

Spring 2020 PSY 2020: Mental Health Awareness and Advocacy CRN 31388

MWF 9:30-10:20 AM LH Rm 054

Instructor: Amy Blunck, M.Ed, CMHC

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Office Hours: By Appointment

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Course description & objectives

The purpose of PSY 2020 is for students to become better helpers on campus, and in the process begin helping themselves as well, within the scope of mental health. Students in this course will learn how to recognize when someone is in crisis, how to listen to a peer in distress, and how to refer them to appropriate services. Students will gain a basic understanding of common types of disorders and distress seen on campus (e.g., depression, anxiety). Students will also gain an understanding of adaptive coping skills and how to implement them in their own lives. Students will **not** be trained as clinicians and will **not** function as mental health professionals. This class is the first of two classes that are components of the Wildcat Support Network program. The Wildcat Support Network is a program aimed to help students gain the psychological awareness and skills necessary for college success, as well as learning to help their fellow students.

Research

As a student enrolled in this course, you are asked to participate in research. This research will be used to test the effectiveness of the Wildcat Support Network. Please see the informed consent document provided to you by the instructor for more information. If you do not consent to the research, you are still able to participate in the course. Research participants are eligible to receive 20 points extra credit for completing the required activities. Required activities include: completing a survey by **Jan 12** and completing a survey by **Apr 20**. Participants will also be asked to complete a 1 year follow up survey. Non-participants have an opportunity to receive the 20 extra credit points offered to participants by completing a 1 – 2 page article review from a peer-reviewed journal; consult with the instructor regarding this opportunity.

A note regarding course content

Students should be aware that some of the subject matter in this course may be distressing – e.g., depression, anxiety, substance use, suicide. Please talk with the instructor if you anticipate or experience significant difficulty with this material. TAO Connect is a collection of free self-help modules that can help manage your stress; go to: weber.edu/counselingcenter.html for more information. You can also use the SafeUT app to connect with a live crisis counselor.

Technology Requirements:

Canvas will be required to submit assignments. If you are not familiar with Canvas you can find the Canvas Student Guide here: <https://guides.instructure.com/m/4212>.

Required Texts:

Helping Skills: Facilitating Exploration, Insight, and Action, 2014, 4th edition (3rd edition ok).

ISBN: 978-1-4338-1678-9

Academic Honesty/Ethical Conduct

All students are expected to behave in accordance with the rights and responsibilities outlined in the WSU Student Code (<http://documents.weber.edu/ppm/6-22.htm>). In regards to academic honesty, you are expected to complete all academic work without resorting to cheating, plagiarism, collusion, falsification, lying, and/or bribery. You can ask another student or other individual questions about an assignment, but in the end, you need to be the one that completes the required assignment. All work and assignments are to be your own work, unless otherwise instructed by the professor. Students who commit infractions of the WSU Student Code will be dealt with according to procedures outlined in the WSU Student Code. Penalties could include receiving a failing grade for this course,

WSU subscribes to TurnItIn.com, an electronic service that verifies the originality of student work. Enrollment in this course may require you to submit some or all of your assignments to TurnItIn.com. Documents submitted to TurnItIn.com are retained, anonymously, in their databases. Continued enrollment in this course constitutes an understanding of and agreement with this policy.

Disabilities accommodations

In compliance with the American Disabilities Act (ADA), Weber State University seeks to provide equal access to its programs, services, and activities for persons with disabilities. Any student requiring accommodations or services due to a disability must contact the Services for Students with Disabilities (SSD) office. SSD can also arrange to provide course materials (including the syllabus) in alternative formats if necessary. For more information about the SSD contact them at voice: (801) 626-6413, TDD (801) 626-7283, ssd@weber.edu or <http://departments.weber.edu/ssd>.

Civility/harassment/discrimination

You are an essential part of creating a dignified, respectful learning community for all class members. All communication with class members (including me) should be respectful and professional. You can disagree with someone's position without eroding their inherent worth. In this way you can help co-create an environment conducive to learning.

Students are expected to maintain confidentiality regarding other students' personal information/experiences that may be shared as part of class activities. Please use good judgment regarding what you choose to disclose in assignments with other classmates. You are not required to disclose things about yourself that you are not comfortable disclosing. Some material may trigger upsetting emotions. If you contact me, I am available to help you process these moments and/or provide alternative assignments as each case warrants.

If you have questions regarding the university's policy against discrimination and harassment you may contact the university's AA/EO office (626-6239) or the website <http://www.weber.edu/aaeo>

Threat to self or others

Any disclosure by a student, verbally or in writing, whether related to class assignments or not, that communicates the possibility of imminent danger to the student or others will be shared with the appropriate authorities.

Grading

Grades will be assigned based on the following percentages:

A	=	95.0-100%	C	=	73.0-76.9%
A-	=	90.0-94.9%	C-	=	70.0-72.9%
B+	=	87.0-89.9%	D+	=	67.0-69.9%
B	=	83.0-86.9%	D	=	63.0-66.9%
B-	=	80.0-82.9%	D-	=	60.0-62.9%
C+	=	77.0-79.9%	E	<	60%

Course Requirements:

Attendance and Participation (160 total points)

Attendance and participation are a very important part of this course. The flow of this class depends heavily on your ability to participate in discussions and role play activities. Coming late, leaving early, not participating, and not being prepared will cause a deduction of some or all points. At the end of the course the instructor will grade your attendance and participation for the course. The rubric for attendance and participation is as follows:

160 points (full credit): Excellent participation and attendance, generally not missing more than 3 class times. Student provides meaningful contributions to the class discussion. Student is attentive, engaged. Questions are thought provoking and relevant to the material. Student is respectful of others. Student provides meaningful feedback to classmates during role play activities. Student appears focused and is not distracted by phones.

120 points (3/4 credit): Good attendance and participation throughout course. Asking mostly relevant questions. Mostly engaged and attentive.

80 points (1/2 credit): Somewhat poor attendance and engagement. Somewhat attentive to class activities and discussions.

40 points (1/4 credit): Often inattentive, unengaged and/or poor attendance. Very little participation to class activities and discussion.

0 points (0 credit): Poor attendance and participation.

Late Assignment Policy

Assignments should be submitted on time to facilitate efficient grading. Late assignments will be accepted up to seven (7) days after the due date and will be eligible for a maximum of 80% of the total points possible. Exceptions to this policy may be considered, but **only** if the instructor approves an alternative plan in **advance** of the due date.

Journal Entries: (7 sets of JEs at 20 points each = 140 total points)

You will have a journal due every other week. See syllabus for journal due dates. Journal entries must be submitted through Canvas. Each journal entry should be 2 pages long, double spaced, with 1" margins in 12 pt Times New Roman font. A journal entry should reflect on the week's topic – e.g., Week 1's journal should relate to the concepts discussed in Week 1. A reflection should include a student's impression of the topic covered and a description of how it has impacted them.

If you're not sure how to start a journal entry, consider using some of these writing prompts:

This week, I was particularly impacted by...

If I were discussing this material with a peer, I would...

I disagree with...

It was hard to discuss...

Exams:

Mid-Term Exam 100pts: The mid-term will be administered in an open book/notes format via ChiTester. The exam can be taken at home. Significant extenuating circumstances will be necessary for the instructor to approve a makeup mid-term exam.

Final Exam 200pts: The final exam will be a "Skills Pass Off" in a one-on-one format with the instructor for approximately 15 minutes. The instructor will play the role of a peer and you will be required to demonstrate your competence with the various skills learned through the course. Further details about this exam will be provided to you as the date draws nearer.

Schedule

Week 1 (Jan 6, 8, 10): Syllabus. Understanding course's purpose. Introductions. Defining mental health. Acceptance of experience. Mindfulness exercise and discussion.

If you consent to participating in the research study, the survey for this is due Jan 12! If you elected to do the article review instead of research, this is also due Jan 12. (Extra Credit 20pts)

Week 2 (Jan 13, 15, 17): Introduction to Helping

Read Chapter 1 by Jan 13

Journal Entry **DUE** Jan 12

Week 3 (Jan 22, 24): JAN 19 NO CLASS Ethics.

Read Chapter 3 by Jan 22

Week 4 (Jan 27, 29, 31): Active listening skills

Read Chapters 6 & 7 by Jan 24

Journal Entry **DUE** Jan 26

Week 5 (Feb 3, 5, 7): Responding with empathy and restatements; Intro to coping skills

Read Chapter 8 by Feb 3

Read Chapter 4 by Feb 7

Week 6 (Feb 10, 12, 14): Coping Skills & Cultural Awareness

Read Chapter 5 by Feb 10; Journal Entry **DUE** Feb 9

Week 7 (Feb 19, 21): FEB 17 NO CLASS Depression & Anxiety.

Week 8 (Feb 24, 26): NO CLASS FEB 28 (midterm); Midterm Review focus. Exam opens Feb 24 after class CLOSES Feb 28 midnight

Journal Entry **DUE** Feb 23

Week 9 (NO CLASS SPRING BREAK!)

Week 10 (Mar 9, 11, 13): Alcohol, Opioids & other drugs

Read the 3 articles in Canvas Files labeled “Week 9”

Class activity Mar 13 which **requires** articles to be read

Week 11 (Mar 16, 18, 20): Empathy & Feelings

Read Chapter 9 by Mar 16; Journal Entry **DUE** Mar 15

Week 12 (Mar 23, 25, 27): QPR for Suicide Prevention (If you intend to receive full credit on “Attendance & Participation” you **MUST** attend all 3 days this week!)

Week 13 (Mar 30, Apr 1, 3): QPR follow up. Handling difficult conversations

Read Chapter 10, 19 – pgs. 432-448 by Mar 30.

Journal Entry **DUE** Mar 29

Week 14 (Apr 6, 8, 10): Identifying stages of change. Helping others get help. Campus resources

Read Chapter 17 by Apr 6

Week 15 (Apr 13, 15, 17) Skills Practice for Final Exam

Journal Entry **DUE** Apr 12

FINAL WEEK: You will be presented with a sign up sheet for which time you’d like to take your final. Once you sign up you are not able to change the date so please be certain of your availability.

End of Class Research Study survey due Apr 20 for 20 points extra credit. Same with the article review if you decided to do that instead of being a research participant.