



SYLLABUS

**ED 6352 COMMUNITY TREATMENT PLANNING & MENTAL HEALTH
ADVOCACY**

SEMESTER: Summer 2022

Tuesdays & Thursdays 7:00 pm

PROFESSOR: Dr. Samuel Garcia, LPC-S

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PHONE: (830)279-3036 CELL PHONE: (830)734-7732

**OFFICE OR ELECTRONIC ADVISING HOURS: PLEASE CALL or EMAIL TO
MAKE AN APPOINTMENT FOR IN-PERSON APPOINTMENTS:**

IN-PERSON – Thursday 12:00 p.m. - 8:00 p.m.

VIRTUAL (Collaborate or Zoom) –Anytime

Office Location: 2623 Garner Filed Rd., A-107, Uvalde, Texas 78801

Master of Education Counseling Program:

[Counseling Program Web Page](#)

Chair for the Education Department/Counseling Program:

[Chair for the Education Department/Counseling Program](#)

Dean for Sul Ross State University Rio Grande College:

[MRGC Assistant Provost and Dean](#)

Vice President Sul Ross State University Rio Grande College:

[SRSU-RGC Vice President](#)

President Sul Ross State University

[SRSU President](#)

PROFESSOR: Dr. Samuel Garcia, LPC
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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: None.

Course Purpose: This concentration is offered to students seeking advance knowledge of the various components of benefits, access to care, policy and advocacy 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.

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.

Course Goal: Students will gain an understanding of the various components associated with mental health delivery systems. This course has three specific aims: (1) to introduce students to the historical and reformist phases of mental health delivery systems; (2) to deepen students' understanding and conceptualization of advocating for ethical and legal mental healthcare; (3) to encourage students to critically reflect on their own supportive assumptions.

Course Objectives: The learning objectives will cover three major areas: Knowledge, Skills and Awareness in areas of community delivery systems.

Knowledge: Learners will:

1. Gain insight of pertinent developments in historical, philosophical, societal, cultural, economic, and political contributions to the mental health movement.
2. Gain insight of progressive trends of clinically evidence-based therapeutic models, and the ethical and legal statues used to shape them.

Skills: Learners will be able to:

3. Categorize and develop advocacy skills to articulate strategies to support public policy and governmental accountability.
4. Categorize a comprehensive plan for a mental health care system, including a comprehensive needs assessment, plan for implementation, and evaluation process.

Awareness: Learners will be able to analyze and distinguish:

5. Advocacy planning and application toward his or her culture, community and race.

Modular Learning Outcome:

Course Objectives	Module Learner Outcome	Frequency	Evaluation
1. Gain knowledge of pertinent developments in historical, philosophical, societal, cultural, economic, and political contributions to the mental health movement.	Module 1 - Students will gain knowledge regarding the historical and progression of public mental health related to the movement from the restrictive asylums to the outpatient setting of today; this module will also include detail discussion regarding the monetary means associated to appropriate funding seen throughout the advancement toward quality and effectual care.	Week 1 Week 2	Weekly Quizzes Final Exam Collaborative Classroom Discussion
	Module 2 – Learners will gain knowledge of the development and ongoing modifications to local, state and federal policies that resulted in changes in mental healthcare. This module will review specific entities responsible for caring for people experiencing mental health anomalies.	Week 3 Week 4 Week 5	Weekly Quizzes Final Exam Collaborative Classroom Discussion
2. Gain knowledge of progressive trends of clinically evidence-based therapeutic models, and the ethical and legal statutes used to shape them.	Module 3 – Learners will gain knowledge of the philosophical origins that influenced the composition of ethical and legal rules that have helped to cultivate mental health therapeutic modalities.	Week 6	Weekly Quizzes Final Exam Collaborative Classroom Discussion
	Module 4 – Learners will gain knowledge of the pertinent ecosystems as they are impacted by law, service and policy.	Week 7	Weekly Video Reflections Reflection Paper Collaborative Classroom Discussions
3. Identify and develop advocacy skills to articulate strategies to support public policy and governmental accountability.	Module 5 – The Student Learner will discover the value of introspection and advocacy attitudes.	Week 8	Weekly Video Reflections Reflection Paper Collaborative Classroom Discussions
	Module 6 – The Student Learner will be able to identify self-advocacy views to collaborate with key professional Medical healthcare providers.	Week 9	Weekly Video Reflections Reflection Paper Collaborative Classroom Discussions
	Module 7 – The Student Learner will be able to identify strategies to advocate for mental health services among state and federal legislators.	Week 10	Weekly Video Reflections Reflection Paper Collaborative Classroom Discussions
4. Identify a comprehensive plan for a mental health care system, including a comprehensive needs assessment, plan for implementation, and evaluation process	Model 8 - The student learner will be able to identify leveraging research data processes to advocate for mental services.	Week 11	Weekly Video Reflections Reflection Paper Collaborative Classroom Discussions

	Model 9- The student will be able to evaluate mental health systems effectiveness.	Week 12	Weekly Video Reflections Reflection Paper Collaborative Classroom Discussions
5. Specify Learner analytical advocacy planning and application toward his or her culture, community and race.	Model 10- The student learner will be able to advocate and serve as a consultant to assist agencies recognize legislative implications on mental healthcare.	Week 13	Weekly Video Reflections Reflection Paper Collaborative Classroom Discussions
	Model 11- The student learner will recognize implicit or explicit biases that impact advocacy readiness.	Week 14	Weekly Video Reflections Reflection Paper Collaborative Classroom Discussions

Competencies:

Competency 1. Client Empowerment

1. Identify strengths and resources of clients and students.
2. Identify the social, political, economic, and cultural factors that affect the client/student.
3. Recognize the signs indicating that an individual's behaviors and concerns reflect responses to systemic or internalized oppression.
4. At an appropriate development level, help the individual identify the external barriers that affect his or her development.
5. Train students and clients in self-advocacy skills.
6. Help students and clients develop self-advocacy action plans.
7. Assist students and clients in carrying out action plans.

Competency 2. Client Advocacy

8. Negotiate relevant services and education systems on behalf of clients and students.
9. Help clients and students gain access to needed resources.
10. Identify barriers to the well-being of individuals and vulnerable groups.
11. Develop an initial plan of action for confronting these barriers.
12. Identify potential allies for confronting the barriers.
13. Carry out the plan of action.

Competency 3. Community Collaboration

1. Identify environmental factors that impinge upon students' and clients' development.
15. Alert community or school groups with common concerns related to the issue.
16. Develop alliances with groups working for change.
17. Use effective listening skills to gain understanding of the group's goals.
18. Identify the strengths and resources that the group members bring to the process of systemic change.
19. Communicate recognition of and respect for these strengths and resources.
20. Identify and offer the skills that the counselor can bring to the collaboration.
21. Assess the effect of counselor's interaction with the community.

Competency 4. System Advocacy

22. Identify environmental factors impinging on students' or clients' development
23. Provide and interpret data to show the urgency for change.
24. In collaboration with other stakeholders, develop a vision to guide change.
25. Analyze the sources of political power and social influence within the system.
26. Develop a step-by-step plan for implementing the change process.
27. Develop a plan for dealing with probable responses to change.
28. Recognize and deal with resistance.
29. Assess the effect of counselor's advocacy efforts on the system and constituents.

Competency 5. Public Information

30. Recognize the impact of oppression and other barriers to healthy development.
31. Identify environmental factors that are protective of healthy development.
32. Prepare written and multi-media materials that provide clear explanations of the role of specific environmental factors in human development.
33. Communicate information in ways that are ethical and appropriate for the target population.
34. Disseminate information through a variety of media.
35. Identify and collaborate with other professionals who are involved in disseminating public information.
36. Assess the influence of public information efforts undertaken by the counselor.

Competency 6. Social/Political Advocacy

37. Distinguish those problems that can best be resolved through social/political action.
38. Identify the appropriate mechanisms and avenues for addressing these problems.
39. Seek out and join with potential allies.
40. Support existing alliances for change.
41. With allies, prepare convincing data and rationales for change.
42. With allies, lobby legislators and other policy makers.
43. Maintain open dialogue with communities and clients to ensure that the social/political advocacy is consistent with the initial goals.

Marketable Skills:

1. A Master of Education Counseling Student will demonstrate analytical and critical thinking skills.
2. A Master of Education Counseling Student will demonstrate empathy and listening skills.

3. A Master of Education Counseling Student will demonstrate deductive and inductive cognitive skills.

Dissemination Plan: Marketable skills will be included in the course syllabi for the MED Counselor degree, and the faculty will discuss them online or in-class with students. Each marketable skill development will include consideration of the cultural influence on an individual's perceptive outlook. The cultural focus will be reflected in all courses and considered explicitly in the EDUC 6318 Multiculturalism and Diversity and EDUC 6340 Bilingual and Bicultural counseling coursework. Reflective writing or research assignments will be incorporated into coursework to develop these marketable skills with specialized research focus on the EDUC 5307 Research Methodology, EDUC 6319 Psychopathology, EDUC 6320 Substance Use, Abuse and Addiction, and EDUC 6350 Counseling and the Neurosciences coursework.

American with Disabilities Act (ADA):

Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is the student's responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact the Student Services Specialist for the specific Campus. PLEASE SEE BELOW FOR TECHNOLOGY ASSISTANCE.

Student Support Services:

Student Support Services provides students with the tools and resources they need to achieve academic success and to remove all obstacles to learning, including advising, tutoring, and workshops. Tutors are available at each of the three sites, Uvalde, Del Rio, and Eagle Pass during the fall, spring, and summer semesters. These tutors offer assistance in mathematics, English, History, and PowerPoint presentations. Tutors' schedules are posted on bulletin boards around campus as well as **ONLINE**. Tutors are available by appointment or on a walk-in basis.

Student center computers are equipped with Grammarly (<https://www.grammarly.com/>), a software program that helps students achieve academic goals and improve their writing in essays, reports, theses, dissertations, and college entrance application. Grammarly automatically detects grammar, spelling, punctuation, word choice, and style mistakes in your writing.

Please go to <http://www.sulross.edu/page/1568/student-services> to speak to a support service representative or visit the Student center.

Student Services Specialist are:

Del Rio – (830) 703-4816
Eagle Pass – 830) 758-5037
Uvalde- (830) 279-3027

Technology Requirements:

Hardware Requirements: The following minimum hardware and software requirements are necessary in order to access an online class through SRSU-RGC's current version of Blackboard. Be sure to check your course syllabus and discuss technology needs with your professor as early in the class as possible.

System Requirements: The following minimum hardware and software requirements are necessary in order to access an online class through SRSU-RGC's current version of Blackboard. Individual instructors may have additional requirements for specific classes. Be sure to check your course syllabus and discuss technology needs with your instructor as early in the class as possible.

	Minimum	Recommend
Operating System	Windows 7 or higher Mac OSX 10.8 or higher	Windows 10 Mac OS 10.12
Processor	1 GHz processor	2 GHz or faster processor
Memory	512 MB of RAM	2 GB of RAM or higher
Monitor Resolution	1024 x 768	1024 x 768 or higher
Free Hard Disk Space	5 GB of free disk space	20 GB or higher of free space
Internet Connection	Broadband (high-speed) Internet connection with a consistent minimum speed of 1.5 Mbps	Broadband (high-speed) Internet connection with a speed of 4 Mbps or higher
Internet Browser	FireFox	FireFox
Java	Java is required to use Blackboard. Visit our Java support page for information about troubleshooting Java.	
Macromedia Flash Player	Flash may be required to play videos within the Blackboard system. You can download Flash from the Adobe website.	

Students are required to have regular, reliable access to a computer with a stable broadband Internet connection. Any system older than 4 years may not have the processing power to work with our current version of Blackboard and its components.

All SRSU-RGC networked computers are configured to use Blackboard and will have the software needed to complete online coursework. If additional software is needed on an SRSU-RGC lab computer, please contact the administrator of the lab for assistance.

If your computer is publicly accessed off campus or is loaned to you, you may be prohibited from downloading files or software.

The first step to see if your computer is set up for Blackboard is to check your browser compatibility. We strongly recommend Blackboard students use the latest version

of [Mozilla Firefox](#) for Windows or Mac because it is the most compatible with our current Blackboard system.

Browser Downloads	PC	Mac
Mozilla Firefox	Download	Download
Safari	Download	Download
Google Chrome	Download	Download

Generally, it is a good idea to have multiple browsers installed on your system for a couple of reasons. First, you always want a plan B. If you are trying to perform time-sensitive tasks in Blackboard, you don't want to waste time troubleshooting your browser or downloading a new browser. Having multiple browsers already installed allows you to quickly switch to a different browser when you have a browse-related issue. Second, it helps to rule out browser-related issues. If you are having problems in one browser and not another, then you know there is something going on with your browser, or its settings. If you are having the same problem in multiple browsers, then you'll know that it is either a system issue or something related to Blackboard.

Additional Software and Plug-ins: Most of the materials you will be accessing in Blackboard will consist of web pages, Microsoft documents or Adobe Acrobat files. However, instructors may choose to upload content in a variety of formats. Below you will find a list of common file types that may be used in Blackboard. The software required to view these files is given and links to downloadable versions of the software have been provided if available.

Application Downloads File Extension		PC	Mac
Zoom			
Adobe Acrobat Reader	.pdf	Download	Download
Microsoft Office	.doc • .docx .ppt • .pptx .xls • .xlsx .rtf • .txt	Download	Download

Microsoft Office Viewer			
Word Viewer	.doc • .docx	Download	n/a
PowerPoint Viewer	.ppt • .pptx	Download	n/a
Excel Viewer	.xls • .xlsx	Download	n/a

Video Players	Common File Extensions	PC	Mac
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Macromedia Shockwave Player	.fla • .swa • .swf	Download	Download
QuickTime	.mov • .qt	Download	Download
Media Player Classic	.avi • .vlc • .wmv	Download	n/a
VLC Media Player	.avi • .vlc • .wmv	Download	Download

Additional Software	PC	Mac
Microsoft Security Essentials	Download	n/a
Ad-Aware Spyware Removal	Download	n/a
Spybot Search and Destroy	Download	n/a

Technical Skills

Technical Skills Required: Students will be required to interact through a virtual media real-time technological program Enhance-video Streaming through Zoom. Moreover, students will be required to know how to send and receive emails; how to cut and paste information; how to post and download assignments onto and from Blackboard; how to access videos and post comments on discussion boards; how to take exams through Blackboard and how to access Collaborate Ultra Real-time or Zoom feature. Students will also be required to access their generated grade points to measure their progress in the course. PLEASE REVIEW Introductory Videos to refresh your understanding of how to access and navigate through these blackboard features.

Other Technological devices/Equipment: Student computer MUST be equipped with fully functional speakers, microphone, and video camera. Since this course is instructed through an enhanced video feature like Collaborate Ultra, it is important to keep background noise to a minimum so as not to distort communication; it is preferred that students use ear/headphones with attached microphones to enhance communication clarity. The student microphone icon must remain off unless speaking to help with back-feed sounds. The video camera icon MUST remain on at all times, PLEASE REVIEW introductory Collaborate video.

Blackboard: I have posted a course orientation video to help each student understand how to navigate through Blackboard. The Blackboard Orientation Video can be accessed by:

Logging into “Blackboard.

- A. Select course number and name.
- B. Observe the Course men, which is categorized by submenus.
- C. The student will notice the “Menu” categorized by submenus. They are:

1. ORIENTATION
2. COMMUNICATION

- 3. RESOURCES
- 4. ASSIGNMENT
- 5. TOOLS

D. Select the “Blackboard Orientation” feature under the “Orientation” Submenu.

Students can also access the Blackboard orientation video clips designed to help students navigate and use Blackboard while taking graduate coursework. Students can access the videos by:

- E. Going to the Blackboard main page.
- F. Access the “Student Resources” located at the red top left block of the Blackboard Log-in Page.
- G. Orientation and “How to” videos are available to help the student navigate and through Blackboard.

Blackboard Representatives: (888)837-6055 or (888)837-2882 - 24 hrs. Monday-Sunday:

Tim Parsons (432-837-8525): tim.parsons@sulross.edu
Estella Vega (432-837-8247): estellav@sulross.edu

Enhanced-video Streaming: As your instructor, I place heavy emphasis on Individual class participation. There will be sixteen graded collaborative meetings and they have a total value of 100 points. 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 their 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. I will ask many open-ended questions to elicit responses. Students will be required to participate in every classroom session.

Collaborate Ultra is a web-based system used for real-time connection. You can access the Collaborate Ultra feature by:

1. Log into Blackboard.
2. Select Course number and name.
3. View your Menu on the Left-hand side of the main course page.
4. Select “Zoom” under the “Assignment” Sub Menu.
5. Turn on the video by depressing the Camera icon and do the same for the microphone when speaking ONLY.

Frequent “Lost connection” is NOT acceptable, and the student will be required to go to the computer lab located at the closest SRSU-RGC university site for the remainder of the semester after two class periods of lost connectivity difficulties. Such disconnection issues interrupt class dynamics and will not be accepted. Each student is encouraged to

take his or her computer hardware to the IT department to assess compatibility before classes begin to ensure standards for connectivity are acceptable. Students are also encouraged to provide the IT representative with the type of home internet service provider and specifications to determine if acceptable for collaborate ultra-connectivity. It is also recommended that your home network usage be limited to your use to prevent slowing the home network connectivity. For example, make sure others including yourself, disconnect Wi-Fi from cell phones and other programs that slow home network connection.

IT Technologist for each campus are (PLEASE CALL BLACKBOARD REPRESENTATIVES ABOVE for Blackboard issues):

Del Rio - (830)703-4818
Eagle Pass - (830) 758-5010
Uvalde – (830) 279-3045

In consideration of the current advanced mobile technology, it is imperative that students make necessary arrangements to access collaborate at the designated time. Students are not allowed to drive a vehicle or engage in an activity where safety is compromised and exposes the student to a dangerous situation.

Students with Disabilities: It is the policy of the University of Sul Ross State University-Rio Grande College to create inclusive learning environments. If there are aspects of the instruction or design of any course that results in barriers to your inclusion or to an accurate assessment of achievement-such as time-limited exams, inaccessible web content, or the use of non-captioned videos, etc. - Please notify the instructor as soon as possible.

For information about SRSU-RGC disability support services, please contact Student Service Specialist

(830) 279-3003
Email: kbiddick@sulross.edu

Diversity:

Discussion and activities will include issues of diversity as they relate to specific learning objectives. All students will be encouraged to introduce topics they deem applicable to the content and process of the course, particularly those that enhance students' awareness of diversity and multicultural understanding.

Scholastic Misconduct:

As with all University courses, instructors expect students to be engaged in learning the course content. Scholastic dishonesty seriously compromises this learning and is not tolerated. The penalty for scholastic dishonesty in this class depends on the circumstances. Penalties could range from consultation with the instructor and receiving

a zero (0) on the assignment in question, to failing the course and facing the University charges of scholastic misconduct.

Etiquette Expectations:

Graduate students are expected to take responsibility for their own academic work. Each individual will make sure to understand the content and process of all syllabi. The professor may offer assistance and your advisor may offer you direction; however, the student must demonstrate initiative and maturity to pursue understanding actively.

Students are to communicate questions or statements as directed by the professor. Etiquette considerations will include speech tone, language, and expression that is respectful and clear so as to minimize ambiguity; moreover, presentation of questions or statements will not consist of any defamatory, sarcastic, degrading, or disrespectful tones, whether in person, telephonically, teleconferenced, enhanced video streaming, email or any other modes of communication.

Culture often influences an individual's mode of gaining understanding and disseminating meaning. Therefore, it is imperative that individuals consider primary language, speaking style, inappropriate terms, the distance between parties, eye-contact, inappropriate body language (Example: finger-pointing, etc.), and disabilities that may hinder effective communication.

Attendance, Introduction, and Participation:

Regular class attendance and participation are required aspects of this course. A major component of our first virtual class meeting will require that each student introduce himself or herself, regardless of when your first day of class commences. This will be a great time to get to know each other since we will be spending significant time sharing each other's lens through which course content is viewed. Points of Introduction must include the following and not to exceed five minutes:

- o Full name.
- o Place of Birth.
- o Place raised
- o Describe family or culture that best describes you.
- o Your interest in your undergraduate degree.
- o Rationale for entering the counseling program.
- o What you hope to accomplish with a Counseling training.
- o How you conclude this to be important.

Attendance has a value of 100 points.

Each student is required to interact verbally by responding to questions I pose regarding points of discussion or material content, other student's perspectives, and statements. Please do not type your responses, this feature in Collaborate is intended to be used for

emergency or extraordinary technical circumstances and NOT a consistent form of in-class communication.

Video reflections and are intended to evoke logical reasoning skills and these cognitive skills often advance at different stages; therefore, peer learning is encouraged by observing other students' reflective writing entries.

If you must be absent, please notify the instructor in advance. This does not excuse your absence, but flexibility may be offered for extenuating circumstances.

Please read the assigned material before class and be prepared to discuss it. You are expected to participate in classroom discussions and activities actively and verbally.

Also, please consider this a friendly reminder to turn off all cell phones, noisemaking devices, and back-ground noise during class.

Late Work:

Assignments must be turned in before the beginning of the next scheduled class to receive credit. If you will not be in class to turn in an assignment, it is still your responsibility to see that work is turned in on time. Late work = 0 points.

Grading/Feedback:

Most grading is technologically driven, and grades are posted immediately. However, some quizzes require professor review and grading. In cases where grading is not instantaneous, I will complete all grading two days before the next class meeting time. This will provide ample time for students to review their outcomes and prepare any questions before or during class. Asking questions in class often evokes great discussion points. Feedback on any assignment will be provided no later than two days before the next class meeting. **Students are welcome to contact me to schedule a time to meet virtually to address any questions. In the event I do not answer the phone, please leave a message, so that I may return your call; I respond to all my calls within 24-hours.**

	Qty.	Possible points	
Blackboard Collaborate Ultra	10	1000 (10 x 100 pts. ea./10=100)	A= 470-540 B= 400-469
Video/Article Reflection	8	1960 (8 x 120 pts. ea./8=120)	C= 330-399 D= < 329

Exams	8	800 (8 x 100 pts. ea./8=100)	
Movie Reflection Paper	1	120 pts.	
Final Exam	1	100 pts.	

Blackboard Collaborate Ultra:

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 their 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 **Zoom** 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 Zoom interactive weekly meetings.

Video Reflections:

Students will access the Video or Article Reflection tab and review the assignment and enter a minimum 3-paragraph reflective comment regarding the assignment immediately after the collaborate class session. There will be **13-graded video/article reflections** with a potential value of **120 points** for each assignment with an accumulated potential of 1560 points.

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. Please see the rubric below that I use to assess your skill level. 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 of an article, or a guest person presentation. You will select the topic title (Example, VR 1, etc.) for the video clip assigned for the week. The video reflection clips are located under the Video/Article Reflections submenu. After selecting the title, it is required to select the thread title. Review the video clip and enter your reflection by selecting the “Reply” feature and enter your reflection. The following rubric is provided to guide your responses.

Competency Level	Advanced (30)	Novice (20)	Student (10)	Unacceptable (0)
Competency 1 Your version of what theme or message the author is attempting to convey to his or her audience.	Student is able to identify two or more aspects of the author’s intent and the rationale that supports his or her reflection.	Student is able to identify one aspect of the author’s intent and offers a rationale that supports his or her reflection.	Student is able to identify one aspect of the author’s intent from his or her general perspective.	Student only restates the video or Text content.
Competency 2 Include any specifics the author(s) used to strengthen his or her point of view.	Student is able to identify two or more aspects of the author’s intent and the rationale that supports his or her reflection.	Student is able to identify one aspect of the author’s intent and the rationale that supports his or her reflection.	Student is able to identify one aspect of the author’s intent.	Student is unable to identify any point of views.
Competency 3. Describe your thoughts and emotion(s) you experienced while viewing the video.	Student is able to identify two or more aspects of the author’s intent and the rationale that supports his or her reflection.	Student is able to identify one aspect of the author’s intent and the rationale that supports his or her reflection.	Student is able to identify one aspect of the author’s intent.	Student only restates the video content.
Competency 4. Explain your perceptions of how the information might impact future activities.	Student is able to identify two or more aspects of the author’s intent and the rationale that supports his or her reflection.	Student is able to identify one aspect of the author’s intent and the rationale that supports his or her reflection.	Student is able to identify one aspect of the author’s intent.	Student only restates the video content.

Exams:

Weekly exams are designed to evaluate knowledge level comprehension for each class content reviewed. Each student will complete an exam on a weekly basis. exams are intended to ensure you can grasp the content of the assigned reading. There is a total of thirteen (13) exams with a **100-point potential for each exam.** Each exam will contain a different number of questions that correspond with the chapter content and will consist of true and false, multiple-choice, fill-in-the-blank, and short answer questions.

Movie Reflection Paper:

The movie reflection paper is intended to move a student from passive learning to active learning. Active learning enhances reasoning and logical application skills, which are very important to a counselor. Like your video reflection assignment, this task is meant to improve your counseling skills by grasping certain content while assessing and solidifying your intrinsic assessment and logical application level processes. The paper

has a potential grade value of 120-points. STUDENTS MUST reach at least the minimum ten (10) points for each of the four Rubric segments. I have provided students with a brief video that explains reflective learning and how to write a reflective paper, which can be found in the “ORIENTATION” Section in the Blackboard Menu. This approach will motivate your learning and perceptive skills. Since counseling is considered scientific, use the APA format to write this paper. The writing lab can assist you in understanding the mechanics involved in writing an APA reflective paper. The depth of reflection must include reflection on, and personalization of, the theories, concepts, and strategies presented in the course materials to date.

Viewpoints and interpretations must be supported. Examples, when applicable, are extremely relevant and influential to strength the held philosophy or perspective. Responses must include reference to assessment, theoretical, philosophical therapeutic, mediation or coping components. Make sure writing is clear and rich in meaning. A student’s thoughts must be expressed in an organized and logical manner with accurate spelling, grammar, or syntax writing. Responses must show evidence of synthesis of ideas presented and insights gained throughout the entire course. The student must categorize inferences clearly and efficiently of his or her held insights.

Criteria	Advanced (30 pts.)	Novice (20 pts.)	Student (10 pts.)	Unacceptable (0 pts.)
Depth of Reflection ___ points	Response demonstrates an in-depth reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are insightful and well supported. Clear, detailed examples are provided, as applicable.	Response demonstrates a consistent reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are supported. Appropriate examples are provided, as applicable.	Response demonstrates a minimal reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are unsupported or supported with flawed arguments. Examples, when applicable, are not provided or are irrelevant to the assignment.	Response demonstrates a lack of reflection on, or personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are missing, inappropriate, and/or unsupported. Examples, when applicable, are not provided.
Required Components ___ points	The response includes all components and meets or exceeds all requirements indicated in the instructions. Examples are strategically provided to support a mediation plan.	The response includes sufficient assessment, theoretical, philosophical therapeutic, mediation or coping components. Each question or part of the assignment is addressed. Examples are provided.	The response includes minimal assessment, theoretical, philosophical therapeutic, mediation or coping components. Each question or part of the assignment is addressed.	The response excludes essential components and/or does not address the requirements indicated in the instructions. Many parts of the assignment are addressed minimally, inadequately, and/or not at all.
Structure ___ points	Writing is clear, concise, and well organized with excellent sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than three spelling, grammar, or syntax errors per page of writing.	Writing is mostly clear, concise, and well organized with good sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than five spelling, grammar, or syntax errors per page of writing.	Writing is clear, but vague. Thoughts are not expressed in a logical manner. There are more than five spelling, grammar, or syntax errors per page of writing.	Writing is unclear and disorganized. Thoughts ramble and make little sense. There are numerous spelling, grammar, or syntax errors throughout the response.

Evidence and Practice ____ points	Response shows strong evidence of synthesis of ideas presented and insights gained throughout the entire course. The implications of these insights for the respondent's overall teaching practice are thoroughly detailed, as applicable.	Response shows evidence of synthesis of ideas presented and insights gained throughout the entire course. The implications of these insights for the respondent's overall teaching practice are presented, as applicable.	Response shows little evidence of synthesis of ideas presented and insights gained throughout the entire course. Few implications of these insights for the respondent's overall teaching practice are presented, as applicable.	Response shows no evidence of synthesis of ideas presented and insights gained throughout the entire course. No implications for the respondent's overall teaching practice are presented, as applicable.
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Final Exam:

The final exam is a 50-question True/False and multiple-choice exam that is designed to assess comprehensive knowledge gained over the semester. The final exam primarily derives from the weekly quizzes, forum activities and collaborate content and has a 100-point potential. 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
Jul 07	<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: Tuesday & Thursday, 7:00 p.m.</p>
Jul 12	<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 & Patrick J. Kennedy discussed the need for mental health advocacy on "Katie" 02/04/2013</p> <p>Collaborate: Tuesday & Thursday, 7:00 p.m.</p>

Jul 14	<p>Reading Assignment: MHS- Ch. 14 Community Mental Health Centers</p> <p>Quiz 3: MHS- Ch. 14 Community Mental Health Centers</p> <p>Video Reflection 3: Community Mental Health</p> <p>Collaborate: Tuesday & Thursday, 7:00 p.m.</p>
Jul 19	<p>Reading Assignment: MHS- Ch. 15 Specialty Hospitals and Psychiatric Units</p> <p>Quiz 4: MHS- Ch. 15 Specialty Hospitals and Psychiatric Units</p> <p>Video Reflection 4: Bellevue: Inside Out Psychiatric Hospital Documentary</p> <p>Collaborate: Tuesday & Thursday, 7:00 p.m.</p>
Jul 21	<p>Reading Assignment: MHS- Ch. 17 School Mental Health</p> <p>Quiz 5: MHS- Ch. 17 School Mental Health</p> <p>Article Reflection 5: Kids in Crisis: Schools take on students' mental health issues</p> <p>Collaborate: Tuesday & Thursday, 7:00 p.m.</p>
Jul 26	<p>Reading Assignment: MHS- Ch. 18 Mental Health Treatment in Criminal Justice Settings</p> <p>Quiz 6: MHS- Ch. 18 Mental Health Treatment in Criminal Justice Settings</p> <p>Article Reflection 6: Assessing the prevalence of intellectual disability among young male prisoners/ Institutionalized: Mental Health Behind Bars</p> <p>Collaborate: Tuesday & Thursday, 7:00 p.m.</p>
Jul 28	<p>Reading Assignment: ASYMHP- Ch. 1 Discovery Your Inner Advocacy</p> <p>Quiz 7: ASYMHP- Ch. 1 Discovery Your Inner Advocacy</p> <p>Video Reflection 7: Vikram Patel: Mental health for all by involving all</p> <p>Collaborate: Tuesday & Thursday, 7:00 p.m.</p>

Aug 02	<p>Reading Assignment: ASYMHP- Ch. 2 Learning How to Advocate: Perspectives from Medical Providers</p> <p>Quiz 8: ASYMHP- Ch. 2 Learning How to Advocate: Perspectives from Medical Providers</p> <p>Video Reflection 8: Ending the Stigma of Mental Illness</p> <p>Collaborate: Tuesday & Thursday, 7:00 p.m.</p>
Aug 04	<p>Movie Reflection Paper Due</p> <p>Final Exam: Thursday, 7:00 p.m.</p>