Syllabus

Course Information:
PSYC 3345 Mental Health Services
Spring 2017
MWF 11:15 – 12:10
ADM 127

Instructor Information:
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Best way to contact professor: talk to me before or after class, e-mail, see me during office hours or make other arrangements, call/text my cell phone when short notice

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: 3 multiple choice/true-false tests with the 3rd test given during the finals period.

Teaching Methods: Lecture, Discussion, PowerPoints (will be posted on Blackboard). Study Guides will be posted on Blackboard before tests to help students review.

Related Field Experiences: Guest speakers will speak about their careers. Class will take field trips to the Children’s Advocacy Center of Smith County and Rusk State Hospital. Extra credit opportunities available.

Required Text, Materials/Supplies and Related Reading:
Topical Outline (Tentative)

Jan. 18, 20  Introduction to class
             What is case management? Summers-Ch.1
             Parts of case management
             Knowledge base, Skills, and Guidelines for Case Management

Jan. 23, 25, 27  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

Jan. 30, 1, 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

Feb. 6, 8, 10  Culture and Communication
             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

Feb. 13, 15, 17 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

Feb. 16, 18, 20 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
Feb.20,22,24  Twelve Roadblocks to Communication
False Praise vs. Positive Feedback
Minor and Major Problems
Test #1
Read Summers – Ch 8 Listening and Responding

Feb.27,1,3  Defining Reflective Listening
Responding to Feelings
Responding to Content
Positive Reasons for Reflective Listening
Read Summers – Ch. 9 Asking Questions

Mar. 6,8,10  When Questions are Important
Closed Questions
Open Questions
Questions that Make the Client Feel Uncomfortable
Read Summers – Ch 10 Bringing Up Difficult Issues

Mar.13,15,17  Spring Break!

Mar.20,22,24  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

Mar.27,29,31  Combining Skills and Attitudes
Communication Skills That Facilitate Change
From Adversarial to Collaborative
Case Manager Traps
Test #2
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

April 3, 5, 7  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
What to Observe
How to Observees
Documenting Your Observations
Common Terms
Read Summers2 – Ch 6 Case Management for Persons with Mental Illness

April10, 12, 14 Description of Schizophrenia. Experience of Family Members, etc.
Schizophrenia (con’t) Typical Age of onset, Downward Drift Hypothesis, and Genetic Basis
Clinical Relationship and Case Manager Interventions
Persons with Bipolar Disorder
Nature of Bipolar Disorder
Causative Factors
Intervention Strategies

April17, 19, 21 Persons with Major Depression
Understanding Depression
Terms Associated with Depression
Causes of Depression
Stress and Coping
Importance of Social Support
Intervention Techniques
Suicide
Field Trip to Rusk State Hospital

April24, 26, 28 Complete content

Test #3 will be held on the scheduled exam day during finals week.

Guest speakers will be scheduled throughout the semester. Dates and speakers will be announced in class. Speakers will be from many different areas; explore the many ways you can utilize your degree. Organizations represented will be the Andrews Center, Treatment and Learning Center for Autism, East Texas Crisis Center, Child Protective
Services, Lighthouse for the Blind, Children’s Advocacy Center, Smith County Adult Probation, CASA, Rusk State Hospital, etc.

NOTE: This outline is designed to provide a tentative schedule of covered topics. You will be notified of all changes during class periods. Guest speakers from the mental health/human services will speak throughout the semester. It is very important that you are present to hear the speakers because their information cannot be replicated by reading of the text or by copying someone’s notes.

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:
http://www.uttyler.edu/wellness/rightsresponsibilities.php

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.