

IND-1352A: Art of Dealing with Loneliness, Depression & Suicide

Course Syllabus

- **Instructor: Dr. Maryam Torbati**
- **Number of Credits/Units: 3 Semester Credits/Units**
- **Format: Online Self-Paced Course**
- **You will have 6 months from your date of registration to complete the course.**

Course Description

According to Harvard sources, factors influencing student loneliness and depression include a lack of meaning and purpose, financial worries, achievement pressure, and feelings of not mattering to others. Social and political issues also play a role, alongside individual factors like social media use, insufficient sleep, and a history of childhood adversity.

Children spend more time in school than in any other formal institutional structure. As such, schools play a key part in children's development, from peer relationships and social interactions to academic attainment and cognitive progress, emotional control and behavioral expectations, and physical and moral development. All these areas are reciprocally affected by mental health.

One of the greatest fears imaginable is the fear of being alone (it is the root of all mental problems) especially when you are a k-12 student. That's because we were designed to be social creatures. In fact, we need each other.

What is loneliness, what is depression and untimely what is suicide and what causes each? Is it part of the nature of our human condition? Is it a feeling or a thought we can describe? Does age, personality, or social contact matter? What are the symptoms? Can we recognize a lonely student from the crowd? Can we notice an lonely or depressed student in our classroom? How do causes and consequences of loneliness impact our Learning? How should we intervene to ease loneliness

that leads to depression? What part of loneliness will lead to depression, and how does it play the biggest role in the normal development of students during their school years? Some special challenges and pathology involving loneliness /depression/suicide will be explored as well as cultural implications and the global perspective.

Why is investigating and teaching about Loneliness that leads to Depression and Suicide so important?

A crisis is emerging that seems likely to pose as a serious threat to public health as obesity or substance abuse, it is social isolation. Neuroscientists have identified regions of the brain that respond to loneliness, and a powerful body of research shows that lonely people/students are more likely to become ill, experience cognitive decline, and die early. Across the industrialized world, millions of people live with very thin human contact, putting their well-being at risk as they put new pressures on health & learning and drop out ratio. How to remedy loneliness, or help to cure it? How does loneliness alter the brain, and how can we treat this!

Learning Objectives

By the end of this course, you will learn how to:

- Manage emotion in the brain
- Explore the brain from loneliness, depression, to suicide
- Understand learning as a social activity
- Critically explore the concept of loneliness and contributing factors based on environment, relationships to others, and updated research to the topic.
- Look at loneliness and its relationship to psychology of learning and mental health, through school life span
- Investigate special challenges/pathology involving loneliness
- Absorb and understand cultural factors which creates the biggest barrier in asking for help.
- Compare varieties of interventions for the assessment, prevention, and treatment of loneliness/depression/suicide.
- Evaluate & detect the price of loneliness which leads to depression & suicide to the learning brain
- Help to eliminate loneliness, therefore depression in your classroom

More Learning Outcomes

- How brain reacts to negative environment.
- How to apply a variety of knowledge-based classroom activities that have been shown to decrease mental health related stigma significantly, substantially, and sustainably.
- How to apply a variety of video and knowledge-based classroom activities that have been shown to significantly, substantially, and sustainably increase knowledge related to mental disorders and treatments
- How to apply a variety of knowledge-based classroom activities, personal exercises and other evidence-based interventions that have been shown to significantly and substantially improve: loneliness to depression to mental health.
- Better understanding of all aspects of mental health literacy that can be applied not only in the classroom but to all aspects of an educator's own circumstances: understanding how to obtain and maintain good mental health; understanding mental disorders and their treatments; decreasing stigma; increasing help-seeking efficacy.

How You Will Benefit

- Learn how brain reacts to environment.
- Why is the brain so emotional?
- Learn how to recognize symptoms of loneliness and some remedies
- Learn how to recognize symptoms of depression & some remedies
- Learn how to distinguish between loneliness to mental illness
- Develop a mission, vision, and values to eliminate loneliness that leads to depression.
- Learn to create activities within your subject that target loneliness to depression.
- Improve internal & interpersonal communication.
- Learn how to influence creative collaboration.
- Apply principles of a balanced life
- How to teach these to your students

The Course is based on these texts

- Cacioppo, John T.; Patrick, William. *Loneliness—Human Nature and the Need for Social Connection*. New York: W. W. Norton & Company.
- Barth, F. Social Media and Adolescent Development: Hazards, Pitfalls and Opportunities for Growth. *Clinical Social Work Journal*, 43(2), 201 – 208.
- Blossom, P., Apsche, J. Effects of Loneliness on Human Development. *International Journal of Behavioral Consultation and Therapy*, 7(4), 28-29.
- Connolly, A. Healing the wounds of our fathers: intergenerational trauma, memory, symbolization and narrative. *Journal of Analytical Psychology*,
- Crocker, J. and Canevello, A. Creating and undermining social support in learning environment
- Hudson, N., W., Fraley, R., C. Attachment disorder and Perception of Closeness. *Personal*
- Jackson, N. A. Music Therapy and Chronic Mental Illness: Overcoming the Silent Symptoms.
- Lykes, V., A., Kemmelmeier, M. What Predicts Loneliness? Cultural Difference between individualistic and collectivistic Societies in Europe. *Journal of Cross-Cultural Psychology*
- Rokach, A. Strategies of coping with Loneliness /depression/suicide throughout the Lifespan. *Current Psychology: A Journal for Diverse Perspectives on Diverse Psychological Issues*

Course Links:

- [5 Things We Can All Soto Help Stop Suicide](#)
- [12 Things Happy People Do Differently](#)
- [How the Brain Learns](#)
- [How to Improve the Brain](#)
- [Relax](#)

- **Neurotransmitters**
- **To Prevent Loneliness**
- **Student Mental Health**
- **What is the Real Meaning of Loneliness?**
- **Course Benefits**