



SYLLABUS

ED 6352 COMMUNITY TREATMENT PLANNING & MENTAL HEALTH ADVOCACY

SEMESTER: Spring 2017

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Required Text:

Mental Health Services 3rd Edition, Bruce L. Levin, DrPH, MPH, Kevin D. Hennessy, PhD, John Petrila, JD, LLM.

ISBN-13: 978-0195388572 ISBN-10: 0195388577

Advocacy Strategies For Mental health and Mental Health Professionals,
ISBN-13: 978-0826109064 ISBN-10: 0826109063 Edition: 1st

Course Prerequisites: Student must have earned a grade of B or higher in EDUC 5314 EDUC 6333, EDUC 6338 or EDUC 6340, EDUC 7302 and have permission of the Instructor.

Course Purpose: In compliance with the mandates of the grant, as well as the recent additions to the state licensing rules, the Masters of Education in Counseling will move to a 60 hr. program by 2017. Therefore, there is an urgent need to add new courses to our inventory, and this will be a required course. This concentration is offered to students seeking advance knowledge of the various components associated with mental health delivery systems.

Course Description: This course provides an overview of the multidimensional community mental health systems, with perspective on the administrative, organizational, socio-cultural, advocacy and clinical aspects of policy formation, managed care, case-management, legal paradigms and trends in mental health services delivery.

Competency Component: Competency skill development will be assessed across various organizational structure and advocacy domains.

Students will identify, describe, and/or explain:

1. The role(s), functions, and professional identity of counselors in a variety of community practice settings.
2. The structures and operations of professional organizations, preparation/accreditation's boards, and credentialing bodies related to community counseling.
3. Pertinent developments in historical, philosophical, societal, cultural, economic, and political contributions to the mental health movement.
4. Appropriate behavior with regard to ethical and legal issues in the practice of community counseling. Demonstration of such behavior may also be required.
5. Implications of professional issues unique to community counseling including but not limited to recognition, reimbursement, and right to practice.
6. Implications of diversity issues relevant to community counseling.
7. The community counselor's relationship to other professionals in various settings.
8. Organizational, administrative, fiscal, and legal dimensions of community practice settings and institutions.
9. Theories and techniques of community needs assessment in designing, implementing, and evaluating community counseling interventions, programs and systems.
10. Linkages with other agencies with regard to consultation, education, and outreach.
11. The need for and processing of creating and developing human services programs and networks, public, private, and volunteer, in local communities.
12. Characteristics of individuals seeking community counseling services, including but not limited to the effects of socioeconomic status, unemployment, aging, gender, culture, race, ethnicity, chronic illness, developmental transitions, and interpersonal, family, and community violence.
13. Principles of program development and service delivery for a normally developing clientele, including but not limited to prevention, implementation of support groups, peer facilitation training, parent education, career information and counseling, and encouragement of self-help.
14. Effective strategies to promote client understanding of and access to community resources.
15. Principles and models of biopsychosocial assessment, including techniques, and/or methods for conducting an intake interview, case-conceptualization, theories of human development and concepts of normalcy and psychopathology leading to diagnoses and appropriate treatment plans with regard to planning counseling interventions and tracking client progress.
16. Knowledge of the principles of diagnosis and the use of current diagnostic tools, including the current edition of the *Diagnostic and Statistical Manual*.
17. Appropriate and effective strategies for client advocacy in public policy and governmental relations.
18. Application of appropriate treatment modalities for initiating, maintaining, and terminating counseling, including the use of crisis intervention, brief, intermediate, and long-term approaches.

Course Objectives:

1. Describe the roles of mental health counselors and their relationship to interdisciplinary teams.
2. Develop a comprehensive plan for a mental health care system, including a comprehensive needs assessment, plan for implementation, and evaluation process.
3. Describe the principles, theories, and practices of community interventions, including inpatient, outpatient, partial treatment, and aftercare.
4. Identify and describe the human services network of the local community.
5. Describe and apply effective approaches to administration, budgeting, and management of mental health services including both public and private practice.
6. Describe procedures for determining accountability in community agency settings.
7. Identify the mental health needs of diverse groups.
8. Describe how counselors and agencies provide treatments for clients from different cultural or ethnic groups.
9. Identify the technological resources currently used by community agencies.
10. Describe effective procedures for maintaining counselors' well-being and effective performance
11. Outline the skills and abilities counselors will need to succeed in the 21st century.

Readings and Resources:

- Canning, S. S., Neal, M., Fine, M. & Meese, K. J. (2002). Mental health: The hole in holistic Christian, community-based healthcare? *Health and Development*, 1:11-17.
- Canning, S.S., Pozzi, C. F., McNeil, J. D., & McMinn, M. R. (2000). Integration as service: Implications of faith-praxis integration for training. *Journal of Psychology & Theology*, 28(3): 201-211
- Chung, R. C-Y. (2005). Women, human rights, and counseling: Crossing international boundaries. *Journal of Counseling and Development*, 83, 262-268
- Kisela, M. S. & Robinson, M. (2001). Bringing advocacy counseling to life: The history, issues, and human dramas of social justice work in counseling. *Journal of Counseling and Development*, 79, 387-397.
- Montero, C.F. P. & Preussler, R. S. C. (2002). Psychology and social justice: Working towards a Christian justice-based model of integration. *Journal of Psychology and*

Christianity, 21, 301-308.

Methods of Evaluation:

Collaborate Participation: 20 Pts.

Quizzes: 10 Pts.

Video Reflection 20 Pts.

Movie Reflection Paper: 30 Pts.

Final Exam: 20 Pts.

Collaborate Participation:

As your instructor, I place heavy emphasis on Individual class participation. The interactive component to this course is critical. It will enhance your reasoning skills, which is very important to the counseling process. Your participation will facilitate others enhancing his or her reasoning skills from drawing from your rich experience(s). The intercultural experiences of students add tremendously to everyone's learning in class. Our live online streaming interaction will provide us the opportunity to review the week's theme of instruction and will also help to alleviate any issues or answer any questions that often arise when taking online coursework. You will need to have high-speed Internet service, and the *Adobe Flash Player* loaded into your personal computer. **The IT department has suggested that you use Google Chrome or FireFox as your web browser to alleviate technical difficulties.** I have placed a quick link to *Adobe Flash Player* for quick download onto his or her personal computer. Students are always welcome to use the on-campus computer lab for the Collaborate interactive weekly meetings.

Quizzes

Each student will complete a twenty-question quiz on a weekly basis. The quizzes are intended to ensure you can grasp the content of the assigned reading. There is a total of ten quizzes, and each quiz is worth 2 points. If you do well in your quizzes, it is very probable you will do well in the final exam. You will be given the opportunity to use your quizzes to study for the final exam.

Video Reflection

Students will access the *Video Reflection* tab and review the assignment and enter a 1 to 2 paragraph reflective comment regarding the assignment. The comment must include your version of what theme or message the author is attempting to convey to his or her audience. Include any rationality, as perceived by the descriptive content; include your thoughts and emotion(s) you experienced while viewing the video, and perceptions of how the information might impact future activities. You are welcome to enter a personal experience(s) recalled while viewing the video. However, please consider any confidential or sensitive information before elaborating in a public setting.

The assignments mostly consist of short video clips, but may consist an article, or a guest person presentation. You will have twelve Forum activities, and each event is worth 2% of a possible 20 points. You will see the link to the video clip embedded in the thread menu.

Movie Reflection Paper

Reflections papers are intend to move a student from passive learning to Active learning. Active learning enhances reasoning skills that are very important to a counselor. Like your forum entries, this assignment is meant to enhance your counseling skills by grasping certain content while assessing your intrinsic processes. The paper has a grade value of 30 points. I have provided students with a brief video that explains reflective learning and how to write a reflective paper. This approach will motivate your learning and perceptive skills. Since counseling is considered scientific, use an APA format to write this paper. The writing lab can assist you in understanding the mechanics involved in writhing a reflective paper.

Final Exam

The final exam is a 50-question True/False and multiple-choice exam. The final exam primarily derives from the weekly quizzes, forum activities and collaborate content. The exam will be posted on Blackboard on the designated date and each student will have two hours to complete the exam.

PROPOSED COURSE OUTLINE

DATE	TOPIC. ASSIGNMENT DUE AND READINGS
Jan. 19	<p>Introduction: Syllabus Review and Formal introductions</p> <p>Reading Assignment: MHS- Ch. 1 A Public Health Approach to Mental Health</p> <p>Quiz 1: MHS- Ch. 1 A Public Health Approach to Mental Health</p> <p>Video Reflection 1: Senator Elizabeth Warren: The State of Mental Health</p> <p>Collaborate: Thursday, 6:00 p.m.</p>
Jan. 26	<p>Reading Assignment: Ch. 2 The Financing of Mental Health and Substance Abuse</p>

	<p>Quiz 2: MHS- Ch. 2 The Financing of Mental Health Health and Substance Abuse.</p> <p>Video Reflection 2: The Affordable Care Act & Behavioral Health 09/15/2010</p> <p>Collaborate: Thursday, 6:00 p.m.</p>
Feb. 2	<p>Reading Assignment: MHS- Ch. 3 Law, Services Delivery, and Policy</p> <p>Quiz 3: MHS- Ch. 3 Law, Services Delivery, and Policy</p> <p>Video Reflection 3: Patrick J. Kennedy discussed the need for mental health advocacy on "Katie" 02/04/2013</p> <p>Collaborate: Thursday, 6:00 p.m.</p>
Feb. 9	<p>Reading Assignment: ASYMHP- Ch. 1 Discovery Your Inner Advocacy</p> <p>Quiz 4: ASYMHP- Ch. 1 Discovery Your Inner Advocacy</p> <p>Video Reflection 4: The power of empathy: Helen Riess at TEDxMiddlebury</p> <p>Collaborate: Thursday, 6:00 p.m.</p>
Feb. 16	<p>Reading Assignment: ASYMHP- Ch. 2 Learning How to Advocate: Perspectives from Medical Providers</p> <p><i>NO QUIZ</i></p> <p>Video Reflection 5: Ending the Stigma of Mental Illness</p> <p>Collaborate: Thursday, 6:00 p.m.</p>
Feb. 23	<p>Reading Assignment: ASYMHP- Ch. 3 Overview of the Political Advocacy Process</p> <p>Quiz 5: ASYMHP- Ch. 3 Overview of the Political Advocacy Process</p> <p>Video Reflection 6: How to Advocate</p> <p>Collaborate: Thursday, 6:00 p.m.</p>
Mar. 2	<p>Reading Assignment: ASYMHP- Ch. 8 Leveraging Research Findings: Learning the Practice of Advocacy</p>

	<p>Quiz 6: ASYMHP- Ch. 8 Leveraging Research Findings: Learning the Practice of Advocacy</p> <p>Video Reflection 7: Vikram Patel: Mental health for all by involving all</p> <p>Collaborate: Thursday, 6:00 p.m.</p>
Mar 9	<p>Reading Assignment: MHS- Ch. 13 State Mental Health Agencies</p> <p>Quiz 7: MHS- Ch. 13 State Mental Health Agencies</p> <p>Forum Activity Video 8: What Is the State of the Mental Health Care System in America? Elizabeth Warren (2013)</p> <p>Collaborate: Thursday, 6:00 p.m.</p>
Mar. 13-17	Spring Break.
Mar. 23	<p>Reading Assignment: MHS- Ch. 14 Community Mental Health Centers</p> <p>Quiz 8 ASYMHP- MHS- Ch. 14 Community Mental Health Centers</p> <p>Forum Activity Video 9: Community Mental Health</p> <p>Collaborate: Thursday, 6:00 p.m.</p>
Mar. 30	<p>Reading Assignment 10: MHS- Ch. 15 Specialty Hospitals and Psychiatric Units</p> <p>Quiz 9: MHS- Ch. 15 Specialty Hospitals and Psychiatric Units</p> <p>Video Reflection 10: Bellevue: Inside Out Psychiatric Hospital Documentary</p> <p>Collaborate: Thursday, 6:00 p.m.</p>
Apr. 6	<p>Reading Assignment: MHS- Ch. 17 School Mental Health</p> <p>Quiz 10: MHS- Ch. 17 School Mental Health</p>

	<p>Article Reflection 1: Kids in Crisis: Schools take on students' mental health issues</p> <p>Collaborate: Thursday, 6:00 p.m.</p>
Apr. 13	<p>Reading Assignment: MHS- Ch. 18 Mental Health Treatment in Criminal Justice Settings</p> <p>Article Reflection 2: Assessing the prevalence of intellectual disability among young male prisoners/ Institutionalized: Mental Health Behind Bars</p> <p>Collaborate: Thursday, 6:00 p.m.</p>
Apr. 20	<p>Reading Assignment: MHS- Ch. 23 Evaluating Mental Health Systems and systems Change</p> <p>Collaborate: Thursday, 6:00 p.m.</p>
Apr. 27	<p>Reading Assignment: ASMHP- Ch. 4 Legislative Advocacy: Putting Your home in Order</p> <p>ASMHP- Ch. 9 Working with Families and Community Organizations</p> <p>Collaborate: Thursday, 6:00 p.m.</p> <p>Final Exam Review: Tuesday, 6:30</p>
May 4	<p>Movie Reflection Paper Due</p> <p>Final Exam: Thursday, 6:00 p.m.</p>