directly. If you have any difficulty with an assignment, please do not hesitate to contact me!

**Disability Accommodations**: Students who need accommodations are asked to arrange a meeting during the first week of classes, or as soon as possible for arrangements. To schedule 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. All Auburn students can receive services through **Student** **Counseling and Psychological Services (SCPS).** You can contact them at **(334) 844-5123** and <http://wp.auburn.edu/scs> . You can call the SCPS phone number 24/7, including weekends and holidays, to be connected to emergency mental health services. Additionally, 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 on-call clinician 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)

**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.

*Important note:* 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*

*Course Policies Adapted for Use from CRLT, University of Michigan.*