CARROLL UNIVERSITY – HED PROGRAM

HED205A: Community Mental Health
Fall 2017

Course Number: HED205A

Course Title: Community Mental Health

Number of Credits: 2 Credit Hours

Day/Time: Wednesdays 1:10 - 3:00 in Berg 101

Prerequisites: none

Faculty: Margaret D. Kasimatis, Ph.D.
Office: Rankin 309A on Main Campus
Office Hours: Wednesdays 10:15-11:45 & by appointment
Office Telephone: 524-7356
Email: mkasim@carrollu.edu (preferred)

Course Description:
This course provides instruction in promotion of mental health on a community level. Counseling and patient education skills necessary to help individuals, families, and social groups cope with normal developmental challenges as well as the most prevalent community mental health problems, including modification of health-related behaviors, are presented. This course explores violence and substance abuse, including assessment for elder, partner, and child abuse. Emphasis is on prevention strategies and promotion of wellness behaviors. Systems-level program development and evaluation is included.

Course Content:
Lectures, readings, and powerpoint presentations will emphasize rapport building, brief screening strategies, patient education, and counseling related to mental health promotion and wellness behaviors. Effective communication with patients of differing racial, ethnic, and socioeconomic backgrounds will be addressed. Social variables influencing the management of weight, substance use, and chronic health problems will also be addressed. Students are expected to be independent and self-directed learners.

Student Expectations:
• demonstrates a positive attitude toward learning
• is on time for all scheduled classes, including timely return from breaks
• completes readings and assignments prior to class
• asks relevant questions
• takes full responsibility for learning and self-directed learning activities
• shows respect for self, other students, and faculty
• refrains from disruptive activities during class including eating, talking, getting up and down, use of cell phone, etc.
• relies on personal resources before approaching others for help
• demonstrates cooperation with and mutual respect for peers
• responds to faculty, staff and peers readily and appropriately

Instructor Expectations:
• demonstrates a positive attitude towards the facilitation of learning
• is on time for all scheduled classes
• should the need arise, reschedules class time with appropriate and timely notification to students, faculty, and staff
• provides appropriate course materials for class preparation prior to class
• is available for office hours or appointments to assist with learning
• initiates communication which is appropriate and timely
• identifies limitations in knowledge and provides appropriate resources for student learning
• provides timely and constructive feedback for assignments and assessments
• shows respect for self, students, and other faculty
• demonstrates cooperation with and mutual respect for students, faculty, and staff

Required Texts and Readings:

Supplemental readings will be posted electronically on E-Learning or library electronic reserve no later than the Monday before the next scheduled class.

Grading:
The course grade for the semester will be based upon the following: (* = group grade)

5% group evaluations of readings*
25% cumulative midterm exam
10% “flipped” class presentation*
25% proposal for a community program addressing a mental health issue
25% final exam cumulative for material covered post-midterm
5% demonstration of health communication skills
5% reflection on health communication strengths and weaknesses

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<thead>
<tr>
<th>Letter</th>
<th>Range</th>
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<tbody>
<tr>
<td>A</td>
<td>100-93</td>
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<tr>
<td>AB</td>
<td>92.99-90</td>
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<tr>
<td>B</td>
<td>89.99-83</td>
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<tr>
<td>BC</td>
<td>82.99-80</td>
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<td>C</td>
<td>79.99-70</td>
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<td>D</td>
<td>69.99-60</td>
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<td>F</td>
<td>59 and below</td>
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Attendance and Professionalism
Attendance at all classes is mandatory unless otherwise indicated. Poor attendance (unexcused absences, tardiness, and unauthorized early departures), lack of preparation, and unprofessional behavior may result in a lower or failing grade. If you will be absent, tardy, or need to be excused early you must notify the instructor via e-mail or phone prior to the scheduled meeting time. Absences are excused at the discretion of the instructor. Unexcused absences of more than 10% of class time may result in a failing grade.

Assessments
There will be two exams during the semester. Please refer to the schedule for details. Exams are multiple choice and closed-book, and include factual information, key terms, and case vignettes. The final exam will cover content presented in the second half of the semester. No books, papers, notebooks, cellphones, smartphones, I-pods, I –pads, blackberry, etc. or backpacks/book bags will be allowed on/near your desk during an examination. Cellphones, smartphones, I-pods, I –pads, blackberry, etc. must be turned off during an examination.

Teams of 2-3 students will be responsible for covering a textbook chapter for one hour of class time in the second half of the semester. This “flipped” presentation should include some activity or supplemental information, plus a handout for each class member. Details to be discussed in class.
Each student will create a 3-4 pp. **proposal for a community program** that addresses a mental health issue. Details to be discussed in class. A rubric will be provided. The paper will be graded for both content and quality of writing.

Training and practice in assessment skills, including incorporating supervisory feedback the instructor and classmates, will culminate in **a demonstration and a self-assessment of active listening strengths and weaknesses**, especially in relation to uncomfortable topics such as drug use or intimate partner violence.

**Assignments**
Weekly reading assignments are required and will be posted on Canvas.

**Statement on Academic Integrity**
The Carroll University Academic Integrity Policy is located in the Carroll University Student Handbook. Students are encouraged to familiarize themselves with it. If a student violates this policy in any way, the instructor(s) reserve the right to impose a sanction of failure on the assignment/assessment or failure in the course. If you have questions about appropriate citations, please ask your instructor.

**Accommodations for students with disabilities**
Any requests for accommodation for physical or cognitive disability must be made through the Walter Young Disability Services Coordinator at Carroll University. Appropriate accommodations will be evaluated based on the program technical standards once notification has been received from the Walter Young coordinator. If an individual student has special needs or concerns about course requirements related to religious beliefs, cultural issues, or other issues, the student must contact the Program Director with a request for accommodation.

**Modifications to syllabus**
The instructor and the University reserve the right to modify, amend, or change the syllabus (schedule, course requirements, grading policies, etc.) as the curriculum and/or program requires.

**Course Goals:**
- Provide an orientation to best practices in promoting community mental health
- Foster ability to evaluate and manage community wellness behaviors
- Present opportunities to practice skills in wellness counseling
- Present evidence-based best practices for developing and modifying therapeutic plans, appropriate to patient and community specifics such as socioeconomic and educational level, racial and ethnic considerations, and age and gender
- Foster skill in the integration of clinical and scientific research findings for effective interventions
- Orient students to interaction of psychological and social factors impacting mental health

**Student Learning Outcomes:**
- Demonstrate an ability to evaluate mental health on a social or community level
- Demonstrate mastery of basic motivational interviewing skills to enhance culturally sensitive care
- Effectively counsel for common wellness initiatives, esp. addressing environmental factors impacting homelessness, violence, and substance use
- Identify some of the major management issues related to addressing mental health problems in the community

**Student Learning Objectives:**
1. Select effective strategies to assess and manage developmental issues impacting mental health
2. Demonstrate skills related to rapport building and culturally sensitive communication, including MI techniques
3. Effectively administer and evaluate several validated brief screens for mental health wellness
4. Articulate various types of substance use disorders and their impact on the individual and the community
5. Discuss social factors impacting mental health in the pediatric, adolescent, and adult populations
6. Be able to inquire in response to signs of violence risk in relation to partner, elder, or child abuse
7. Discuss evidence-based practices for promotion of quality of life in mental health settings
# Course Schedule:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings (main text unless otherwise noted)</th>
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<tbody>
<tr>
<td>9/13</td>
<td>Community Mental Health &amp; Historical Views</td>
<td>Ch. 1 Supp. readings: stigma</td>
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<tr>
<td>9/20</td>
<td>Diagnosis &amp; Treatment Of Mental Illness</td>
<td>Ch. 2 Skills training: brief screens for mood</td>
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<tr>
<td>9/27</td>
<td>Culture &amp; Mental Health Cultural Sensitivity</td>
<td>Ch. 3 Skills training: Motivational Interviewing</td>
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<tr>
<td>10/4</td>
<td>Children &amp; Adolescents Community Supports</td>
<td>Ch. 6 Supp. readings: vulnerable children</td>
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<tr>
<td>10/11</td>
<td>Young &amp; Middle Adults Community Programs</td>
<td>Ch. 7 Supp. readings: gender issues</td>
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<tr>
<td>10/18</td>
<td>Older Adults Stigma &amp; Utilizing Supports</td>
<td>Ch. 8 Supp. readings: depression in the elderly</td>
</tr>
<tr>
<td>10/25</td>
<td>MIDTERM EXAM on material to date</td>
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<tr>
<td>11/1</td>
<td>Legal &amp; Ethical Issues Providing Mental Health Supports HIV &amp; Substance Abuse</td>
<td>Ch. 4 Ch. 5 Supp. readings: special privacy protections</td>
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<tr>
<td>11/8</td>
<td>Environmental Factors Focus: Homelessness</td>
<td>Ch. 9 FLIPPED CLASSROOM PRESENTATION Supp. reading: mental disorders in the homeless</td>
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<tr>
<td>11/15</td>
<td>Substance Use Disorders Focus: Alcohol</td>
<td>Ch. 10 FLIPPED CLASSROOM PRESENTATION Skills training: talking about alcohol use</td>
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<tr>
<td>11/22</td>
<td>Violence Focus: Intimate Partner Violence</td>
<td>Ch.11 &amp; 12 FLIPPED CLASSROOM PRESENTATION Skills training: assessing for IPV</td>
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<td>11/29</td>
<td>Prevention Strategies Focus: Quality of Life</td>
<td>Ch. 13 FLIPPED CLASSROOM PRESENTATION Supp. readings: conceptualizing &amp; assessing QoL</td>
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<td>12/6</td>
<td>Suicide &amp; Community Impact</td>
<td>QPR training for suicide risk &amp; intervention</td>
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<tr>
<td>12/13</td>
<td>Public Health’s Growing Focus on Promoting Mental Health</td>
<td>Ch. 14</td>
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<tr>
<td>12/14</td>
<td>READING DAY</td>
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<tr>
<td>TBD</td>
<td>FINAL EXAM ON MATERIAL COVERED AFTER MIDTERM:</td>
<td>per registrar’s calendar</td>
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