

DOANE



COLLEGE

COUNSELING 618
Rural Mental Health Practices

Winter I Term, 2011
3 Credits

COURSE SYLLABUS

TIME/LOCATION: THURSDAY EVENING, 6:00 pm to 10:30 pm Lincoln Campus

INSTRUCTOR: Donald P. Belau, Ph.D. LIPC #238 NCSP
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REQUIRED TEXTS: Stamm, B.H. 2003. Rural Behavioral Health Care 1st edition. American Psychological Association. Washington, DC.
There will be handouts will be available throughout the class sessions.
Literature reviews as assigned

COURSE DESCRIPTION

An exploration of clinical practice issues in rural settings. Emphasis is on rural and urban differences in societal and family relationships, ethical dilemmas, barriers to access, and participation in the mental health system. *Elective course.*

This is a study of mental health/behavioral health care in rural settings. Recognition of diversity of clients and resources is a key component of the course with special emphasis upon rural based veterans and their families.

Course Objectives:

- Develop understanding of the broad scope of rural mental health issues.
- Develop self-awareness of personal biases, attitudes, and values as they pertain to facilitating rural mental health work.
- Become familiar with the need for an integration of resources in the rural setting
- Review research that will enhance understanding of rural mental health/behavioral health care.
- Develop an understanding of as to how diversity can impact rural mental health counseling
- Recognize the general dynamics of managed mental health care within the rural setting
- Become familiar with the needs of a specific population such war veterans and their families, particularly those impacted by loss

Methods of Instruction

Lecture, discussion, groups, handouts, assigned readings, exams, individual presentations, videos and other methods will be used. This will be an interactive, non-traditional course which includes the use of blackboard, etc. Students will be required to integrate content, knowledge, and application in practice. **Active participation is essential to your learning. Due to the emphasis on experiential learning, lateness and absences cannot be made up. Written assignments are due on the date indicated in the course schedule. Students will lose 1 point for every day over the due date.**

In that this will be a 'blended' class using blackboard, direct instruction, etc. The first night of class will allow for finalized planning as to accessing web capacity, and scheduling of classes. It is anticipated that students will meet on a 'cluster' basis to work on assignments, and then report back to class progress, etc. For example, there may be 6 class sessions, and three web-based seminar classes in which a power point will be presented with verbal interaction between students and the instructor.

Basis for Student Evaluation

This is a graduate level course that uses collaborative activities as one of its learning methods. Anything other than your best effort will negatively impact not only you, but your classmates as well. Since this is a graduate level course you will be required to read all of the assigned material and know it well enough to apply it to situations that you can be sure will arise in your professional life. To aid students in becoming familiar with such application, the following will be required for a final grade in this course:

1. Each student will attend all classes and participate in all discussions. The success of this course for each student depends on appropriate engagement with the materials presented either by the **instructor or other students**. After each class session the instructor will award up to 4 points for that particular session. An absence, no matter what the reason, will result in no points awarded for that session. **Total possible points to be awarded in this area: 36.**
2. Students will work in partnership with others to develop a power point presentation for the class on a relevant topic which will be known as the Treatment Team Project. ***This may be added to the student portfolio.*** Students should provide paper copies for the instructor and classmates with an electronic copy being provided to the instructor. Each team member will share equally in points awarded by the instructor. **Total possible points to be awarded in this area: 80.**
3. The class will be divided into treatment teams with the purpose of creating a scenario requiring a mental health/behavioral health response in a rural setting, and devising an interdisciplinary approach to develop a treatment response, and an outcome assessment protocol. The team will then present its scenario, treatment intervention, and outcome assessment protocol to the class during class. One of two formats may be utilized: An oral presentation to the class supported by a written paper, 10-15 pages (APA style) or a power point presentation is suggested with the power point handout being considered equivalent to a paper summarizing the project. The electronic power point file (30 to 40 slides) will be submitted to the instructor.
4. The following structure is suggested:
 - Research Question/Problem Statement
 - Brief Review of literature (5-10 sources)
 - Discussion
 - Literature review
 - Presentation of survey(s), qualitative summary of interviews
 - Proposed treatment intervention
 - Outcome assessment process

Summary & Implications

Resources to be accessed could include interviews with treatment providers, a review of literature, interviews with professionals such as health & human services professionals, nursing staff, education staff, counseling staff, etc. Members of each team will be awarded a team score which will be averaged within the individual's overall grade.

Scoring guidelines will include: clarity of relevance of the treatment interventions to the scenario, depth of specific treatment goals and objectives, connecting the treatment interventions with existing rural mental health interventions, the quality of evidence-based references integrated in the presentation, and the depth and applicability of the projected treatment outcomes. Team projects need instructor approval by the second week.

5. Pearls of Wisdom:

Students will develop 5 "pearls of wisdom" based upon class discussions or assignments, and submit them to the instructor via a written presentation, and will be prepared to present them orally at the beginning of each class session. A thorough written explanation as to why these 'pearls' were selected is expected. **Total possible points to be awarded in this area: 34.**

Total points to be awarded = 160

- A. Professional Development: Students will be required to complete a self-assessment upon completion of the course. The outline for this will be provided and the assessment will be due with the final exam. The final will be considered incomplete without the self-assessment and subject to loss of point for lateness.

There are a total of 160 points possible in this course. The following table represents the points required for grading assignment:

200 Points earned	Percentage of total
98-100%	A+
91-97 %	A
90%	A-
88-89%	B+
81-87%	B
80%	B-
78-79%	C+
71-77%	C
76-70%	C-

Please note:

I reserve the right to make adjustments to evaluation techniques.

** Note: Papers and/or projects that are submitted late will be reduced a letter grade.

Expectations of Students

In addition to 38 hours of classroom time, student should expect to spend a minimum of 80 hours outside of the classroom reading, reviewing research, and preparing for in class group work. It is suggested that:

- 1) Students read course assignments and research articles assigned prior to the class session and are expected to apply the concepts during discussions and the experiential portion of the class.
- 2) Students are expected to be integrative learners, that is they are expected to present questions and interests related to the class readings, etc. Not all readings will be discussed in detail, which

requires students to use the readings as a guide for learning, and be prepared to interact with the readings as a background for their interaction.

- 3) Students are expected to be active learners. This means that students should arrive on time, have cell phones and computers off during class, and remain in class throughout the duration of the session.
- 4) Students are expected to experience some discomfort as they work to gain skills.
- 5) Students are expected to be respectful, open to feedback and willing to provide feedback, willing to role play clients or assume leadership roles, and be open to both personal and professional change.
- 6) Students will be expected to abide by all ethical standards governing confidentiality and professionalism.
- 7) Students will be expected to use resources in addition to the text to enhance learning and complete academic tasks.

Course Outline	Classroom Hours/on-line participation
Week 1 Class expectations defined Team Member Selection Introduction & Essays Chp. 1, 2	4.25
Week 2 Chp. 3, 4, 5 Pearl #1 Due Team Topic Due Self-Injurious Behaviors Genetics & Mental Health	4.25
Week 3 Chp. 6, 7 Pearl #2 Due Domestic Violence Attachment Disorders	4.25
Week 4 Chp. 8, 9 Trauma & the Brain Traumatic Grief Pearl #3 Due	4.25
Week 5 Chp. 10, 11, Team Consultations Behavioral Health Care Needs Of Women	4.25
Week 6 Chp. 12, 13, 14 Pearl #4 Due Team Consultations EPC processes	4.25
Week 7 Chp. 15, 16 Suicide Prevention Strategies --Suicide Survivors Pearl #5 Due	4.25
Week 8 Chp. 17, 18 Creating a Private Practice Emerging Cognitive-Based Interventions In Mental Health	4.25
Week 9 Final (possibly oral)	4.25

Individual/Team Presentation