

# PSY R115: INTRODUCTION TO PUBLIC MENTAL HEALTH

**Originator**

ptrujillo

**Co-Contributor(s)****Name(s)**

Chaparro, Linda (lchaparro)

**College**

Oxnard College

**Discipline (CB01A)**

PSY - Psychology

**Course Number (CB01B)**

R115

**Course Title (CB02)**

Introduction to Public Mental Health

**Banner/Short Title**

Intro to Public Mental Health

**Credit Type**

Credit

**Start Term**

Fall 2021

**Catalog Course Description**

This is an introductory course for students interested in public mental health. An overview of the history of public mental health, the types and functions of agencies, practices, careers, professional ethics, current trends and issues is provided.

**Taxonomy of Programs (TOP) Code (CB03)**

2104.00 - \*Human Services

**Course Credit Status (CB04)**

D (Credit - Degree Applicable)

**Course Transfer Status (CB05) (select one only)**

B (Transferable to CSU only)

**Course Basic Skills Status (CB08)**

N - The Course is Not a Basic Skills Course

**SAM Priority Code (CB09)**

D - Possibly Occupational

**Course Cooperative Work Experience Education Status (CB10)**

N - Is Not Part of a Cooperative Work Experience Education Program

**Course Classification Status (CB11)**

Y - Credit Course

**Educational Assistance Class Instruction (Approved Special Class) (CB13)**

N - The Course is Not an Approved Special Class

**Course Prior to Transfer Level (CB21)**

Y - Not Applicable

**Course Noncredit Category (CB22)**

Y - Credit Course

**Funding Agency Category (CB23)**

Y - Not Applicable (Funding Not Used)

**Course Program Status (CB24)**

1 - Program Applicable

**General Education Status (CB25)**

Y - Not Applicable

**Support Course Status (CB26)**

N - Course is not a support course

**Field trips**

May be required

**Grading method**

Letter Graded

**Does this course require an instructional materials fee?**

No

**Repeatable for Credit**

No

**Is this course part of a family?**

No

**Units and Hours****Carnegie Unit Override**

No

**In-Class****Lecture****Minimum Contact/In-Class Lecture Hours**

52.5

**Maximum Contact/In-Class Lecture Hours**

52.5

**Activity****Laboratory****Total in-Class****Total in-Class****Total Minimum Contact/In-Class Hours**

52.5

**Total Maximum Contact/In-Class Hours**

52.5

**Outside-of-Class****Internship/Cooperative Work Experience**

**Paid**

**Unpaid**

## **Total Outside-of-Class**

**Total Outside-of-Class**

**Minimum Outside-of-Class Hours**

105

**Maximum Outside-of-Class Hours**

105

## **Total Student Learning**

**Total Student Learning**

**Total Minimum Student Learning Hours**

157.5

**Total Maximum Student Learning Hours**

157.5

**Minimum Units (CB07)**

3

**Maximum Units (CB06)**

3

## **Student Learning Outcomes (CSLOs)**

**Upon satisfactory completion of the course, students will be able to:**

- |   |  |
|---|--|
| 1 | Student will name the types of public mental health agencies.          |
| 2 | Students will identify the functions of public mental health agencies. |
| 3 | Students will identify possible career ladders in public mental health |

## **Course Objectives**

**Upon satisfactory completion of the course, students will be able to:**

- |   |  |
|---|--|
| 1 | Describe the types and functions of public mental health agencies.   |
| 2 | Identify a variety of careers and possible career ladders in public mental health and compare/contrast the associated roles, job functions, and required academic preparation and/or experience. |
| 3 | Discuss the concept of wellness, recovery, and resiliency and formulate a plan to maintain personal wellness.  |
| 4 | Identify what system changes and service delivery strategies are required to support the new paradigm values and principles of the Mental Health Services Act (MHSA).                            |
| 5 | Describe human needs as they apply to motivational theory.   |
| 6 | basic ethical and professional responsibilities of individuals working in a Discuss and formulate conclusions on the public mental health setting.   |
| 7 | Summarize current trends and issues in public mental health and evaluate their impact on the profession and client services.   |

## **Course Content**

### **Lecture/Course Content**

1. Values and philosophies that support public mental health
  - a. Core values of the Mental Health Services Act
  - b. Delivery of services that promote wellness, recovery and resiliency and other positive mental health outcomes
  - c. Work collaboratively with other systems and community organizations to deliver individualized client- and family-driven services
  - d. Use of evidence-based practices
  - e. Conduct outreach to un-served and under-served populations and communities

- f. Provide services that are linguistically and culturally competent and relevant
  - g. Promote multi- and inter-disciplinary care
  - h. Include viewpoints and expertise of clients and family members
- 2. Historical trends in mental health
  - a. Genesis of the medical model with emphasis on treating symptoms
  - b. Psychosocial model
  - c. Strength-based approach
- 3. Overview of public mental health agencies
  - a. Delineation of state and private hospitals
  - b. Locked and unlocked psychiatric health facilities
  - c. County and community clinics, peer and self-help organizations
  - d. Other systems delivering mental health services
  - e. Educational entities
  - f. Prisons
  - g. Overview of mental health funding
  - h. Federal, state and county funding streams
- 4. Career pathways and ladders in public mental health
  - a. Predominant career paths, i.e., psychiatrists, psychologists, social workers, psych nurses, marriage-family therapists
  - b. Certificated occupations, i.e., psych techs, psychosocial rehabilitation professionals
  - c. Non-degree and/or non-licensed positions i.e., peer support, benefits counselors
  - d. Academic preparation and experience for each category
- 5. Overview of human needs, development and motivational theory
  - a. Maslow's hierarchy of needs and personality types
  - b. Types of mental health disorders and illnesses, i.e., co-occurring disorders, trauma, etc.
  - c. Interplay of health issues, i.e., diet, exercise
- 6. Skills and Personal Characteristics of mental health workers
  - a. Overview of general personal characteristics, i.e., non-judgmental, listening skills, positive inquiry, counseling and relationship techniques
  - b. Relationship builder
  - c. Introduction of other human services-related relevant course work, i.e., evaluation and counseling, case management, group processes, etc.
- 7. Techniques and Strategies for Self-Support that promote wellness, recovery and resiliency
  - a. Wellness Recovery Action Plan (WRAP) training
  - b. Overview of wellness plan
  - c. Strategies for stress management
- 8. Current trends in public mental health
  - a. Review of current trends
  - b. Topical exploration using periodicals and on-line resources
- 9. Issues facing mental health providers
  - a. Field experience, i.e. visit to mental health agency, guest lecture by variety of individuals who have different roles and responsibilities in public mental health
  - b. Readings on current issues in the field
- 10. Future and/or anticipated trends in the mental health system
  - a. Networking among students
  - b. Analyze course content and project future trends

#### Laboratory or Activity Content

None

### Methods of Evaluation

**Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):**

Written expression

**Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):**

Essay exams

Essays

Group projects

Individual projects

Objective exams  
 Oral presentations  
 Problem-solving exams  
 Quizzes

## Instructional Methodology

### Specify the methods of instruction that may be employed in this course

Class activities  
 Class discussions  
 Case studies  
 Distance Education  
 Demonstrations  
 Group discussions  
 Guest speakers  
 Instructor-guided use of technology  
 Internet research  
 Lecture  
 Role-playing  
 Small group activities

### Describe specific examples of the methods the instructor will use:

1. Instructor will lecture on Public Health Agencies and particular instances of these.
2. In small groups, students will research, share and discuss careers and possible career ladders of public mental health and compare/contrast the associated roles, job functions, and required academic preparation and/or experience.
3. In the class at large, those small groups will share their findings from the above exercise about careers and possible career ladders of public mental health and compare/contrast the associated roles, job functions, and required academic preparation and/or experience.

## Representative Course Assignments

### Writing Assignments

1. Write a research paper/literature review of five to ten academic sources discussing cultural competence in public mental health, and
2. Prepare an outline of that same paper for presentation to the entire class
3. For a take home midterm essay exam, students will prepare to answer such questions as to identify the system changes and service delivery strategies required to support the paradigm values and principles of the Mental Health Services Act (MHSA).

### Critical Thinking Assignments

As part of the above same essay exam, students will evaluate the strategies suggested above when considering the mental health effects of the COVID-19 2020 Pandemic

Students will evaluate the concept of wellness, recovery, and resiliency and formulate a plan to maintain personal wellness.

### Reading Assignments

1. Read one chapter per week in the textbook related to the topic being discussed such as "Chapter 4 –Health Care Financing and Income Support"
2. Read at least four articles from an approved list of mental health publications and prepare an oral presentation that summarizes a current trend and/or issue in public mental health
3. For a take home midterm essay exam, students will read at least three college level sources to prepare to answer such questions as to identify the system changes and service delivery strategies required to support the paradigm values and principles of the Mental Health Services Act (MHSA).

### Skills Demonstrations

none

### Other assignments (if applicable)

1. Conduct an interview of at least three individuals working in a public mental health setting

## Outside Assignments

### Representative Outside Assignments

1. Prepare a research paper/literature review on historical trends in mental health

2. For a take home essay exam prepare for questions such as, "What is the Genesis of the medical model with emphasis on treating symptoms?", "What is the Psychosocial model?" or "What is a Strength-based approach?"
3. For a class presentation prepare to address "Human needs as they apply to Motivational Theory."

## **District General Education**

### **A. Natural Sciences**

### **B. Social and Behavioral Sciences**

### **C. Humanities**

### **D. Language and Rationality**

### **E. Health and Physical Education/Kinesiology**

### **F. Ethnic Studies/Gender Studies**

## **CSU GE-Breadth**

### **Area A: English Language Communication and Critical Thinking**

### **Area B: Scientific Inquiry and Quantitative Reasoning**

### **Area C: Arts and Humanities**

### **Area D: Social Sciences**

### **Area E: Lifelong Learning and Self-Development**

## **CSU Graduation Requirement in U.S. History, Constitution and American Ideals:**

## **IGETC**

### **Area 1: English Communication**

### **Area 2A: Mathematical Concepts & Quantitative Reasoning**

### **Area 3: Arts and Humanities**

### **Area 4: Social and Behavioral Sciences**

### **Area 5: Physical and Biological Sciences**

### **Area 6: Languages Other than English (LOTE)**

## **Textbooks and Lab Manuals**

### **Resource Type**

Textbook

### **Description**

Frank, R.G. Glied, S. (2006). *Better, But Not Well: Mental Health Policy in the US since 1950* ((Latest edition)). Baltimore John Hopkins University Press .

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### **Resource Type**

Textbook

### **Description**

American Psychiatric Association (2013). *Diagnostic and Statistical Manual of Mental Disorders* (5th). American Psychiatric Publishing.

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**Resource Type**

Textbook

**Description**

Eaton, W. (2014). *Public Mental Health*. Oxford University Press.

**Resource Type**

Other Resource Type

**Description**

Simon, Jon, "Friday's Progress Notes." American School of Professional Psychology Volume 1997- 07-01-1905.

**Resource Type**

Other Resource Type

**Description**

National Alliance on Mental Health, [www.nami.org](http://www.nami.org).

**Resource Type**

Other Resource Type

**Description**

Mental Health Services Division, State of California, <http://www.dhcs.ca.gov/services/Pages/MentalHealthPrograms-Svcs.aspx>.

**Resource Type**

Other Resource Type

**Description**

Center for the Study of Issues in Mental Health, [csipmh.rfmh.org](http://csipmh.rfmh.org).

**Resource Type**

Other Resource Type

**Description**

National Institute of Mental Health, [www.nimh.nih.gov/health/publications/index.shtml](http://www.nimh.nih.gov/health/publications/index.shtml).

**Resource Type**

Other Resource Type

**Description**

Online resources provide historical and current information and trends on public mental health policy and issues. The following are examples of some that may be used..

**Distance Education Addendum****Definitions****Distance Education Modalities**

Hybrid (51%–99% online)

Hybrid (1%–50% online)

100% online

## Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

## Regular Effective/Substantive Contact

### Hybrid (1%–50% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular use of asynchronous discussion boards encourages various types of interaction and critical thinking skills among all course participants. For a discussion the student will post an everyday example of Maslow's Hierarchy of Needs and respond to a classmate substantively
Other DE (e.g., recorded lectures)	Students will view a lecture on current trends and issues in public mental health and evaluate their impact on the profession and client services.
Video Conferencing	Students will attend all zoom sessions in which the instructor will lecture on a topic such as basic ethical and professional responsibilities of individuals working in a public mental health setting. All live lectures will be recorded and posted in the LMS.

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Video Conferencing	Students will attend all zoom sessions in which the instructor will lecture on a topic such as basic ethical and professional responsibilities of individuals working in a public mental health setting. All live lectures will be recorded and posted in the LMS.
Face to Face (by student request; cannot be required)	The instructor will hold weekly, scheduled office hours either in person or via-web conferencing, for students to be able to meet and discuss course materials or individual progress. Students can request additional in-person or web conferencing meetings with faculty member as needed. Faculty may encourage online students to form "study groups" in person or online.

### 100% online Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular use of asynchronous discussion boards encourages various types of interaction and critical thinking skills among all course participants. For a discussion the student will post an everyday example of Maslow's Hierarchy of Needs and respond to a classmate substantively.



Other DE (e.g., recorded lectures)	Students will view a lecture on current trends and issues in public mental health and evaluate their impact on the profession and client services.
Video Conferencing	Students will attend all zoom sessions in which the instructor will lecture on a topic such as basic ethical and professional responsibilities of individuals working in a public mental health setting. All live lectures will be recorded and posted in the LMS.
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## Examinations

### Hybrid (1%–50% online) Modality

Online  
On campus

### Hybrid (51%–99% online) Modality

Online  
On campus

## Primary Minimum Qualification

PSYCHOLOGY

## Review and Approval Dates

### Department Chair

11/18/2020

### Dean

11/19/2020

### Technical Review

11/25/2020

### Curriculum Committee

11/25/2020

### Curriculum Committee

12/09/2020

### CCCCO

MM/DD/YYYY

### Control Number

CCC000523551

### DOE/accreditation approval date

MM/DD/YYYY