­­­**AUBURN UNIVERSITY**

**SPECIAL EDUCATION, REHABILITATION, AND COUNSELING**

Course Number: COUN 4010– D01, Fall 2022

Course Title: Prevention and Mental Health Promotion

Credit Hours: 3 semester hours credits/Graded

Class time: TR 11:00 am – 12:15 am

Room Number: Virtual

Instructor Information: Courtney Williams (She/Her/Hers)

Graduate Teaching Assistant

**Chw0036@auburn.edu**

Office Hours: Wednesdays from 9am – 10 am or by appointment (Via Zoom)

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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.* |

**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.

**Student Learning Outcomes**:

* Understanding of how the ideas of prevention and promotion apply to counseling psychology, as well as how these ideas apply to psychology in general.
* Gain an understanding of what science has shown to be worth promoting.
* Gain an understanding of what science has shown to be worth preventing.
* 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.
* Understand the impact of social justice and advocacy.

**The Required Textbooks (should plan to rent/purchase and need to read):**

Pilgrim, D. (2020). *Key concepts in Mental Health* (Fifth). SAGE Publications Ltd.

**Additional Assigned Readings**

Alonzo, R., Hussain, J., Stranges, S., & Anderson, K. K. (2021). Interplay between social media use, sleep quality, and mental health in youth: A systematic review. *Sleep Medicine Reviews*, *56*. <https://doi-org.spot.lib.auburn.edu/10.1016/j.smrv.2020.101414>

Aslanian, S., & Roth, A. (2021). *Inside the College Mental Health Crisis*. Inside the college mental health crisis | Under Pressure | APM Reports. Retrieved from <https://www.apmreports.org/episode/2021/08/19/under-pressure-the-college-mental-health-crisis>

DePaulo, B. (2015, April 2). *A happy life or a meaningful one? they are not the same ...* Psychology Today . Retrieved from <https://www.psychologytoday.com/us/blog/living-single/201504/happy-life-or-meaningful-one-they-are-not-the-same>

Grossman, P., Niemann, L., Schmidt, S., & Walach, H. (2004). Mindfulness-based stress reduction and health benefits: A meta-analysis. *Journal of Psychosomatic Research*, *57*(1), 35–43. <https://doi-org.spot.lib.auburn.edu/10.1016/S0022-3999(03)00573-7>

Hofmann, S. G., Sawyer, A. T., Witt, A. A., & Oh, D. (2017). The effect of mindfulness-based therapy on anxiety and depression: A meta-analytic review. In B. A. Gaudiano (Ed.), *Mindfulness: Clinical applications of mindfulness and acceptance: Specific interventions for psychiatric, behavioural, and physical health conditions., Vol. III.* (pp. 451–480). Routledge/Taylor & Francis Group.

Martinsen, E. W. (2008). Physical activity in the prevention and treatment of anxiety and depression. *Nordic Journal of Psychiatry*, *62*(Suppl 47), 25–29. <https://doi-org.spot.lib.auburn.edu/10.1080/08039480802315640>

McTiernan, K., Gullon-Scott, F., & Dudley, R. (2021). Do positive psychology interventions impact on the subjective wellbeing and depression of clients? A systematic methodological review. *Journal of Contemporary Psychotherapy: On the Cutting Edge of Modern Developments in Psychotherapy*. <https://doi-org.spot.lib.auburn.edu/10.1007/s10879-021-09522-7>

Patel, V. (2015). Addressing social injustice: A key public mental health strategy. *World Psychiatry*, *14*(1), 43.

Reivich, K. J., Seligman, M. E. P., & McBride, S. (2011). Master resilience training in the US Army. *American Psychologist*, *66*(1), 25–34. <https://doi-org.spot.lib.auburn.edu/10.1037/a0021897>

Suni, E., & Dimitriu, A. (2020, September 18). *Mental health and sleep*. Sleep Foundation. Retrieved from <https://www.sleepfoundation.org/mental-health>

Vedantam, S. (2006, September 25). How Brain's "Mirrors" Aid Our Social Understanding. The Washington Post, p.A8. Retrieved from: <https://www.washingtonpost.com/archive/politics/2006/09/25/how-brains-mirrors-aid-our-social-understanding/16e4cfaf-1233-48c6-9b0a-05ad3f36e083/>

NOTE: The instructor may provide additional reading materials to supplement student learning, or ask that students find and bring academic sources on a given topic for class discussion.

**Assignments/Projects:**

**Attendance (2.5 pt per class – 65 pts).**

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 2 unexcused absences before it will negative effect their grade. Expectations during zoom class meetings include:

* **Students will have their cameras on throughout the lecture**
* Only the student will be visible, not friends, roommates, family, etc.
* Students will participate in activities and discussions

**Reflection Papers (40 pts – 20 pts each)**

Students will complete a two-page minimum (Times New Roman, 12pt font, double spaced) reflection paper at two different times in the semester. Each reflection paper should reflect thoughts, reactions, and/or feelings based on at least 3 previously assigned readings and include at least one discussion question to be addressed in class.

It should be clear that students read the chosen material in each reflection. Students will focus on thoroughly reflecting their thoughts and connecting chosen material.

**Health Across Cultures Paper (50 pts**- **30 points for the written portion & 20 points for the interview)**

You will be tasked with finding someone holding an identity different from your own 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 5-7 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.

**Midterm (50 pts)**

The midterm will consist of multiple choice and short answer questions related to the first half of the course.

**Final Exam (50 pts)**

The final exam will consist of multiple choice and short answer questions related to the second half of the course. It will not be cumulative.

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| **COURSE CONTENT OUTLINE** | | |
| **Topic** | | **Assignments/Reading due** |
| **Week 1: Introduction** | | |
| **R (1/12)** | Introductions  Overview of Syllabus  Introduction into prevention and mental health promotion |  |
| **Week 2: The brain** | | |
| **T (1/17)** | The brain | Vedantam, 2006 |
| **R (1/19)** | The brain | Pilgrim section:  Neuroscience |
| **Week 3: What is Health/Mental Health** | | |
| **T (1/24)** | What is Mental Health?  What is wellbeing? | Pilgrim sections:  Mental health, Wellbeing, and Philosophical Aspects of Mental Health |
| **R (1/26)** | Stress and Mental Health | Interview Subject Selection |
| **Week 4: Happiness and Positive Psychology** | | |
| **T (1/31)** | What is happiness?  *Last day to drop from a course with no grade assignment (2/1)* | Watch this video:  Stumbling on Happiness  <https://www.youtube.com/watch?v=4q1dgn_C0AU>  DePaulo, 2015  Pilgrim section: Pleasure |
| **R (2/2)** | Positive Psychology | McTiernan et al., 2021 |
| **Week 5: Mental Illnesses & Prevention Theory** | | |
| **T (2/7`)** | What are we trying to prevent? | Pilgrim sections:  Lay views of Mental Disorders, Madness, substance misuse, and Childhood adversity |
| **R (2/9)** | What are we trying to prevent? | Reflection Paper 1 Due @ 11:59pm |
| **Week 6: Social Justice** | | |
| **T (2/14)** | Social Justice Theory | Patel, 2015  Watch this video:  Social justice – is it still relevant in the 21st century?  <https://www.youtube.com/watch?v=Wtroop739uU> |
| **R (2/16)** | Gender & Sexuality  Age & Disability  Race & Class | Pilgrim sections:  Social and Cultural capital, social class, race, gender/sex, age |
| **Week 7: Mindfulness and self-care** | | |
| **T (2/21)** | Mindfulness | Grossman et al., 2004  Hoffman et al., 2017 |
| **R (2/23)** | Self-Care | Presentation Topic |
| **Week 8: Midterm** | | |
| **T (2/28)** | **Midterm Review**  *Presentation Dates Assigned* |  |
| **R (3/2)** | **Midterm due by 11:59pm – no class meeting** |  |
| **Week 9: Spring Break – NO CLASS** | | |
| **T (3/7)** |  |  |
| **R (3/9)** |  |  |
| **Week 10: Stigma and Resilience** | | |
| **T (3/14)** | Stigma | Pilgrim sections:  Mental health Policy, Segregation, Eugenics, Stigma, Social exclusion |
| **R (3/16)** | Resilience | Health Across Cultures Assignment Due @ 11:59pm  Reivich et al., 2011 |
| **Week 11: Social Media** | | |
| **T (3/21)** | Social Media and Mental Health | Pilgrim sections:  The Mental Health Impact of Social Media    Alonzo et al., 2021 |
| **R (3/23)** | Social Media and Mental health |  |
| **Week 12: Social Impacts on Mental Health** | | |
| **T (3/28)** | Body Image, Relationships, & Media |  |
| **R (3/30)** | Social impacts on mental health  Attachment theory | Pilgrim Section Attachment Theory |
| **Week 13: Mind-Body Connection, Sleep, Movement** | | |
| **T (4/4)** | Mind-Body connection | Pilgrim sections:  Physical Health  Watch this Video:  Emotion, Stress, and Health  <https://www.youtube.com/watch?v=4KbSRXP0wik&list=PL8dPuuaLjXtOPRKzVLY0jJY-uHOH9KVU6&index=27> |
| **R (4/6)** | Sleep and Movement | Reflection Paper 2 due @ 11:59pm  Suni, & Dimitriu, 2020  Martinsen, 2008 |
| **Week 14: Special Topics & Mental Health** | | |
| **T (4/11)** | Art, Music, and Mental Health |  |
| **R (4/13)** | College Student Mental Health | Aslanian, & Roth, 2021 |
| **Week 15: Art, Music, & Mental Health** | | |
| **T (4/18)** | WORKDAY | Prevention Presentation & Paper Due @ 11:59pm |
| **R (4/20)** | Prevention Presentations |  |
| **Week 16: Review for exam, student suggested topics** | | |
| **T (4/25)** | Prevention Presentations |  |
| **R (4/27)** | Final Exam Review |  |
| **Final Exam Due: Wednesday, May 3 at 11:59pm** | | |

## Grading breakdown:

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| --- | --- |
| Participation (2.5 per class) | 65 |
| Reflection papers | 40 |
| Prevention Presentation/Paper | 50 |
| Health Across Cultures Paper | 50 |
| Midterm exam | 50 |
| Final exam | 50 |
| **TOTAL** | **305** |

Grades will be based upon final percentages:

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

Assignments are due at 11:59pm on the date listed on the syllabus. Canvas is considered the official time-stamp 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 email the instructor your assignment before the due date.

**\*Late assignments will receive a 15% 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: I will gladly honor your request to address you by an alternate/preferred name or gender pronoun. Please advise me of this preference early in the semester (either via email or in-person) so that I may make 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 do come to class, you will participate in class. I appreciate that emergencies do happen, but they do not happen each week. Arriving late to class, leaving early, or leaving for an extended period of time during class will be counted as an absence.

**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 one 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 the instructor know in writing (by e-mail for example) 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 put it on vibrate and let me know.

**Email**: Outside of class, I will communicate primarily through email and canvas announcements. 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**, as I do not check Canvas for student messages. 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. **It is recommended that you set your canvas to send class announcements to your email.**

**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 as soon as possible through email, therefore, it is expected that students are regularly checking their official Auburn email.

**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.

**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 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. 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, 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 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](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.*