**AUBURN UNIVERSITY**

**Summer 2021 SYLLABUS**

Course Number: COUN 2300

Course Title: Mental Health Disparities

Prerequisites: None

Credit Hours: 3 semester hours credits/Graded

Class Meeting Times: Asynchronous

Class Location: Online

Instructor(s): Mrs. Astra Barkley, M.S., LPC

Office: Virtual

Office Hours: Friday 10:00 – 11:00 am or by appointment

E-mail: azb0185@auburn.edu

## 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.

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| *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.* |

## OBJECTIVES:

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. Understanding the prevalence rates of mental disorders and suicide.
7. Knowledge of the mental health impairments and disease burdens
8. An understanding and awareness of the history and comorbidity of mental disorders.

## PHILOSOPHY OF ASSIGNMENTS & READINGS:

To make this class meaningful and useful, you must keep up with the readings and assignments as outlined in this syllabus. You will get out of this course exactly what you put into it.

Please note that pop quizzes may be given on assigned reading material, and unannounced checks on the completion of assignments may be performed during the semester. In this course you will have a midterm, final, group project, and service project.

## REQUIRED TEXTBOOK:

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

The reading assignments and other activities will be communicated throughout the semester. Additional readings and videos will be posted on Canvas.

## COURSE POLICIES:

1. **Participation:** Students are expected and required to visit the Canvas course page weekly and engage through discussion posts. Engagement is vital to your success in this class; therefore, **ONLINE WEEKLY PRESENCE IS REQUIRED**

2. **Absences:** Policies regarding excused absences and tardiness (as per the criteria listed in the *AU Tiger Cub*) are as follows:

a. If possible, students must notify instructor prior to absence and make arrangements to get assignments and/or projects due.

b. Students must provide instructor with a written excused absence *within one week* after students have returned to class.

3. **Electronic Devices:** Due to the nature of this course being online, students will be required to utilize appropriate forms of technology to participate, complete assignments and access reading materials. During any digital meetings, students are expected to mute the microphones unless speaking and remain engaged during the presentations at all times. This means that all electronic devices including, but not limited to, cell phones, iPod, mp3 players, iPad, laptop and tablets are expected to be used only for class purposed while in class meetings.

4. **Incomplete Grades:** Incomplete grades will be *considered* only for excused (Doctor’s excuse) medical reasons or extenuating circumstances.

5. **Assignment Format:** Written reports will be submitted to the instructor typed (Times New Roman, size 12 font, Word document) and double-spaced via **Canvas**. All readings and assignments are due at the due date which is posted on Canvas under assignments.

6**. Assignment submission policy:** All assignments, unless otherwise specifically stated in the syllabus, are to be submitted electronically via Canvas on the assigned date **by 11:59pm.** Each assignment will have a (1) one week “open” period in which assignments may be submitted at any time (unless otherwise noted). After this one-week period, the submission portal in Canvas will close and assignments will no longer be accepted. **Due to the nature of this assignment submission policy, there will be no excuse tolerated for late assignments nor will make-up work be allowed with the exception of extenuating circumstances that will be considered at the instructor’s discretion.** Please see the following sections for further clarification.

If Canvas is not working for unexpected reasons, students may email assignments directly to the instructor. However, the email must be received by the time/date set on Canvas to receive credit. **Auburn University email must be utilized for all email communication with instructor.**

7. **Make-up** **Policy:** No assignments or quizzes will be accepted late or allowed to be made-up. The only exception is of extreme emergencies with proper documentation or if previous arrangements have been made to turn an assignment in early in the case of a planned absence or approved University Travel. No assignment will be accepted for grading past the due date. This *includes* the SII, MBTI, presentations, and final projects.

8. . **Late Assignments will NOT be accepted**

10. **Accommodations:** Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and 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).

11. **Honesty Code:** Auburn University expects students to pursue their academic work with honesty and integrity. Students are bound by the policies outlined in the Student Policy e-Handbook. You should become familiar with them if you are not already. They may be found here: **www.auburn.edu/student\_info/student\_policies/.**

12. **Plagiarism**: Maintaining ownership of your work can be challenging when you are doing research and writing papers. Plagiarism is academic dishonesty and occurs when you accidentally or purposefully do any of the following in an assignment: a. Use somebody else’s words either verbatim or almost verbatim without attribution b. Use somebody else’s evidence, line of thinking, idea, without attribution. Turn in somebody else’s work as your own, as in copy a peer’s paper, purchasing a ready made paper, or hiring somebody to write the paper for you. d. Turn in previously submitted work as new work without instructor approval. Plagiarism is a serious academic offense and will not be tolerated in this class. Instances of plagiarism will be given a 0 on the assignment and reported to the University for academic dishonesty. <https://sites.auburn.edu/admin/universitypolicies/Policies/AcademicHonestyCode.pdf>

13. **Professionalism:** As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behavior 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.

e. Auburn’s policy on classroom behavior can be found here: https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassroomBehavior.pdf

14**. Communication/Appointments:** At any time throughout this class, if you would like to meet with me about your academic plans or issues/difficulties you are having regarding your major exploration, please feel free to visit me during my office hours or set up an individual appointment. Appointments to see the instructor may be made by e-mail.

All students must use their Auburn email to communicate with me. I will not respond to any emails that are not from your Auburn email address. Please note that Canvas inbox messages will not be accepted. Please allow me 48 hours to respond to an email. **I will not respond to emails Monday through Friday after 8pm or on Saturday and Sunday.**

15. **Participation:** All students are expected to participate in class, contribute to group discussions, and be actively engaged on Canvas weekly. Participation will be reflected in the final grade.

15. **Extra Credit Opportunities:** I may present you all with various extra credit opportunities throughout the semester. I will give you ample amount of time to receive these points. Extra credit, if offered, will be available to all students, not just a single individual.

**SONA Extra Credit:** 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

**COVID-19 Policies:**

**Health and Participation in class**

You are expected to complete your Healthcheck screener daily. Your health and safety, and the health and safety of your peers, are my top priorities. If you are experiencing any symptoms of COVID-19, or if you discover that you have been in close contact with others who have symptoms or who have tested positive, you must follow the instructions on the Healthcheck app. My hope is that if you are feeling ill or if you have been exposed to someone with the virus, you will stay home to protect others.

Please do the following in the event of an illness or COVID-related absence:

* Notify me in advance of your absence, if possible
* Provide me with medical documentation, if possible
* Keep up with coursework as much as possible
* Participate in class activities and submit assignments remotely as much as possible
* Notify me if you require a modification to the deadline of an assignment or exam
* Finally, if remaining in a class and fulfilling the necessary requirements becomes impossible due to illness or other COVID-related issues, please let me know as soon as possible so we can discuss your options.

Students with questions about COVID-related illnesses should reach out to the COVID Resource Center at (334) 844-6000 or at ahealthieru@auburn.edu.

**Health and Well-Being Resources**

These are difficult times, and academic and personal stress is a natural result. Everyone is encouraged to take care of themselves and their peers. If you need additional support, there are several resources on campus to assist you:

* COVID Response Team ([www.ahealthieru.edu](http://www.ahealthieru.edu))
* Student Counseling and Psychological Services (<http://wp.auburn.edu/scs/>)
* AU Medical Clinic (<https://cws.auburn.edu/aumc/>
* If you or someone you know are experiencing food, housing or financial insecurity, please visit the Auburn Cares Office (<http://aucares.auburn.edu/>)

**Exams:**

The two exams will be a mixture of *multiple-choice, short answer, and essay style response*. Approximately 50% of the items will be from required readings, and the other 50% from the class material, which includes lectures, demonstrations, guest lectures, and discussions. Lectures and readings will be complimentary therefore performing well on exams will require knowledge of material covered both in class and from the readings. The exams are *not* cumulative, and each exam only covers the readings and lectures (plus other class material) for that half of the course.

**Reflection Papers:**

You will write 4 one-page typed (Times New Roman, 12pt., single spaced) critical reflection on the readings. This is a chance for you to ask questions and share your own thoughts and reactions to the readings. Think about what you liked disliked, agreed, disagreed from the material, and 1-2 burning questions.

**Student Video Presentations:**

In groups of 3-4, students will select a topic and research how mental health clinicians can 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 clear the presentation topic with the instructor by 4th the week of class. Each group will submit an outline of their topic 1 week ahead of their presentation date. This can be done at the discretion of the instructor via a variety of methods (e.g., zoom, recorded lecture).

**Outreach Events & Reflection**

Students must attend 1 outreach event related to mental health and mental health disparities. This can be an event hosted on or off-campus and must be approved by the instructor first. Instructor will provide several event options throughout the semester; however, if you are able to find another event that meets the above requirements, please receive approval from the instructor before completing your reflection. After attending the event, you are required to write a 1-page reflection paper on the topic presented. This reflection should include: (1) the topic presented (2) what you learned from the presentation (3) and how you can use that information going forward. This paper should be written single-spaced in 12-point, Times New Roman font.

**Rubric and Grading Scale-** All assignments must be completed to earn a final grade. Grades will be based upon total point accumulation in the course:

**Requirements: Points:**

Midterm 100

 Final Exam: 100

Scholarship Reflection (4) 80(20 each)

Group Project 100

Outreach Activity/Reflection Paper: 20

Total: 400

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

**Class Calendar and Topics**

*The instructor reserves the right to modify the schedule at any time during the course of the semester. If a change is made, appropriate notice will be given.*

**Course Content Outline:**

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| **Date:** | **Topic:** | **Reading:** | **Assignment Due:** |
| May 19 | Welcome and Course Overview  | Review Syllabus | Discussion Question #1 |
| May 26 | The Burden of Mental Disorders | Chapter 1 |  |
| June 2 | Global Mental Health Issues: Culture and Psychopathology  | Chapter 3  |  |
| June 9 |  |  | **Reflection #1 due into Canvas by 11:59pm****Each group must clear the presentation topic with the instructor by 4th the week of class** |
| June 16 | 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* |  |
| June 23 |  |  | **Reflection #2 due into Canvas by 11:59pm** |
| June 30 | Genes as a Source of Risk for Mental Disorders | Chapter 9 |  |
| July 7 | Models of Stress and Adapting to Risk: A Life Course, Developmental Perspective  | Chapter 11  | **Reflection #3 due into Canvas by 11:59pm** |
| July 14 | Pathways to Care: Need, Attitude, BarriersAmerican Mental Health Services After the ACA  | Chapter 16*Mental Health for all by Involving All (Ted Talk)*Chapter 14  |  |
| July 21 | Mental Health Systems around the World | Chapter 17 | **Reflection #4 due into Canvas by 11:59pm****Student Video Presentations Due** **into Canvas by 11:59pm** |
| July 28 | Course Wrap-up; / Video Presentation Response / Course Evaluation |  | **Student Responses Due** **into Canvas by 11:59pm** |