PSYC 3345 Mental Health Services
Spring 2018
MWF 11:15pm – 12:10
Business Bldg. 158

Instructor: Lauren Perry, M.A.
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Best way to contact professor: talk to me before or after class, Canvas message, e-mail, schedule a time to meet, 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; Agency visit/paper

Teaching Methods: Lecture, Discussion, Videos, Power Points and Study Guides posted 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, Rusk State Hospital, and possibly others. Extra credit opportunities available through doing graduate student counseling or volunteering at an area non-profit. Donating at area non-profits is encouraged.

Required Text, Materials/Supplies and Related Reading:

Topical Outline (Tentative)

Jan. 17, 19
  Introduction to class
  What is case management? Summers-Ch.1
  Parts of case management
  Knowledge base, Skills, and Guidelines for Case Management
Jan 22, 24, 26  Jury Duty – If I am released, we will have class – Check Canvas announcements
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 29, 31, 2  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 5, 7, 9  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 12, 14, 16  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 19 21, 23  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 26, 28, 2  Twelve Roadblocks to Communication
False Praise vs. Positive Feedback
Minor and Major Problems
Test #1
Read Summers – Ch 8 Listening and Responding
Mar. 5, 7, 9  Defining Reflective Listening  
Responding to Feelings  
Responding to Content  
Positive Reasons for Reflective Listening  
Read Summers – Ch. 9 Asking Questions  

Mar. 12, 14, 16  Spring Break!  

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. 19, 21, 23  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. 26, 28, 30  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
April 2, 4, 6  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 Observe
Documenting Your Observations
Common Terms
Read Summers2 – Ch 6 Case Management for Persons with Mental Illness

April 9, 11, 13 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

April 16, 18, 20 Persons with Major Depression
Understanding Depression
Terms Associated with Depression
Causes of Depression
Stress and Coping
Importance of Social Support
Intervention Techniques
Suicide

April 23, 25, 27 Complete content
Rusk State Hospital Field Trip – Birthday Party for a Unit/Tour

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, Community Healthcare, East Texas Crisis Center, Child Protective Services, Children’s Advocacy Center of Smith County, St. Paul’s Foundation for Children, 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.