**Introduction to Prevention and Mental Health Promotion**

**Spring 2025**

**SYLLABUS**

Course Number: COUN 4010-D01

Prerequisites: COUN 2000 or COUN 2007

Credit Hours: 3 Semester hours credits/Graded

Class Meeting Times: Asynchronous

Class Location: ONLINE - Canvas

Instructor: Juana Lyles

Office Hours: **By appointment only**

**E-mail:** [**jjl0048@auburn.edu**](mailto:jjl0048@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, December 2024, May 2025**

**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.

**Additional Reading:**

***All these articles will be uploaded on Canvas. Please read the assigned articles.***

Bohlman, A. F. (2022). Next Time Won’t You Sign with Me: Joan La Barbara on Sesame Street. *TEMPO*, *76*(301), 50–60. https://doi-org.spot.lib.auburn.edu/10.1017/S0040298222000055

Conroy, J., & Perryman, K. (2022). Treating trauma with child-centered play therapy through the SECURE lens of polyvagal theory. *International Journal of Play Therapy*, *31*(3), 143–152. https://doi-org.spot.lib.auburn.edu/10.1037/pla0000172

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

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.

Gerhardt, L. (2020, February 5). *The rebellious history of the Fat Acceptance Movement*. Center For Discovery. Retrieved January 10, 2022, from https://centerfordiscovery.com/blog/fat-acceptance-movement/

Haney, A. M., & Rollock, D. (2020). A Matter of Faith: The Role of Religion, Doubt, and Personality in Emerging Adult Mental Health. *PSYCHOLOGY OF RELIGION AND SPIRITUALITY*, *12*(2), 247–253. <https://doi-org.spot.lib.auburn.edu/10.1037/rel0000231>

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.

Kay, T. (2022). Culture in transnational Interaction: how Organizational Partners Coproduce Sesame Street. *THEORY AND SOCIETY*. https://doi-org.spot.lib.auburn.edu/10.1007/s11186-022-09484-2

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)**

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

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| **COURSE CONTENT OUTLINE** | | |
| **Topic** | | **Assignments and Articles** |
| **Week 1 05/19/2025 – 5/25/2025** | | |
|  | Introductions; Review of Syllabus  Mental health promotion and prevention | READ: Marks, 1996 (4-15) |
| **Week 2 05/26/2025 – 06/01/2025** | | |
|  | Neuroscience in Action | READ: Porges, 2022 |
|  | Polyvagal Theory |
| **Week 3 06/02/2025 – 06/08/2025** | | |
|  | Attachment, Play and Co-Regulation | **SUBMIT: Journal 1**  READ: Discovering the Importance of Play (Brown 2009) |
|  | Fostering Healthy Attachment |
| **Week 4 06/09/2025 – 06/15/2025** | | |
|  | The Impact of Stress and Trauma:  ACES, PTSD, C-PTSD | READ: Davies, 2022, Conroy, J., & Perryman 2022 |
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| **Week 5 06/16/2025 – 06/22/2025** | | |
|  | Body Image and Eating Disorders | **SUBMIT: Journal 2**  READ: Gerhardt, L. (2020 |
|  |
| **Week 6 06/23/2025 – 06/29/2025 Midterm Grades** | | |
|  | Mental Health Professionals | **SUBMIT: Journal 3** |
|  | Mental Health Policy |
| **Week 7 06/30/2025 – 07/06/2025** | | |
|  | Documentary | **SUBMIT: Documentary Review** |
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| **Week 8 07/07/2025 – 07/13/2025** | | |
|  | Religion, Mindfulness and Spirituality | READ: Haney, A. M., & Rollock, D. 2020 |
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| **Week 9 07/14/2025 – 07/20/2025** | | |
|  | Group work Digital Awareness Campaign | **Submit Health Across Cultures Interview** |
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| **Week 10 07/21/2025 – 07/27/2025** | | |
|  | Digital Awareness Campaign Presentations | Submit Digital Awareness Assignment Your group presentation and participation are graded |
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| **Week 11 07/28/2025 – 08/01/2025** | | |
|  | Digital Awareness Campaign Presentations | Your group presentation and participation are graded |
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| **Week 12 FINAL EXAM WEEK** | | |
|  | **Exam will be open all week** | |

**Assignment Guidelines:**

**Submission Policy:**

* Assignments are due by 11:59 PM on Thursdays, as specified in the syllabus and on Canvas
* Canvas will serve as the official time stamp for all submissions
* Assignments submitted after the indicated time on Canvas will be subject to a late penalty. A 10% deduction will be applied for every day the assignment is late.

**Formatting Guidelines for Journals:**

All journal entries must meet the following formatting requirements:

1. Length: Journals must be between 500 and 1,000 words in length.
2. Formatting:

* Typed, double-spaced.
* 12-point Times New Roman font.

1. Exclusions:

* Do not include information such as your name, title, date, instructor's name, etc.

**Journal 1 – Neuroscience and the Autonomic Nervous System** *(10 points)*

**Objective:** Reflect on the role of the autonomic nervous system in regulating emotional and physiological states, highlighting its impact on stress responses, relaxation, and social engagement. Additionally, explore how neurotransmitters, such as serotonin, dopamine, and norepinephrine, influence emotional experiences like sadness and fear. Integrate insights from class discussions, assigned readings, and your personal reflections to provide a comprehensive analysis.

**Instructions:** Write a journal entry addressing the following prompts in a cohesive narrative format, *not* bullet points. Your journal must demonstrate critical thinking and personal reflection while integrating relevant concepts discussed in class and included in the readings.

1. **Understanding Neurotransmitters and Emotions** *(5 points)*

* Summarize what you learned about neurotransmitters and the autonomic nervous systems
* Highlight new information that expanded or challenged your understanding of these biological mechanisms

1. **Personal Reflection** *(3 points)*

* Reflect on how the material covered in class relates to your personal experiences or observations, such as moments of calm, connection, or stress.
* Reflect on the role you played in our classroom activity
* Discuss how understanding neurotransmitters has influenced the way you think about mental health and emotional regulation

1. **Applications and Insights** *(2 points)*

* Give two examples of how this knowledge can be applied to mental health practices, self-care strategies, or supporting others

**Journal 2 - ACEs, PTSD, and C-PTSD** *(10 points)*

**Objective:** Reflect on the impact of Adverse Childhood Experiences (ACEs) and their connection to Post-Traumatic Stress Disorder (PTSD) and Complex PTSD (C-PTSD), incorporating class materials, research, and personal insights.

**Instructions:** Write a journal entry addressing the following prompts in a cohesive narrative format. Your journal must demonstrate critical thinking and personal reflection while integrating relevant concepts or research discussed in class.

1. **Understanding ACEs and Trauma** *(4 points)*

* Summarize the key insights about Adverse Childhood Experiences (ACEs) and their long-term impact on mental health and well-being.
* Highlight the distinctions between PTSD and C-PTSD, including their causes, symptoms, and effects on individuals.

1. **Personal Reflection** *(3 points)*

* Reflect on how the material covered in class has influenced your understanding of trauma and resilience.
* Consider how your personal experiences, observations, or cultural context shape your perspective on ACEs and their impact.

1. **Applications and Awareness** *(3 points)*

* Explore how understanding ACEs, PTSD, and C-PTSD can inform therapeutic practices, prevention strategies, or support systems.
* Connect these concepts to real-world examples or professional contexts, considering how this knowledge might be applied in promoting healing and resilience.

**Journal 3 – Exploring Body Image** *(10 points)*

**Objective:** Reflect on your understanding of body image and its connection to your relationship with food, movement, and your body, incorporating insights from class materials and personal experiences.

**Instructions:** Write a journal entry addressing the following prompts in a cohesive narrative format. Your journal must demonstrate critical thinking and personal reflection while integrating relevant concepts or research discussed in class.

1. **Understanding Body Image** *(3 points)*

* Summarize key insights you have learned about body image.
* Highlight any new perspectives that challenged or expanded your understanding.

1. **Personal Reflection** *(4 points)*

* Discuss the life experiences that have shaped your opinions about body image, food, movement, and body politics.
* Reflect on how the material covered in class has expanded your understanding.

1. **Body Respect** *(3 points)*

* Explain your understanding of autonomy, body liberation, and body respect.
* Connect these concepts to your personal experiences or broader societal observations.

**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. Health Across Cultures Interview and Paper:**

**The interview portion of the assignment (10- 15 minutes):**

(20 points for the paper) – Choose someone to interview, can also be a classmate. This interview is to be video recorded and submitted to me**.** After you complete the interview, you will write a *formal* 3-5page reflection discussing the following:

1. Whom 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. Introduce them by telling a story - we’re not just collecting data here.
2. How does your interviewee define health and how do they define mental health? (**One** **brief direct quote 2-3 lines is acceptable here.** You may also paraphrase). Why/how did they reach 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 well-being (prayer, meditation, exercise, therapy, healing rituals…etc.)
5. Utilizing at least *four 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. Discuss your intersectionality, and life experiences.

(5 points for the interview)

1. You must be engaged, respectful, and *present* during your interview. No distractions from phones/electronics or other sources.
2. You must “arrive at the interview early”, you must be alone in the space, and you must notify your guest that you are 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.
5. You thank the interviewee for their time and write a follow-up e-mail. (submit screen shot of email)

**Everything for this project must be submitted on Canvas before the deadline.**

**F. Digital Awareness Campaign**

(10 points) - Students will work in assigned groups to design and execute a **Virtual Mental Health Awareness Campaign** focused on prevention and promotion. Each group will be assigned a specific target audience and theme, and create engaging digital content, and present their strategy in a final submission.

Each group will be assigned one of the following mental health topics related to prevention and promotion:

   - Coping with stress and anxiety

   - Social media’s impact on mental health

   - Workplace wellness strategies

   - Suicide prevention and early intervention

   - Building resilience and emotional intelligence

2. Identify a Target Audience:

   Groups will define their intended audience (e.g., college students, working professionals, adolescents, parents, etc.) and tailor their messaging accordingly.

3. Develop Digital Content

   Groups create **two - three** pieces of digital content, which may include:

   - Social Media Posts (Twitter/X threads, Instagram carousels, TikTok clips)

   - Infographics (Educational visuals on prevention strategies)

   - Short Video PSA (Public Service Announcement to raise awareness)

   - Blog or Podcast Episode (Discussing key mental health concepts)

4. Engagement & Interaction Strategy

   Groups must submit an outline of how they would interact with their audience, such as incorporating polls, Q&A sessions, or interactive challenges.

5. Reflection & Presentation

   Each group submits:

   - A portfolio of digital materials can be added to a powerpoint

   - A written campaign summary explaining their objectives and anticipated impact

   - A self-reflection on the group’s collaboration process and lessons learned to include how each group member participated or contributed.

Groups will be evaluated on the following:

- Creativity & effectiveness of campaign messaging

- Quality & relevance of digital content

- Clarity in targeting audience needs

- Collaboration & teamwork reflections

- Depth of research on prevention and promotion strategies

**G. Midterm**

(20 points)

**H. Final Exam**

(20 points)

**I. Extra Credit Policy:**

You are eligible to earn extra credit in this course (described below). I reserve the right to add additional extra credit opportunities as the course progresses. However, the maximum total extra credit you may earn in this course is 5 points.

See extra credit opportunities below:

1. 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. For every SONA credit you earn, you earn [1] extra credit point(s). If you have questions about participating in studies, please email [sona@auburn.edu](mailto:sona@auburn.edu).
2. Other opportunities to earn extra credit may be granted as the course progresses.

**Grading Scale:**

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

Journal 1 5

Journal 2 5

Journal 3 5

Documentary Review 15

Interview and Paper 20

Digital Awareness Campaign 20

Midterm 15

Final 15

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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.

# AI Policy: In this course, students are permitted to use Generative AI Tools such as

# ChatGPT for formatting (e.g., APA style, grammar, sentence structure, etc.), study

# assistance, and specific instances designated by the instructor. Students ARE NOT

# allowed to use Generative AI Tools for content generation. As always, students must

# properly use attributions, including in-text citations, quotations, and references. To

# maintain academic integrity, students must disclose any use of AI-generated material. A

# student should include the following statement in assignments to indicate use of a

# Generative AI Tool: “The author(s) would like to acknowledge the use of [Generative AI

# Tool Name], a language model developed by [Generative AI Tool Provider], in the

# preparation of this assignment. The [Generative AI Tool Name] was used in the following

# way(s) in this assignment: [e.g., brainstorming, grammatical correction, citation, which

# portion of the assignment].

**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.

**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.

**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).**

**Late papers/assignments will receive a 10% deduction in grade for each day they are late.**

**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.*