**Auburn University**

**Special Education, Rehabilitation, and Counseling**

Course Number: COUN 2300 D01- Summer 2023

Course Title: Mental Health Disparities

Prerequisites: None

Credit Hours: 3 semester hours credits/Graded

Class time: Asynchronous online via Canvas

Instructor Information: Tori Massey Young, M.S., LPC, 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 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.

**Student Learning Outcomes**

Students will explore the following learning objectives throughout the duration of this course.

* Demonstrate an awareness and understanding for how stress affects the biological, psychological, and social factors of an individual.
* Understand the relationship between cultural factors/identities and psychological distress when working with various populations.
* Demonstrate an understanding for the laws that mental health professionals must abide by, along with the laws that affect the populations served.
* Gain an understanding of the global perspective of mental health and the organizations that facilitate the distribution of mental health services and information.
* 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.
* Understand the prevalence rates of mental disorders and suicide.
* Gain knowledge of the mental health impairments and disease burdens
* Demonstrate an understanding and awareness of the history and comorbidity of mental disorders.

**Course Requirements**

**Required Reading:**

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

**NOTE:** *The instructor may provide additional reading material, webinars, videos, etc. 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 engagement/participation.*

**Readings / Video / Lecture**: At the beginning of each week students will have access to the module containing course content/assignments.. Students must ensure engagement through completing readings, articles, videos, etc. as assigned. The readings are extremely important as they will introduce you to the lecture content. After completing the reading, please thoroughly review all additional materials assigned to include zoom lecture recordings as designated in the Module for the week. You will be expected to be knowledgeable about the assigned material as demonstrated in your submitted course assignments.

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| **COURSE CONTENT OUTLINE** | | |
| **Topic Assignments, Articles and Videos** | | |
| **Week 1 (5/17-5/19)** | | |
| **W (5/17)** | Introductions; Syllabus Overview | Review Syllabus and Discussion Post |
| **Week 2 (5/22-5/26)** | | |
| **M (5/22)** | The Burden of Mental Disorders  Global Mental Health Issues: Culture and Psychopathology | Chapter 1  Chapter 3 |
| **Syllabus Quiz Due 5/26 before 11:59pm to Canvas** | | |
| **Week 3 (5/29-6/2)** | | |
| **M (5/29)** | **MEMORIAL DAY HOLIDAY** | **NO CLASS** |
| **Journal Reflection 1 Due (Chapters 1-3) 6/2 before 11:59pm to Canvas** | | |
| **Week 4 (6/5-6/9)** | | |
| **M (6/5)** | Adult Mental Disorders in Association with Socioeconomic Position, Race/Ethnicity, and Sexual and Gender Minority Status  *\*Last day to drop from course with no grade assignment and potential tuition refund\** | Chapter 7  [*Documenting Our Presence- Multicultural Experience of Mental Illness*](https://www.youtube.com/watch?v=dZfeuYWDs0w) |
| **Week 5 (6/12-6/16)** | | |
| **M (6/12)** | 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) |
| **Journal Reflection 2 Due (Chapters 7 and Documenting Video) 6/16 before 11:59pm to Canvas** | | |
| **Week 6 (6/19-6/23)** | | |
| **M (6/19)** | **JUNETEENTH HOLIDAY** | **NO CLASS** |
| **TR/F (22-23)** | **UNIVERSITY ISSUED BREAK** | **NO CLASS** |
| **Week 7 (6/26-6/30)** | | |
| **M (6/26)** | **UNIVERSITY ISSUED BREAK** | **NO CLASS** |
| **Student Topic Presentations Due 6/30 before 11:59pm to Canvas** | | |
| **Week 8 (7/3-7/7)** | | |
| **T(7/4)** | **INDEPENDENCE DAY HOLIDAY** | **NO CLASS** |
| **Journal Reflection 3 Due (Chap 9 & Inherit Mental Illness Video) 7/7 before 11:59pm to Canvas** | | |
| **Week 9 (7/10-7/14)** | | |
| **M (7/10)** | Models of Stress and Adapting to Risk: A Life Course, Developmental Perspective  Pathways to Care: Need, Attitude, Barriers | Chapter 11  Chapter 15  [*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) |
| **Week 10 (7/17-7/21)** | | |
| **M (7/17)** | American Mental Health Services After the ACA  Mental Health Systems Around the World | Chapter 14  Chapter 17 |
| **Student Topic Response Due 7/21 before 11:59pm to Canvas** | | |
| **Week 11 (7/24-7/28)** | | |
| **M (7/24)** | Course Wrap-up; Course Evaluation |  |
| **Journal Reflection 4 Due (Chap 11, 15 & Mental Health for All Video) 7/28 before 11:59pm to Canvas** | | |
| **Week 12 (7/31)** | | |
| **M (7/31)** | **CLASSES END** |  |
| **Final EXAM Period (8/2-8/4)** | | |
| **Documentary Review Due 8/4 before 11:59PM to Canvas** | | |

**Assignments Overview**

**Syllabus Quiz: (15 pts)**

After the first week of classes, students will complete a syllabus quiz to ensure understanding of key elements outlined throughout.

**Journal/ Reflection Papers: (4 papers at 20 pts each)**

Students will complete two-page (APA-format, Times New Roman, 12pt font, 1.0 inch margins, double-spaced) journal/reflection papers 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: Chapter 1-3

Journal 2: Chapter 7 and Documenting Video

Journal 3: Chapter 9 and Inherit Mental Illness Video

Journal 4: Chapters 11 and 15; Mental Health for All Video

**Student Topic Presentations: (45 pts)**

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 student must submit the presentation topic via PowerPoint presentation to the instructor (via Canvas) by the date specified on the schedule (10 slides the minimum requirement-this does not include title and resources page). The following areas must be covered as listed below:

* 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.

**Student Topic Response: (15 pts)**

Your instructor will upload all student presentation topics to Canvas for class review. Students will select a peer’s presentation (it must be on a topic that is different from your presentation). You will write a 2-3 paragraph discussion response and post it on Canvas below the presentation post.

**Documentary Review: (45 pts)**

Students will select a movie (list will be provided on Canvas) and complete a four-page (Times New Roman, 12pt., double spaced, 1 inch margin) reflection on the movie/documentary, including the following:

1. A synopsis of the movie
2. Lessons learned about mental health or mental health treatment
3. The ways in which the movie did or did not display mental health disparities
4. Based on your knowledge gained from this course on mental health disparities, what would you include if you wrote the script to include mental health disparities in the film

**Grading Scale**

*Grades are based on final percentages*

Syllabus Quiz 15

Journal 1 20

Journal 2 20

Journal 3 20

Journal 4 20

Student Presentation 45

Topic Response 15

Documentary Review 45

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**Total 200**

**A B C D F**

**90-100% 80-89% 70-79% 60-69% <59%**

**Assignments**

Late assignments are not acceptable. It is expected that you have completed all assignments by the due date on Canvas. Failure to turn an assignment in on time or missing a presentation will result in unsatisfactory completion of that course requirement. 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 an emergency or university approved excuse.

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

**Course Policy Statements**

**Name/Pronoun Statement:** 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.

**Participation:** Participation is expected, and you are responsible for all class material covered as outlined or assigned via Canvas. Only individuals with university approved absences will be allowed to make up missed assignments/activities. I understand that emergencies do occur, but they do not happen each week.

**Excused Absences:** Only university excused absences will be accepted. When possible, the student must notify the instructor in advance of a needed excused absence for course content provided. 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:** Students will have access to lecture material via zoom recordings provided in weekly modules as needed. Should a student have an issue with access, please email the instructor for support.

**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.

**Email:** 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.**

**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.

**72-hour Extension:** Students are allowed ONE assignment extension (CANNOT be applied to assignments due after Week 8) 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*