

Syllabus
Rural Mental Health
COU 640
3 CREDITS

Instructor: Donald P. Belau, Ph.D.

Course Description: The study of mental health/behavioral health care in rural settings. A recognition of diversity of clients and diversity of resources is a key component of the course.

Required Text:

Stamm, B.H. 2003. Rural Behavioral Health Care 1st edition. American Psychological Association. Washington, DC.

There will be a booklet of handouts available, and other handouts will be available throughout the class sessions.

Course Format: A variety of learning activities including class participation will be utilized during this course to provide students with the ability to acquire the needed knowledge essential for an understanding of the challenges of the delivery of mental health services in the rural setting.

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

Attendance Policy: You are expected to attend every class session. Class attendance is an important part of your learning experience. Unexcused attendance will result in a lowering of the final grade.

Teaching Methods: Lecture, discussion, groups, handouts, assigned readings, exams, individual presentations, videos and other methods will be used.

Academic Honesty: Students are expected to observe ethical principles at all times.

Academic dishonesty includes, but is not limited to:

Fraud--copying, misrepresentation, fictionalized account, and unauthorized collaborations.

Plagiarism--word for word, lifting and quilting, and quoting without a source. Cheating, defined as any act of fraud or plagiarism discussed above, will result in severe penalties. The first time a student is caught cheating, a score of zero will be issued for that assignment or test. If a second offense occurs in the same course, the student will be dropped from the course with a failing grade.

Evaluation Process:

Grades will be calculated based upon the percent of points earned out of the total possible points. The following percentages will apply. A+=100-98 B+=89-87 C+=79-77

A =97-94 B = 86-84 C = 76-74

A-=93-90 B-= 83-80 C-=73-70

TOTAL POINTS POSSIBLE: 400 points

A midterm exam will be valued at a total maximum of 100 points.

The final exam will be valued at a total maximum of 100 points.

Treatment team project will be valued at a total of 100 points.

A research paper will be valued at a total of 100 points.

Treatment Team Project:

The class will be divided into treatment teams with the purpose of creating a scenario 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, and outcome assessment protocol to the class during class. A powerpoint presentation is suggested with the power point notes being considered equivalent to a paper summarizing the project. Otherwise, a formalized paper will be presented to the instructor outlining these issues due that same night.

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. **Each member of the team is expected to submit a paper summarizing their individual contribution to the team project.**

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 third week.

Research Paper:

This paper is expected to be within an 8-10 page paper range that will be due the last night of class. In addition, the paper will be presented orally during the last session. APA guidelines should be followed in the paper organization format. A minimum of four references will be required. The instructor must approve the topic selected by Week 3.

Please note:

I reserve the right to make adjustments to evaluation techniques.

***Please Note:*

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

Assignment Schedule:

Week 1	Class expectations defined Team Member Selection Introduction & Essays Chp. 1, 2 Self-Injurious Behaviors	
Week 2	Chp. 3, 4, 5 Managed Care Handout Genetics & Mental Health	
Week 3	Chp. 6, 7, 8 Trauma & the Brain	
Week 4	Chp. 9, 10, 11 Midterm 1-8	
Week 5	Chp. 12, 13, 14 Behavioral Health Care Needs Of Women Handout	Team Presentations
Week 6	Chp. 15, 16 EPC processes	Team Presentations
Week 7	Chp. 17, 18 Suicide Prevention Strategies --Suicide Survivors	Team Presentations
Week 8	Final & Paper due (students will provide an oral presentation of paper)	

In the event of bad weather, the instructor will email or call the student regarding rescheduling or adjusting assignments.

