**COUN 2300**

Mental Health Disparities

**Summer 2025**

**Department of Special Education, Rehabilitation, and Counseling**

**College of Education**

Instructor Information:

**Trenton Singletary, LPC, NCC, M.S.**

**Graduate Teaching Assistant**

 **SERC Department, Auburn University**

**Counselor Education and Supervision Doctoral Student**

**College of Education**

**tls0020@auburn.edu**

**OFFICE HOURS:**

Available by individual appointment. Student must email instructor to schedule a meeting time.

**1. Course Number:** COUN 2300 (3 semester hours)

**Course Title:** Special Topics: Mental Health Disparities

**University:** Auburn University

**Prerequisites:** None

**Instructor:** Trenton Singletary, LPC, NCC, M.S.

**Class Meeting:** Asynchronous Online via Canvas

**2. Date Syllabus Prepared:** June 2020 revised May 2025

**3. Required Readings:**

**Textbook**:

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

Other Readings and/or Videos as Assigned.

**4.** **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: race/ethnicity, sexual orientation, socioeconomic status, gender, 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 relate to mental health disparities.

**5.** **Course Objectives:**

The assumption in this course is that all students in the College of Education are working to be competent, committed, and reflective professionals.

Upon course completion students will:

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. Understand the prevalent rates of mental disorders and suicide.
7. Gain knowledge of the mental health impairments and disease burdens.
8. Demonstrate an understanding and awareness of the history and comorbidity of mental disorders.

**6. Course Content** **and Schedule:**

This course schedule is tentative and may change at the instructor’s discretion. Any changes to the schedule will be announced in class and/or via email and it is the students’ responsibility to be aware of such announced changes.

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| **Date:** | **Topic:** | **Reading:** | **Assignment Due:** |
| May 19 | Welcome and Course Overview  | Review Syllabus |  |
| May 26  | The Burden of Mental DisordersGlobal Mental Health Issues: Culture and Psychopathology  | Chapter 1  &Chapter 3  | Review Lecture |
| June 2 |  |  | **Reflection #1** (Chapters: 1 & 3)**Due: Sunday, June 8th at 11:59pm in Canvas** |
| June 9 | 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*](https://www.youtube.com/watch?v=dZfeuYWDs0w) | Review Lecture & Video |
| June 16 |  |  | **Reflection #2** (Chapter 7 & Documenting Video)**Due: Sunday, June 22nd at 11:59pm in Canvas.** |
| June 23 | 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) | Review Lecture & Video**Submit your Video Presentation topic in Canvas by Sunday, June 29th at 11:59 pm** |
| June 30 |  |  | **Reflection #3** (Chapter 9 & Inherit Mental Illness Video)**Due: Sunday, July 6th at 11:59pm in Canvas.** |
| July 7 | 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) | Review Lecture & Video |
| July 14 |  |  | Watch Movie for Documentary Review**Student Video Presentations** **Due: Sunday, July 20th at 11:59pm in Canvas** |
| July 21 | American Mental Health Services After the ACA Mental Health Systems Around the World | Chapter 14  &Chapter 17 | Review Lecture**Reflection #4** (Chapters 11,15 & Mental Health for All Video) **Due: Sunday, July 27th at 11:59pm in Canvas** |
| July 28 | Course Wrap-up; / Video Presentation Response / Course Evaluation |  | **Video Responses Due: Tuesday, July 29th at 11:59pm in Canvas****Documentary Review Due: Thursday, July 31st at 11:59pm** |

**7. Course Requirements/Evaluation:**

**Readings / Video / Lecture**: At the beginning of each week you should have assigned readings completed. The readings are extremely important as they will introduce you to the lecture content and video. After completing the reading, review the lecture video and any additional videos assigned for the week. Canvas will indicate if/when the lecture has been reviewed in its entirety and you will receive a participation grade for each lecture reviewed (see grading below). You will be expected to be knowledgeable about the assigned material as demonstrated in your submitted course assignments.

**Reflection Papers:**

You will write 4(four), one-page typed (Times New Roman, 12pt., single spaced) critical reflection on the readings, lectures, and/or assigned videos. The reflection paper assignment will be clearly stated in each lecture, so you must watch the lecture prior to beginning your reflection paper. This is a chance for you to ask questions and share your own thoughts and reactions to the readings and video material. Think about what you liked disliked, agreed, disagreed from the material, and 1-2 burning questions. Your reflections will be evaluated based on your 1) demonstration that you read the material, 2) critical analysis of the material, and 3) incorporation of the material into thoughtful questions.

**Student Video Presentations:**

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 to the instructor (Canvas) by the date specified on the schedule. You will upload a 10-15 minute recording outlining the following:

* 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.

**Video Responses:**

You will select a Student Video Presentation produced by one of your classmates (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 video.

**Documentary Reflection**

You will select a movie from the list provide on Canvas and write a two-page (Times New Roman, 12pt., double- spaced) reflection on the movie/documentary, including the following:

1. a paragraph synopsis of the movie
2. lessons your 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.

### **Assignment Grading System**

Lecture Review (2 pts each) 10 points

Reflections (8 pts each) 32 points

Video Presentation Topic 3 points

Video Presentation 25 points

Video Response 10 points

Documentary Review 20 points

**Total 100 points**

**Grade Criteria** (grades will be rounded to nearest whole number)**:**

A 90 - 100 points

 B 80 – 89 points

 C 70 – 79 points

 D 60 – 69 points

 F < 60 points

**8. Class Policy Statements:**

Late Assignment Policy: 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, and in many instances, would mean an inability to pass the class. 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.

Participation Policy: Lecture review is required as recorded by Canvas.

Late Assignment Policy: Students are granted late assignment allowance for the following reasons: illness of the student or serious illness of a member of the student’s immediate family, death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Appropriate documentation for all late assignments is required. Please see the *Student Policy eHandbook* at [www.auburn.edu/studentpolicies](https://cas.auburn.edu/owa/redir.aspx?C=ef2eb0b81d90495098a27dc4053361aa&URL=http%3a%2f%2fwww.auburn.edu%2fstudentpolicies) for more information on excuse policies.

Accommodations: Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting with me during the first week of classes, or as soon as possible if accommodations are needed immediately. 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).

Honesty Code: All portions of the Auburn University student academic honesty code (Title XII) found in the Student Policy eHandbook (http://www.auburn.edu/student\_info/student\_policies/) will apply to this class. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

Office Hours: The instructor is available by appointment. Campus email is the best way to schedule an appointment. I encourage you to make an appointment if you have any questions or concerns about the course or your performance in it.