

Syllabus  
Rural Mental Health  
3 CREDITS

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

**Required Text:**

Stamm, B.H. 2003. Rural Behavioral Health Care 1<sup>st</sup> 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 of a full letter grade. (A to a B, etc.). Unexcused absences that exceed two sessions with result in an "F" or "I" grade. *Excused absences will require makeup work at the instructor's discretion.* Any more than two excused absences will result in a possible "I" 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 abo

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: 350 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.

Pearls of Wisdom each will be valued at 10 points for a total of 50 points.

Extra Credit: 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 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, and outcome assessment protocol to the class during class. A power point presentation is suggested with the power point notes being considered equivalent to a paper summarizing the project.

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.

### ***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.

### Extra Credit Research Paper:

This will be a paper on a specific rural mental health issue and describe its possible implications upon a counseling practice. This paper is expected to be within an 8-10 page range that will be due the last night of class. 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 7.

### **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.*

### **Assignment Schedule:**

|        |  |
|--------|--|
| Week 1 | Class expectations defined<br>Team Member Selection<br>Introduction & Essays Chp. 1, 2<br>Self-Injurious Behaviors |
| Week 2 | Chp. 3, 4, 5<br>Pearl #1 Due<br>Team Topic Due<br>Managed Care Discussion<br>Genetics & Mental Health              |
| Week 3 | Chp. 6, 7<br>Pearl #2 Due<br>Domestic Violence<br>Attachment Disorders   |
| Week 4 | Chp. 8, 9<br>Midterm 1-7<br>Trauma & the Brain   |
| Week 5 | Chp. 10, 11,<br>Pearl #3 Due<br>Traumatic Grief<br>Behavioral Health Care Needs<br>Of Women Handout                |
| Week 6 | Chp. 12, 13, 14<br>Pearl #4 Due<br>EPC processes   |
| Week 7 | Chp. 15, 16<br>Suicide Prevention Strategies<br>--Suicide Survivors  |

Week 8      Chp. 17, 18  
                Pearl #5 Due  
                Team Presentations  
                Creating a Private Practice  
                Emerging Cognitive-Based Interventions

Week 9      **Final**