

# The University of Oklahoma

## College of Continuing Education

### Advanced Programs – Course Syllabus

#### Course Title:

Women and Mental Health

#### Course Number:

HR 5473-103

#### Course Description:

The purpose of this course is to examine psychological theory and practice as it pertains to women. Students will explore traditional theories and practice and new approaches to working with women as well as topical issues related to women and mental health.

#### Class Dates, Location and Hours:

Dates: May 5-7 & 12-14, 2017

Location: OCCE, Norman, Oklahoma. Classes are held at the Thurman White Forum Building of OCCE, 1704 Asp Avenue.

Hours: Friday 5:30-9:30 p.m.; Saturday 8:30 a.m.-4:30 p.m.; Sunday 1:00-5:00 p.m.

Last day to enroll or drop without penalty: April 6, 2017

#### Site Director:

Email: [apnorman@ou.edu](mailto:apnorman@ou.edu). Phone: 405-325-3333.

#### Professor Contact Information:

Course Professor: Glenda Hufnagel, Ph.D.

Mailing Address: University of Oklahoma  
Department of Human Relations  
601 Elm, Room 728  
Norman, OK 73069

Telephone Number: 405-325-1756 (W) 405-447-3112 (Home 9:00a.m. to 9:00p.m.)

Email Address: [gahufnagel@ou.edu](mailto:gahufnagel@ou.edu)

MHR Website: <http://ou.edu/cas/hr>

Professor availability: The professor will be available via e-mail to students before and after the class sessions. On-site office hours are half an hour before and after each class session, by appointment.

#### Textbook(s) and Instructional Materials:

Student materials are available at the OU Follett Bookstore located at 1185 Asp Avenue; Norman, OK, and can be ordered online, by phone, by email, or by fax. Ordering online at <http://www.bkstr.com/oklahomastore/home> is strongly recommended – students can track the status of their order within 48 hours. If an order has not been shipped within three days, students can contact the Follett textbook manager by phone (405) 325-3511, (800) 522-0772 (toll-free) or email [0831mgr@fheg.follett.com](mailto:0831mgr@fheg.follett.com). Phone orders (ask for the textbook manager and identify yourself as an Advanced Programs student) can be placed 8 a.m. to 6 p.m. Monday through Thursday; 8 a.m. to 5 p.m. on Friday; 10 a.m. to 4p.m. on Saturday (CST). Summer hours: 9 a.m. to 5 p.m. Monday through Friday (CST). Fax orders can be placed 24 hours a day at (405) 325-7770. Text prices are available online.

1. Caplan, P.J. (1996). *They say you're crazy: How the world's most powerful psychiatrists decide who's normal*. Cambridge, MA: Perseus. ISBN 9780201488326.
2. Chrisler, J.C. (2005). *From menarche to menopause: The female body in feminist therapy*. New York: Routledge. ISBN 9780789023506.

3. Jack, D.C. (1993). *Silencing the self: Women and depression*. New York: Harper Collins. ISBN 9780060975272.
4. Jordan, J.V. (1997). *Women's growth in diversity: More writings from the Stone Center*. New York: Guildford. ISBN 9781572302068.
5. Miller, J.B. (1986). *Toward a new psychology of women* (2<sup>nd</sup> ed.). Boston: Beacon Press. ISBN 9780807029107.
6. Robb, C. (2007). *This changes everything: The relational revolution in psychology*. New York: Picador. ISBN 9780312426156.
7. Additional Materials:
  - a. One composition notebook 9 ¾ x 7 ½ inches (purchase this size, be sure that the cover is cardboard—available at most discount stores—usually with a black and white speckled cover)
  - b. One jar of rubber cement (usually available at Wal-Mart or Michael's)
  - c. Old or new magazines with artistic photographs such as old copies of National Geographic (usually there is a supply to purchase Norman Public Library--Main Street branch; the antique store, Circa on downtown Main street did have a supply for sale) or garage sales and estate sales
  - d. Colored markers, pencils or crayons
  - e. One package (with at least 20 napkins) of paper napkins with artistic printing on them (Tuesday Morning on Main Street has a large inexpensive collection)

Note: The Follett/AP Bookstore is the Advanced Programs contractual textbook provider. Should text changes become necessary after publication of the course syllabus, Advanced Programs will facilitate text returns/refunds only for texts purchased through the Follett/AP Bookstore.

### **Course Objectives:**

Students will:

- explore both the theory and practice of mental health issues as they relate to women and girls;
- examine innovative approaches to helping women and girls in both clinical and non-clinical settings;
- describe psychosocial developmental dynamics as they impact women and girl's psychological health;
- reflect, through written personal narratives, their own developmental concerns;
- gain a greater understanding of the multiple interactions of culture, family, social and political institutions upon women's mental health;
- examine relational cultural theory as it is employed to examine women and depression; and
- understand the use of the "I" and the "Over-eye" and its relationship to women's sense of self.

### **Assignments, Grading and Due Dates:**

The instructional methodology for this course will consist of: discussions, team presentations, individual presentations, lectures, guest speakers, video/film presentations and writing.

### **Attendance - 10 points**

Students are expected to attend all class meetings and all team project meetings. Class attendance is mandatory; thus, failure to attend class meetings and group meetings will result in the lowering of students' grades by two points for each missed class.

### **Reflective Journal- 20 points**

**Students must bring the journal (composition notebook) to class for each class period.** Students will complete a reflective journal in the composition journal. Composition journals should be a "Composition Notebook" which is 9 ¾ X 7 ½ and bound with tape (no spiral bounds). These composition notebooks are inexpensive approximately \$1.00 at most discount stores. They are typically black and white covered,

although any color is fine as long as it meets the size and binding requirements. Journal entries will consist of:

- 1) reflective writing by the student,
- 2) collages constructed from magazines or other print materials, for example, calendars, catalogs, etc.
- 3) quotes from the readings assigned for the course or any other source which students find informative, and
- 4) poetry— attribute the source, that is, the author(s).

**Students will bring a copy of a quote or a poem they found inspirational or thought provoking to each class meeting. For the second weekend, students should bring enough copies of each quote for each student in the class.** We will have a final count of the number of students enrolled by the first class meeting.

### **Individual / Dyad Presentations - Due: First Saturday - 20 points**

Depending on the class size students will either individually or in dyads, provide a presentation from an assigned article in the Chrisler or Jordan texts. Each student will lead the class in a discussion of the material in the article. Presentations should not exceed 10 minutes.

### **Group Presentation - Due: Second Saturday - 30 points**

Students will be divided into groups which will then be assigned one of the texts (Miller, Jack, Caplan books). Each group will be responsible for providing a presentation which covers the material dealt with in the text. Presentations will be limited to one hour. Additional time will be provided for questions and answers. Evaluations will be based on the creativity and thoroughness of the coverage. Each group should provide a one page outline of each article in the text. This will be provided for all class members and the instructor on the day of the presentation. Time limit is 45 minutes to 1 hour.

### **Final Exam - Last class meeting - 20 points**

The final exam will deal with the material covered in class. That is, all texts, readings, lectures, discussions, and video/film presentations.

### **Class Policies:**

#### **Late Work:**

Students who fail to present on their scheduled dates will forfeit the available points. This policy includes in-class assignments and the team presentation. Late journals will only be accepted with medical documentation of illness. In the event of a scheduled, approved university event—journals should be submitted early. Late finals are not accepted.

#### **Recording Devices / Cell Phones / Computers / Pagers:**

This course is both didactic and experiential; thus, students should feel fully present during class. Class sessions may not be tape recorded. Phones and pagers should be placed in silent mode or turned off. Students who ignore this policy and engage in cell phone use during class will be asked to drop the course---there is no exception to this policy. Computers should not be used during class. Students who require an exception to this policy should discuss it with the instructor.

#### **Religious Holidays Statement:**

It is the policy of the University to excuse student absences resulting from religious observances and to provide without penalty for the rescheduling of examinations and additional required class work that may fall on religious holidays.

#### **Grading:**

This is a letter-graded course: A, B, C, D, or F. A=100-90, B=89-80, C=79-70, D=69-60, F=59 and below.

<b>Assignment</b>	<b>Due Date</b>	<b>Points Value</b>
Attendance	All class sessions	10 Points
Reflective Journal	Each class session	20 Points
Individual/Dyad Presentation	First Saturday	20 Points
Group Presentation	Second Saturday	30 Points
Final Exam	Last class session	20 points

**Notice:** Failure to meet assignment due dates could result in a grade of I (Incomplete) and may adversely impact Tuition Assistance and/or Financial Aid.

## **POLICIES AND NOTICES**

### **Attendance/Grade Policy**

Attendance and participation in interaction, individual assignments, group exercises, simulations, role playing, etc. are valuable aspects of any course because much of the learning comes from discussions in class with other students. It is expected that you attend all classes and be on time except for excused emergencies.

Excused absences are given for professor mandated activities or legally required activities such as emergencies or military assignments. It is the policy of the University to excuse absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required class work that may fall on religious holidays. Unavoidable personal emergencies, including (but not limited to) serious illness; delays in getting to class because of accidents, etc.; deaths and funerals, and hazardous road conditions will be excused.

If you are obtaining financial assistance (TA, STAP, FA, VA, Scholarship, etc.) to pay all or part of your tuition cost, you must follow your funding agency/institution's policy regarding "I" (Incomplete) grades unless the timeline is longer than what the University policy allows then you must adhere to the University policy. Students who receive Financial Aid must resolve/complete any "I" (Incomplete) grades by the end of the term or he/she may be placed on "financial aid probation." If the "I" grade is not resolved/completed by the end of the following term, the student's Financial Aid may be suspended make the student ineligible for further Financial Aid.

Students are responsible for meeting the guidelines of Tuition Assistance and Veterans Assistance. See the education counselor at your local education center for a complete description of your TA or VA requirements.

### **Academic Integrity and Student Conduct**

Academic integrity means honesty and responsibility in scholarship. Academic assignments exist to help students learn; grades exist to show how fully this goal is attained. Therefore all work and all grades should result from the student's own understanding and effort.

Academic misconduct is any act which improperly affects the evaluation of a student's academic performance or achievement. Misconduct occurs when the student either knows or reasonably should know that the act constitutes misconduct. Academic misconduct includes: cheating and using unauthorized materials on examinations and other assignments; improper collaboration, submitting the same assignment for different classes (self-plagiarism); fabrication, forgery, alteration of documents, lying, etc...in order to obtain an academic advantage; assisting others in academic misconduct; attempting to commit academic misconduct; destruction of property, hacking, etc...; intimidation and interference with integrity process; and plagiarism. All students should review the Student's Guide to Academic Integrity at [http://integrity.ou.edu/students\\_guide.html](http://integrity.ou.edu/students_guide.html)

Students and faculty each have responsibility for maintaining an appropriate learning environment. All students should review policies regarding student conduct at <http://studentconduct.ou.edu/>

### **Accommodation Statement**

The University of Oklahoma is committed to making its activities as accessible as possible. For accommodations on the basis of disability, please contact your local OU Site Director.

### **Adjustment for Pregnancy/Childbirth-Related Issues**

Should you need modifications or adjustments to your course requirements because of documented pregnancy-related or childbirth-related issues, please contact me as soon as possible to discuss. Generally, modifications will be made where medically necessary and similar in scope to accommodations based on temporary disability. Please see <http://www.ou.edu/content/eoo/faqs/pregnancy-faqs.html>.

## **Title IX Resources**

For any concerns regarding gender-based discrimination, sexual harassment, sexual misconduct, stalking, or intimate partner violence, the University offers a variety of resources, including advocates on-call 24/7, counseling services, mutual no-contact orders, scheduling adjustments, and disciplinary sanctions against the perpetrator. Please contact the Sexual Misconduct Office at [smo@ou.edu](mailto:smo@ou.edu) or (405) 325-2215 (8-5), or the Sexual Assault Response Team at (405) 615 -0013 (24/7) to report an incident. To learn more about Title IX, please visit the Institutional Equity Office's website at <http://www.ou.edu/content/eoo.html>

## **Course Policies**

Advanced Programs policy is to order books in paperback if available. Courses, dates, and professors are subject to change. Please check with your OU Site Director. Students should retain a copy of any assignments that are mailed to the professor for the course. Advanced Programs does not provide duplicating services or office supplies.

Any and all course materials, syllabus, lessons, lectures, etc. are the property of professor teaching the course and the Board of Regents of the University of Oklahoma and are protected under applicable copyright.

For more information about Advanced Programs, visit our website at: <http://www.goou.ou.edu/>

**INSTRUCTOR VITA**  
**Glenda Hufnagel, Ph.D.**

**Education**

- Ph.D. in Historical, Philosophical, and Social Foundations of Education, University of Oklahoma
- MHR in Human Relations (Counseling Emphasis), University of Oklahoma
- M.A. in Communication (Interpersonal and Small Group), University of Oklahoma
- Postgraduate Training in Counseling, Oregon State University

**Current Positions**

- Advanced Programs Professor since 1994
- Assistant Professor, Human Relations Department, University of Oklahoma
- Visiting Professor, Graduate Division, Department of Political Science & Public Administration, Russell Sage College, Albany, New York

**Frequently Taught Advanced Programs Courses**

- HR 5003 Theoretical Foundations of Human Relations
- HR 5013 Current Problems in Human Relations
- HR 5153 Human Emotions
- HR 5113 Women & Jungian Concepts
- HR 5113 Women, Work & Family
- HR 5093 Introduction to Graduate Studies in Human Relations
- HR 5473 Women & Mental Health

**Major Areas of Teaching and Research Interest**

- Self-in-relation theory and practice
- Menarche as a psychosocial event
- Women and class issues
- Autoethnography and narrative as research method

**Representative Publications and Presentations**

- Adults helping youth grow roots and wings: An overview of research on mentoring, 1900-2000. In Hufnagel & Blasiar, (Eds.), *Lessons in mentoring: A guide to working with youth*, (pp. 54-64), 2000: Norman, OK: University of Oklahoma, Southwest Prevention Center.
- With Blasiar, D. (Eds.) *Lessons in mentoring: A guide to working with youth*, 2nd ed. Norman, OK: Southwest Prevention Center, 2000.
- Women turning the world right side up: Bringing Native American women into the university curriculum – A selected interdisciplinary resource guide. *Transformations Journal*, 11(1), Spring, 2000.
- An essay review. *National Women's Studies Journal*, 12(2), Summer, 2000.
- What's a nice feminist like you doing on a military base? Reflections on teaching women's studies in unlikely places. In *Women in Higher Education*. Washington, D.C.: NAWA, Spring, 1999.
- In these hills: A personal reflection on education and class, *Transformations: The New Jersey Project Journal*, 9(2), Fall, 1998: 25-36.
- A girl to puberty has come: Celebrating menarche in the Mescalero Apache tradition. *South Central Women's Studies Association*, Spring, 1998.
- Women, knowledge, and voice: A personal reflection of knowing from the margin. In *Women in Higher Education*, January, 1998: 404-408.
- Sitting in a Southwest town. In K. Roberts, (Ed.), *Word of mouth*, p. 79, Wales: Great Britain, 1998.

## **Representative Honors and Awards Received**

- Who's Who In America
- Who's Who in the South and Southwest,
- Phi Kappa Phi Honor Society, OU Charter Member
- McNair Scholars Faculty Mentor Award
- Phi Lambda Theta International Honor Society
- University Educators Teaching Award, Alpha Phi Omega
- Student Affairs Dean's Faculty Service Award
- Presidential Adopt-A-Faculty Member Program, Omega Psi Phi
- Mentor's Service Award, Phillips Minority Scholars Program, 1998 and 1999
- Presidential Commendation for University Service, Phillips Minority Scholars Program, 1998
- Nominated for the 1998 Popular Culture Association and American Culture Association's Women's Caucus Awards for Excellence in Feminist Studies, Thirteenth Annual Awards Competition:
- Kathleen Gregory Klein Award for the Best Unpublished Article in Popular Culture and American Culture. (Article, "Body Bound Knowledge: Comments on Learning and Teaching in Women's Studies")
- Winner of the 1996 National Faculty Competition for the Invitational Conference at the Women's Equity Institute Marymount College, Tarrytown, NY. (Paper, "Body Bound Knowledge: Comments on Learning and Teaching in Women's Studies")

## **Major Professional Affiliations**

- President, South Central Women's Studies Association
- National Women's Studies Association
- American Association of University Women
- National Council for Research on Women
- Oklahoma Counseling Association
- American Counseling Association
- National Association for Women in Education
- Phi Kappa Phi Honor Society