



SYLLABUS: HLTH 5097 (Spring 2018)

Course Information

Course: HLTH 5097 – Community Mental Health
Term: Spring 2018
Meeting time: Wednesdays 6-8:50
Location: CHSS 0249
Instructor: Stephen L Brown
Teaching assistant: na
Telephone number: (936) 294-4328
Email address: sbrown@shsu.edu
Office hours: Tue 12-3 pm OR Wed 2-5 pm (or by appointment)
Office location: CCHS 432

Course Description

This will provide an overview of community mental health with emphasis in the U.S. It will survey psychology, sociology, family systems, substance use, policy, access, and current issues.

More specifically, you will learn about:

- *Theories, care models, and best practice*
- *Societal influence, trends and challenges*
- *Tools/skills for treatment and prevention*

Prerequisites

Graduate student status

Textbook and/or Resource Material

REQUIRED: - *Community Mental Health, 3rd ed. by Rosenberg & Rosenberg*
- *The Feeling Good Handbook by Burns*
- *Authentic Happiness by Seligman*

Course Objectives

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<i>By the end of the course, you should be able to:</i>	
•	Define the community mental health and explain theory and best practice
•	Explain the history of mental health in the U.S. and current issues
•	Apply tools/skill for treatment and prevention of mental health challenges
•	Describe professional practice in community mental health & related specializations

Course Topics, Readings, Due Dates

Date	Week	Lecture/Skill Topic	Discussion Topic	Assignments Due
1/24	2	Intro/Assignments/Course design	Chpt. 1—Recovery (Dr Brown)	
“	“	History, definitions, theories, views	Chpt. 2—Examples (Dr. Brown)	
1/31	3	Mental/Emotional Development	Chpt 3 (Kelli)	
2/07	4	Stress & Unhealthy responses	Chpt 4 (Riley)	
2/14	5	Coping	Chpt 5 (Isabel)	
2/21	6	Anger	Chpt 6 (Jordan)	
2/28	7	Personality	Chpt 8 (Dawn)	
3/07	8	Psycho analysis & CBT	Chpt 9 (Kristina)	
3/14	SPRING BREAK			
3/21	9	CBT cont.	Chpt 7 (Riley)	
3/28	10	Catch up	Chpt 13 (Dara)	
4/04	11	Positive psych	Chpt 10 (Jordan)	
4/11	12	Positive psych cont.	Chpt 11 (Kristina)	
4/18	13	Creative therapy & forgiveness	Chpt 15 (Kelli)	
4/25	14	Self Esteem	Chpt 18 (Kara)	
5/02	15	Presentations & Catch up	Chpt 16 (Isabel) & 17 (Dawn)	
	Final Exam			

Grading and Assignments

TESTS

- Final Exam 100 PTS

ASSIGNMENTS

- Self Experiment 50 PTS
- Issue Research 100 PTS

PARTICIPATION

- Lead Class Discussions (x2) 40 PTS
- Overall class participation 10 PTS

TOTAL POINTS AVAILABLE 300 PTS

A = 90-100%
B = 80-89%
C = 70-79%
D = 60-69%
F = <60%

TESTS

Exam questions may be drawn from readings, guest presentations and/or lectures. The final exam will be cumulative.

ASSIGNMENTS:

Experiential Assignment;

The purpose of this assignment is to allow you to practice skills and techniques being taught in class. You will choose one of these two projects to complete:

Option A--Mental Health Workshop: this project will be to design and implement a mental/emotional/stress management workshop. The workshop must last at least 2 hours and enroll at least five participants. The workshop can be given as one 2-hour session, or two 1-hour sessions. Prior to the workshop, you will conduct a simple “Needs Assessment” to determine what issues your potential participants are experiencing and how best to plan your workshop. During the workshop, you must deliver at least 1 hour of instruction, and teach and practice at least two techniques. (What you turn in should have sufficient detail that a classmate could present your workshop in necessary)

You will turn in to me:

	Points
___ a copy of your needs assessment and your conclusion	5
___ a detailed outline of your workshop (with approx. times)	5
___ copies of all the materials/handouts you used	5
___ a detailed description of the techniques taught	5
___ workshop evaluation forms completed by the participants	5
___ your evaluation of the workshop (lessons learned & advice)	5
	<u>20</u> (overall quality)
	50 pts

Option B—Experiment: with this project you will design and carry out an experiment related to one or more mental health skills/techniques. These could include cognitive-behavioral skills, self-esteem skills, or positive psychology skills. You can do the experiment on yourself or in the role of a mentor to a friend or loved one (if working with someone else, DO NOT claim any professional expertise and refer them to a professional if it is a serious problem). You should approach this as an experiment, even if there is only one subject. Decide on a method to pre-test and post-test changes. Decide what variables will be held constant and what skills/techniques you will introduce. You should conduct the experiment for at least 3 months. Design a way to regularly measure your progress throughout. At the end, evaluate the success of your experiment, what worked, what didn't, what would you do differently, etc.

You will turn in to me:	Points
___ your experimental design	10
___ the measures you used a pre/post-test and progress	10
___ your evaluation of the experiment (lessons learned & advice)	10
	<u>20</u> (overall quality)
	50 pts

Issue Research:

Choose a community mental health issue, something professionals, or clients or policy makers have identified. Research the issue, what led to it, the current state, and what has been attempted. What is the current policy? Visit one or more appropriate mental health specialist (psychologist, social worker, MFT, professional counselor, school counselor, rehab specialist, mental health aid, occupational therapist, drug counselor, etc.) Ask their opinions of why is this an issue and what they think should be done. Interview patients and/or family members when possible. Finally, come up with a proposal for how to remedy describe any policy, licensure, funding or educational changes needed. Write the verbiage of the new policy in your proposal.

You will turn in to me:	Points
___ description of the issue and current policy	20
___ report on visit with mental health professional	20
___ report on visit with client and/or family member	20
___ proposal to remedy the situation	20
	<u>20</u> (overall quality)
	100

PARTICIPATION

Lead class discussion with learning activity (x2)

ASSIGNMENT CRITERIA

- ☐ If an assignment seems unclear, it is *YOUR* responsibility to talk to the instructor early.
- ☐ If you desire academic accommodation for a documented disability, contact instructor ASAP.
- ☐ You must upload assignments to *Blackboard* (no emailing to instructor). This way they will get attached to the grade book. *Blackboard* will convert *MS Word* documents and PDF's.

Files that end in .pages cannot be opened. When in doubt, convert it to a PDF before you upload it. If I can't read it, I can't give you a grade.

- ❑ *Plagiarism* is a big word that simply means using someone else's work or writing without giving credit. If you copy a paragraph, sentence or even phrase from someone else's work, you must place quotes around what you have copied and cite the author. If you borrow an idea from someone else, but don't quote them exactly, you don't need to add the quotes, but you still must cite the author. When citing an author, use either the APA style (**Brown, 2014**) or the AMA style (superscript number¹) immediately after the statement. Then, in the Endnotes give the entire reference: **1. Brown, S (2014). Best article. Journal of Cool Stuff; 4(2), p.3-7.** This is your warning; if you borrow without giving credit you will get zero points for the parts borrowed. If you are working on an assignment that requires all your own work (or an exam), you should not be citing other authors anyway. I would prefer that you not copy text unless it is a particularly important short quotation.

The university is encouraging all students to download and know how to use the KatSafe app:
<http://www.shsu.edu/katsafe/event-preparation/katsafe-phone-app>

<https://www.shsu.edu/students/guide/dean/codeofconduct.html> The full policy for "Code of Student Conduct and Discipline" is found at the following link:

Sam Houston State University Policies

Attendance and Make-up Policies

The University views class attendance as the responsibility of an individual student. Attendance is essential to complete the course successfully. University rules related to excused and unexcused absences are located on-line at [SHSU Attendance Policy](#)

You will be graded during each one of the course sessions. For these reason, it is imperative you be in class every day we meet.

STUDENT ABSENCES ON RELIGIOUS HOLY DAYS POLICY

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). This request must be made in the first fifteen days of the semester or the first seven days of a summer session in which the absence(s) will occur. The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed.

Other Pertinent Course Information

Every effort will be made to ensure that power point lecture files, notes, articles and assignments are available online in a timely manner. Written assignments will be delivered thru the Blackboard course website. Handouts, changes in assignments or the schedule of class modules will be announced on the Bb course webpage. E-mail contact will be initiated with all students the first week of class. If you do not have

access to your assigned SHSU e-mail account, it is your responsibility to make the instructor aware of that fact so that other arrangements may be made. You are expected to use SHSU e-mail address for all official correspondence.

Blackboard (Bb Statement)

Blackboard (Bb): This course will be supported via Blackboard, your online learning community, where you will interact with your classmates and with me. Within the course Blackboard site you will access the learning materials, tutorials, and syllabus; discuss issues; submit assignments; take quizzes; email other students and the instructor; participate in online activities; and display your projects.

In order to access the course material you will need to go to <https://shsu.blackboard.com> or look for Campus Tools on the top of the University's homepage. **Please do not contact your instructor with technical problems.** If you are having a technical problem with the course, review the support resources at <http://distance.shsu.edu/tech-support/>. You will need to possess the required computing technology to be successful in an online course. **Important!!!** Save your work as you go along. Nothing is more discouraging than to lose an assignment due to a computer hang ups! You may want to also make hard copies of your work to have "proof" and save yourself time and trouble!

Plagiarism Virtual Course

Plagiarism is the leading form of academic dishonesty that the Department of Health Services and Promotion has to address. As a HSP student, you are responsible for knowing what plagiarism is and how to avoid it.

End of Course Evaluation

Constructive feedback from students on course evaluations is taken very seriously at the College of Health Sciences. I am asking for your assistance in helping the Department in its assessment of courses and faculty through your participation in the evaluation of your courses. As health professionals you will one day have the responsibility to evaluate colleagues and health initiatives. The College views providing feedback on the Department's courses as part of your professional responsibility.

HSP Mission

The mission of the Department of Health Services and Promotion is to foster student-centered learning for early and advanced health professionals; to conduct applied, evidence-based research in population health; and to improve health and wellbeing through community engagement at the local and global levels.

Americans with Disabilities Act (ADA)

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. Students with disabilities that may affect adversely their work in this class should register with the SHSU Counseling Center and talk with their University supervisor and classroom mentor teachers about how they can help. All disclosures of disabilities will be kept strictly confidential. NOTE: no accommodation can be made until registration with the Counseling Center is complete.

STUDENTS WITH DISABILITIES POLICY

It is the policy of Sam Houston State University that no otherwise qualified individual with disabilities shall, solely by reason of his/her handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any academic or Student Life program or activity. Students with disabilities may request help with academically related problems stemming from individual disabilities from their instructors, school/department chair, or by contacting the Chair of the Committee for Continuing

Assistance for Disabled Students and Director of the Counseling Center, Lee Drain Annex, or by calling (936) 294-1720.

Academic Integrity

According to the administration's guidelines: "All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form academic dishonesty including, but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials."

"Students will refrain from behavior in the classroom that intentionally or unintentionally disrupts the learning process and, thus, impedes the mission of the university. Cellular telephones and pagers must be turned off before class begins. Students are prohibited from eating in class, [chewing gum], using tobacco products, making offensive remarks, reading newspapers, or engaging in any other form of distraction. Inappropriate behavior in the classroom shall result in a directive to leave class. Students who are especially disruptive also may be referred to the Dean of Students for disciplinary action in accordance with the university policy."

The full policy for "Code of Student Conduct and Discipline" is found at the following link:
<https://www.shsu.edu/students/guide/dean/codeofconduct.html>

FERPA

The Federal Education Rights & Privacy Act requires that we advise students that by registering for this course, their SHSU assigned e-mail address will be revealed to classmates and the instructor. By continuing your enrollment in the course you acknowledge your understanding of this policy. By enrolling in this course you agree to the following statement: "I understand that as a result of registering for this course, my SHSU/Blackboard assigned e-mail address will be revealed to classmates and the instructor."

Equal Opportunity Statement

Sam Houston State University is an Equal Opportunity / Affirmative Action Institution.

DISCLAIMER

This syllabus is representative of materials that will be covered in this class; it is not a contract between the student and the institution. It is subject to change. These changes will be communicated via email or posted as announcements. If you have any problems related to this course, please feel free to discuss them with the instructor.

Title IX

"No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance."

Title IX of the Education Amendments of 1972 is a federal law that prohibits sex discrimination in education.

NOTICE OF NON-DISCRIMINATION

Sam Houston State University complies with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act. Sexual misconduct, as defined in the University's Sexual Misconduct Policy, constitutes a form of sex discrimination prohibited by Title IX and Title VII.

TITLE IX CONTACTS

Sex discrimination includes sexual harassment and sexual assault. While it is often thought of as a law that applies to athletics programs, Title IX is much broader than Athletics and applies to many programs at Sam Houston State University. While compliance with the law is everyone's responsibility at SHSU, below is a list of staff members that have primary responsibility for Title IX Compliance.

Title IX Coordinator--Jeanine Bias--Associate Dean of Students --Lowman Student Center, Suite 215 --
936-294-3026 or jbias@shsu.edu

I _____ have read the entire syllabus and hereby agree to
abide by the policies contained herein.

Signature

Date