**Introduction to Prevention and Mental Health Promotion**

**Spring 2024**

**SYLLABUS**

Course Number: COUN 4010-D03

Credit Hours: 3 Semester hours credits/Graded

Class Meeting Times: TR 11:00 am – 12:15pm

Class Location: Zoom

Instructor: Candace D McConaha, M.A. (She/Her/Hers)

 Graduate Teaching Assistant

Office Hours: TBA

E-mail: **czm0141@auburn.edu**

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.

**Created: January 2022 Revised: January 2023, July 2023, and January 2024**

**Course Description:**

Addressing the ideas of prevention and health promotion in counseling psychology. We will address concepts such as polyvagal theory, intersectionality, stress, body image, and health promotion and prevention.

**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.

I attempt to foster an environment in which each class member can hear and respect each other. It is critical that each class member show respect for all views 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. Let me know if something said or done in the classroom, by myself or other students, is particularly troubling or causes 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. If this occurs, there are several ways to alleviate some of the discomforts:

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 of all class participants to have a fuller understanding of the 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*

**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. Gain a cross-cultural perspective of health, growth, and community.
5. Understand the impact of social justice and advocacy.

**Required Reading:**

**Textbook:**

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

***All the following articles will be uploaded on Canvas. Please read the assigned articles before we meet.***

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>

Davies, E., Read, J., & Shevlin, M. (2022). The impact of adverse childhood experiences and recent life events on anxiety and quality of life in university students. *Higher Education (00181560)*, *84*(1), 211–224. https://doi-org.spot.lib.auburn.edu/10.1007/s10734-021-00774-9

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>

Discovering the Importance of Play through Personal Histories and Brain Images: An Interview with Stuart L. Brown. (2009). *American Journal of Play*, *1*(4), 399–412.

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](https://doi-org.spot.lib.auburn.edu/10.1016/S0022-3999%2803%2900573-7)

Hofmann, S. G., Sawyer, A. T., Witt, A. A., & Oh, D. (2010). 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

Jones, Jacqueline P., Jessica M. Drass, and Girija Kaimal. 2019. “Art Therapy for Military Service Members with Post-Traumatic Stress and Traumatic Brain Injury: Three Case Reports Highlighting Trajectories of Treatment and Recovery.” The Arts in Psychotherapy 63 (April): 18–30. doi:10.1016/j.aip.2019.04.004.

Marks, D. F. (1996). Health Psychology in Context. *Journal of Health Psychology*, *1*(1), 7–21. https://doi.org/10.1177/135910539600100102 **(please read pages 4-15 only)**

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>

Porges, S. (2022). Polyvagal Theory: A Science of Safety. *Frontiers in Integrative Neuroscience*, *16*. <https://doi.org/10.3389/fnint.2022.871227>

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>

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| **COURSE CONTENT OUTLINE** |
| **Topic** | **Assignments and Articles** |
| **Week 1**  |
| 1/11 | Introductions; Review of Syllabus  |  |
| **Week 2**  |
| 1/16 | Mental health promotion and prevention | Pilgrim sections: Mental health, Wellbeing, and Philosophical Aspects of Mental health  |
| 1/18 | Neuroscience in Action | Marks, 1996 (4-15) |
| **Week 3**  |
| 1.23 | The Autonomic Nervous SystemPolyvagal Theory | Porges, 2022 |
| 1/25 |  |
| **Week 4**  |
| 1/30 | The Benefits of PlayPlay Personalities | Discovering the Importance of Play Interview with Brown |
| 2/1 | **SUBMIT: Vlog by 11:59 pm Sunday 2/4** |
| **Week 5**  |
| 2/6 | The Impact of StressWhat are we trying to prevent  |  Davies, 2022Pilgrim sections: Lay view of mental Disorders, The biopsychosocial model, Madness, and substance misuse **SUBMIT: Journal 1 by 11:59 pm Sunday 2/11** |
| 2/8 |
| **Week 6**  |
| 2/13 | Positive Psychology What is Happiness? | McTiernana et al., 2021 |
| 2/15 | Watch this video: <https://www.youtube.com/watch?v=4q1dgn_C0AU>DePaulo, 2015Pilgrim section: Pleasure  |
| **Week 7** |
| 2/20 | The Creative Arts TherapiesStigma and mental health  | Jones et al., 2019 |
| 2/22 | Pilgrim sections: Mental health policy, Segregation, Eugenics, Stigma, Social exclusion **SUBMIT: Journal 2 by 11:59 pm Sunday 2/25** |
|  **Week 8**  |
| 2/27 | Midterm |  |
| 2/29 |
| **Week 9: SPRING BREAK****March 4 - 8** |
|  **Week 10** |
| 3/12 | Mind-Body connection  | Pilgrim sections: Physical Health  |
| 3/14 | Watch this Video: <https://www.youtube.com/watch?v=4KbSRXP0wik&list=PL8dPuuaLjXtOPRKzVLY0jJY-uHOH9KVU6&index=27>  |
|  **Week 11**  |
| 3/19 | Sleep, movement, social life  | Suni & Dimitriu, 2020Martinsen, 2008 |
| 3/21 | **SUBMIT: Documentary Review by 11:59 pm Sunday 4/7** |
|  **Week 12** |
| 3/26 | Mindfulness & gratitude  | Grossman et al., 2004Hofmann et al., 2010 |
| 3/28 |  |
|  **Week 13** |
| 4/2 | Resilience  | Reivich et al., 2011 |
| 4/4 |
|  **Week 14** |
| 4/9 | Self-care and community care |  |
| 4/11 | **SUBMIT: Research Paper by 11:59 pm Sunday 4/14** |
|  **Week 15**  |
| 4/16 | Social media and mental health  | Pilgrim sections: The mental Health Impact of Social Media Alonzo et al., 2021 |
| 4/18 | **SUBMIT: Self-Care Plan by 11:59 pm Sunday 4/21** |
|  **Week 16** |
| 4/23 | Wrap up  |  |
| 4/25 | Final review  |
| **Final Exam: Friday May 3: 10:30 am – 12:30 pm**  |

**Assignments:**

Assignments are due at 11:59 PM on the date listed on the syllabus and Canvas. Canvas is considered the official time stamp for assignments. Assignments turned in after the indicated time on Canvas are subject to point deduction. Late papers/assignments will receive a 10% deduction in grade for each business day they are late.

**A. Journal 1**

(5 points) - Summarize what you have learned about the importance of play. What information was new to you? Where do you disagree/agree? *What life circumstances have shaped your opinions?* Discuss your play personality and explain what shaped it. How did you play as a child? How do you play as an adult? **Your journal must be at least TWO pages long and utilize APA format (****typed, double-spaced, 12-point Times New Roman, and use 1.0-inch margins).**

**B. Journal 2**

(5 points) - Summarize what you have learned about happiness. How would you define happiness? How has the material presented in class shaped or changed your view of happiness? What life experiences have shaped your view of happiness? How can you contribute to your own happiness moving forward? **Your journal must be at least TWO pages long and utilize APA format (typed, double-spaced, 12-point Times New Roman, and use 1.0-inch margins).**

**C. Vlog**

(5 points) Record and upload a 3–5-minute video (audio and video):

* define three terms that you learned in this class so far *in your own words*
* discuss how you are going to apply what you learned to your own life
* How does learning about the brain and the nervous system benefit you personally?
* What insights have you gained?
* What questions are you pondering about the brain and the nervous system?
* The goal is for you to be direct, and thoughtful about what you’re learning.

**D. Documentary Review**

(15 points) You will choose one of the following documentaries to watch and write your paper.

Must include correct references & citations per APA guidelines

 <https://www.easybib.com/guides/citation-guides/apa-format/apa-citation/>

<https://apastyle.apa.org/style-grammar-guidelines/paper-format> This includes correct formatting.

OPTION A: Heroin(e) - available on Netflix

OPTION B: Period. End of Sentence - available on Netflix

OPTION C: [Homeless with Mental Illness](https://youtu.be/Dx6OiJiQSks)- available free on YouTube

OPTION D: [Nadiya: Anxiety and Me](https://youtu.be/rkfTHRkl47w)- available free on YouTube

In a 3-5 page essay, respond to the following:

1. What issues are discussed in the documentary? What did you personally learn? (3 points)
2. Why are these issues important to the community in the documentary? How are community members impacted? Discuss power, privilege, and intersectionality. (3 points)
3. How did the community help each other, as discussed in the documentary? (3 points)
4. Name two other organizations, initiatives, or individuals who are addressing this issue as well (either in the same city or elsewhere in the country, or in the world). This will not be mentioned in the documentary, you will have to conduct your own research. How is their work similar/different from the individuals/organizations in the documentary? (3 points)
5. Bring in two external sources to present an in-depth understanding of the topic, from a counseling psychology perspective. These must be *peer-reviewed articles or journals*. Do studies support what you saw in the documentary? How are scientists and practitioners in the field approaching this topic? (3 points)

**E. Self-Care Plan**

(10 points) – Considering everything you’ve learned thus far in class, and specifically what you’ve learned about self-care, address the following questions in a 2-4 page paper (typed, double-spaced, 12-point Times New Roman, and use 1.0-inch margins):

1. What does self-care mean to you?
2. What do you already do that could be considered self-care?
3. What are some things you would like to do to improve your self-care?
4. Create a brief self-care plan for yourself – what activities would you include in this plan that you could realistically incorporate into your week?
5. What do you think is your biggest barrier to engaging in self-care?
6. How has this class changed or shaped your idea of self-care?

**F. Research paper**

(15 points) - Students will choose a specific mental health condition and research the prevention of this condition (ex: depression and its prevention), OR they will choose a specific method of mental health promotion to research (ex: sleep and how it promotes mental health). Examples of topics will be discussed in class, and students are welcome to email or meet with the instructor to brainstorm possible topics. Students will write a 5 – 8-page paper (Times New Roman, 12pt font, double spaced) **describing their topic**, **the research they find relating to their topic, how this topic is influenced by a person’s culture, and how their topic relates to rehabilitation, counseling, or the student’s own career field**. Students will be required to use at least 5 academic sources (journal articles or textbooks), and must relate their topic to something discussed in the course. The paper must be written in APA format, including in-text citations and a reference page. Students are encouraged to review the rubric on canvas for this assignment for more details about how this assignment will be graded.

**G. Midterm**

(20 points) – The midterm will be a combination of multiple choice, short answer, and essay style questions. Content will come from both the readings and in class material.

**H. Final Exam**

(20 points) – The final will be a combination of multiple choice, short answer, and essay style questions. Content will come from both the readings and in class material.

**I. Extra Credit Opportunities** The College of Education has a subject pool operated through SONA. The system provides students access to sign up for research studies for extra credit. These studies can be in person or online. You received an email from the SONA administrator asking that you log in 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 **(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

**Grading Scale:**

All assignments must be completed. Grades will be based on total point accumulation in the course:

Vlog 5

Journal 1 5

Journal 2 5

Documentary Review 15

Self-care plan 10

Research paper 20

Midterm 20

Final 20

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Total Points 100

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

**Class Policy Statements**

**Name/Pronoun Statement:** Please advise me of your name and pronouns early in the semester (either via email or in person).

**Attendance:** Attendance is expected and crucial. You are responsible for all class material covered in your absence. I appreciate that emergencies happen but do not happen each week. Please use good manners regarding your cell phone.

**Excused Absences**: 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.

**Religious/Cultural Observance**: Persons with religious or cultural observances that coincide with this class should let me know in writing before 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 let me know.

**Email**: Outside of class, I will communicate primarily through Canvas. Therefore, all students are expected to regularly check their Canvas inbox and announcement section for class updates. Additionally, if you have any questions regarding class material, feel free to email me using your official Auburn email. 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.**

**Recording**: To create a safe classroom and learning environment and to respect students’ rights to privacy, recording of class is prohibited. This includes audio and video recordings. Students needing accommodations to this policy should arrange a meeting with the instructor to discuss.

**Class Cancellation**: If a class is canceled or the university closes, I will post the planned class activities on canvas, and students are responsible for completing these assignments.

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

**Your One 72-hour Extension:** Students are allowed ONE assignment extension (does NOT include exams or in class assignments) 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.

**Late papers/assignments will receive a 10% deduction in grade for each day they are late. Whether or not to accept assignments turned in more than 5 business days after the due date will be up to the discretion of the instructor.**

**Academic Honesty**: The University Honesty Code and the university policies, see the website at https://sites.auburn.edu/admin/universitypolicies/default.aspx for more information, pertaining to cheating will apply to this class. Much plagiarism occurs because of missteps in regard to reading, note-taking, and citation practices, procrastination, and/or panic. Care, timeliness, and communication will eliminate most of the risk. If you have questions about whether 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 difficulty with an essay, please contact me immediately!

**Disability Accommodations**: Students who need accommodations are asked to arrange a meeting during office hours 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. For help, contact **Student** **Counseling and Psychological Services (SCPS)** at **(334) 844-5123and** <http://wp.auburn.edu/scs> during and after hours, on weekends and holidays, or through its counselors physically located in the Medical Clinical and Haley Center. 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 **800-815-0630**.

**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)

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