

**PSYC 3345.060 Mental Health Services**  
**Spring 2021**  
**Online**

**Instructor:** Kylie Conner, M.A.

**Office Hours:** Thursday 6-7pm, By Appointment

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**Best way to contact professor:** I will do my best to respond to all emails within 24 hours of receiving them. If they are sent on a weekend, this time may be a bit longer. If you do not receive a prompt response, please do not hesitate to send me a reminder.

**Course catalog description:** A survey of the applications of psychology to mental health, human relations, and social services.

**Student Learning Outcomes and Assessments:** 1. Students will gain a better understanding of mental health case management. 2. Students will gain a better understanding of current issues in mental health case management. 3. Students will learn practical skills needed to be an effective case manager in a mental health/social services setting. 4. Students will be exposed to different types of case management and resources/job opportunities in our community.

**Evaluation and Grading:** 2 multiple choice/true-false tests (70% of final grade), agency/interview paper (15% of final grade), weekly discussion board (combined total of 15% of final grade)

**Teaching Methods:** Discussion, PowerPoints (posted on Canvas). Study Guides will be posted on Canvas to help students review.

**Related Field Experiences:** Guest speakers will speak about their careers/agencies. Extra credit opportunities available by doing graduate student counseling.

**Required Text, Materials/Supplies and Related Reading:**

Summers, Nancy (2016). Fundamentals of case management practice: skills for the human services, 5th edition). Brooks/Cole: Belmont, CA.

**Topical Outline (Tentative)**

Week 1	Introduction to class
Week 2	Levels of Case Management Separating Case Management from Therapy Case Management in Provider Agencies Managed Care and Case Management Underlying Principles – Hope and Self-Determination

Read Summers – Ch 3 Ecological Model

- Week 3      Viewing the Client in His/Her Environment  
                Seeking a Balanced View of the Client  
                Looking at What the Person Brings  
                Looking at What the Context Brings  
                Developmental Transitions  
                Developing the Interventions  
                Read Summers - Ch 4 Cultural Competency
- Week 4      Your Ethical Responsibility  
                How to Avoid Us vs. Them  
                Thoughtless vs. Thoughtful Communication  
                Dimensions of Culture  
                Obstacles to Understanding  
                Competence  
                Read Summers – Ch. 5 Attitudes and Boundaries
- Week 5      Ways to Motivate and Encourage  
                Reality  
                How Clients are Discouraged  
                Understanding Boundaries  
                Seeing Yourself as Completely Separate Individuals  
                Erecting Detrimental Boundaries  
                Transference and Countertransference  
                Read Summers – Ch 6 Clarifying Who Owns the Problem
- Week 6      If the Client Owns the Problem  
                If You Own the Problem  
                If You Both Own the Problem  
                Read Summers – Ch 7 Identifying Good Responses and Poor Responses
- Week 7      Twelve Roadblocks to Communication  
                False Praise vs. Positive Feedback  
                Minor and Major Problems  
                Read Summers – Ch 8 Listening and Responding
- Week 8      Defining Reflective Listening  
                Responding to Feelings  
                Responding to Content  
                Positive Reasons for Reflective Listening  
                Read Summers – Ch. 9 Asking Questions
- Week 9      When Questions are Important  
                Closed Questions

Open Questions  
Questions that Make the Client Feel Uncomfortable  
Read Summers – Ch 10 Bringing Up Difficult Issues

Week 10      When to Use Confrontation  
The “I” Message in Confrontation  
Rules for Confrontation  
Asking Permission to Share Ideas  
Confronting Collaterals  
On No Becoming Overbearing  
Read Summers - Ch 11 Addressing and Disarming Anger  
Common Reasons for Anger  
Why Disarming Anger is Important  
Burns’ Four Step Process  
What You Do Not Want To Do  
Read Summers – Ch 12 The Effective Combination of Skills

Week 11      Combining Skills and Attitudes  
Communication Skills That Facilitate Change  
From Adversarial to Collaborative  
Case Manager Traps  
Test #1  
Read Summers – Ch 15 The First Interview  
Your Role in the First Interview  
Preparing for the First Interview  
Arranging Your Office  
Meeting the Client  
During the Interview  
What Information to Collect  
Client Expectations  
Social Histories and Forms (See Ch 17)  
Wrapping Up  
The Client Leaves  
Read Summers - Ch 17 Using the DSM

Week 12      History of Diagnosis  
Using the DSM  
Changes in the DSM V  
Clinical Syndromes, Personality Disorders, Medical Conditions,  
Psychosocial Stressors, and GAF  
Read Summers – Ch 18 The Mental Status Examination

Week 13      Psychotropic Meds  
Agency paper due  
Schizophrenia

Week 14      Bipolar Disorder  
                 Major Depression  
                 Suicide

Finish content  
Final Exam

Test #2 will be held on the scheduled exam day during finals week.

Guest speakers will be scheduled throughout the semester and delivered in a pre-recorded format.

**NOTE:** This outline is designed to provide a tentative schedule of covered topics. You will be notified of all major changes.

### **University Policies:**

#### **Students Rights and Responsibilities**

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: **HYPERLINK**

"<http://www.uttyler.edu/wellness/rightsresponsibilities.php>"

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#### **Grade Replacement/Forgiveness and Census Date Policies**

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions that students need to be aware of. These include:

Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.

Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)

Schedule adjustments (section changes, adding a new class, dropping without a “W” grade)

Being reinstated or re-enrolled in classes after being dropped for non-payment

Completing the process for tuition exemptions or waivers through Financial Aid

### **State-Mandated Course Drop Policy**

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

### **Disability Services**

In accordance with federal law, a student requesting accommodation must provide documentation of his/her disability to the Disability Services counselor. If you have a disability, including a learning disability, for which you request an accommodation, please contact the Disability Services office in UC 3150, or call (903) 566-7079.

### **Student Absence due to Religious Observance**

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

### **Student Absence for University-Sponsored Events and Activities**

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

### **Social Security and FERPA Statement:**

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

### **Emergency Exits and Evacuation:**

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

## **Student Standards of Academic Conduct**

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

(i) "Cheating" includes, but is not limited to:

- copying from another student's test paper;
- using during a test, materials not authorized by the person giving the test;
- failure to comply with instructions given by the person administering the test;
- possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes". The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
- using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
- collaborating with or seeking aid from another student during a test or other assignment without authority;
- discussing the contents of an examination with another student who will take the examination;
- divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructor has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
- substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
- paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program, or information about an unadministered test, test key, homework solution or computer program;
- falsifying research data, laboratory reports, and/or other academic work offered for credit;
- taking, keeping, misplacing, or damaging the property of U. T. Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and,
- misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.

(ii) "Plagiarism" includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the submission of it as one's own academic work offered for credit.

(iii) "Collusion" includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

### **Extra Credit Counseling:**

**Up to 6 credits (described below) will be accepted for 3pts. Per credit added on to your lowest exam grade!**

### **Participant Pool Use Policy**

- (1) UT-Tyler Department of Psychology and Counseling Participant Pool consists of students enrolled in 1000-, 2000-, 3000-, and 4000-level psychology courses at UT-Tyler. The policies associated with the Department of Psychology and Counseling Participant pool and research requirement do not apply to anyone outside of these courses, including students in other departments or individuals not enrolled at UT-Tyler.
- (2) The research requirement applies to all 1000-, 2000-, and 3000-level courses in the Department of Psychology and Counseling (with the exception of Research Methods). This course may offer extra credit for research participation. Instructors of 4000-level psychology and counseling courses may also offer extra credit for research participation if the instructor so chooses. (Note: We removed the requirement for at least one credit come from an on-campus laboratory study.)
- (3) The department encourages student researchers to use non-Sona sources of data. For example:
  - a. Survey circle (participate in studies to earn credits to post yours): <https://www.surveycircle.com/en/>
  - b. R/SampleSize: <https://www.reddit.com/r/SampleSize/>
  - c. Community samples
  - d. General campus samples
  - e. Facebook/Twitter/etc.
  - f. Mturk
- (4) Faculty and student researchers must conduct a power analysis prior to posting timeslots on Sona, and use ONLY the number of participants justified by that power analysis.
- (5) If screening is part of a researcher's protocol, he or she is encouraged to utilize the Sona built-in prescreening device to better target their studies to relevant, viable participants. This must be done prior to the beginning of the semester so that the screening questions can be added to the system. In most cases, screening questions should be approved by the IRB prior to inclusion in the screening tool.
- (6) The hierarchy of participant pool access is such that faculty have first priority, graduate students conducting thesis/dissertation research have second priority, and undergraduate students conducting class projects have third priority. It is up to individual faculty members to enforce this hierarchy in their own labs/research projects.

- (7) Those who have potential access to the UT-Tyler Department of Psychology and Counseling Participant Pool are Department of Psychology and Counseling faculty, graduate students working with Department of Psychology and Counseling faculty, and undergraduate students working with Department of Psychology and Counseling faculty. Should an instructor choose, he or she may also offer access to students in psychology and counseling courses to researchers outside of the Department of Psychology and Counseling. However, these outside studies do not apply toward completion of the research requirement or to extra credit associated with the research requirement.
- (8) Access to recruitment privileges involving the Participant pool requires the following:
- Training and certification from relevant committees and/or boards (e.g., IRB certification). This applies to both faculty and students involved in the project.
  - Approval for recruitment protocols and methodologies involved in the project from relevant committees and/or boards (e.g., IRB approval).
  - Compliance with the recruitment policy of the UT-Tyler Participant Pool.
  - Violation of recruitment policies will result in revocation of Participant pool privileges.
- (9) The research requirement exists in Fall and Spring semesters, and potentially in Summer semesters.

**Credit for research participation is as follows:**

1 credit = 30 minutes of participation; 2 credits = up to 60 minutes of participation; etc.

**Prescreening Survey:** There is a prescreening tool built into Sona that all participants complete during the account creation process. If you are in need of a screening device, please contact Dr. Stocks prior to the semester so that it can be added to the device.

**Users of the Participant pool should:**

- Meet with other researchers who anticipate using the Participant pool prior to (or at the beginning of) each semester in order to coordinate Participant-pool usage among the faculty. This may include a discussion about the approximate number of studies that a researcher plans to conduct and the number of participants he or she may need during that semester. Note that this meeting is not for the purpose of seeking approval or permission to do any types of studies; rather, it is for planning purposes only.
- Avoid biasing recruiting procedures (e.g., direct solicitation in any form) or other tactics that disadvantage other users of the Participant pool. Certain exceptions to



such procedures are permissible, but department faculty should be notified prior to engaging in research that potentially biases the Participant pool in favor of a particular study.

- c. Avoid biasing language in project descriptions (e.g., “this study is fun” or “this study only takes 5 minutes”) or other tactics that disadvantage other users of the Participant pool.
  - d. Avoid using a disproportionate number of potential participants from the Participant pool. Excessive use of the Participant pool will likely prohibit other researchers from completing their work.
  - e. Include an educational component to each study – including online studies. It is important that participants receive an educational benefit from participating in research, and so researchers should strive to provide as much benefit to participants as possible. This may include a full debriefing, a summary of the results of the study, or some other mechanism to convey the hypothesis, methods, and anticipated or actual outcome of the study.
  - f. The UT-Tyler IRB prohibits recruitment of students in online-only courses for laboratory research. The research requirement or any other form of recruitment from the Participant pool that necessitates traveling to campus for students in online courses is not allowed. However, students in online courses may participate in online studies as part of a research requirement or extra credit.
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