



Course Descriptions:

(Listed below is a glimpse of the knowledge & Skills that I learned, studied, and did extensive research upon. These courses are just one of many different resources and education that I have obtained & retained over the previous years. The few subjects that were chosen to be demonstrated in this list were based on relevancy towards this profession, which concludes a quick & summarized collaboration of the fundamental basics yet essentially vital information & required knowledge within the field of Mental & Behavioral Health. These courses were taken through an accredited College).

 **Substance Abuse: Fundamental Facts & Insights:** Overview of how involvement with alcohol, tobacco, and other drugs can affect health, personal, and social development: related social, philosophical, cultural, prevention, and treatment issues.

Upon successful completion of the course, the student will be able to demonstrate knowledge of:

1. Common psychoactive substances abused in our society
2. Basic concepts and terms related to substance abuse
3. General prevention, intervention, and treatment approaches to substance abuse
4. Historical, cultural, social, and legal issues related to substances and substance involvement
5. Special populations and health issues related to substances and substance involvement
6. Research findings on the brain and addiction

 **Introduction to Counseling:** This course will explore a number of foundational approaches to interviewing and counseling as well as the various issues and techniques associated with the counseling process. Opportunities will be provided for students to explore and familiarize themselves with several current/popular counseling models. Students will demonstrate a practical understanding of the course material via experiential exercises and written/oral exercises.

By the end of this course, a student should:


1. Identify and describe at least five theory-based approaches to counseling.
2. Identify a personal theoretical orientation and explain its practice based on practical application/experiential exercises from this course.
3. Articulate personal strengths and areas of need as a counselor-in-training.
4. Identify and describe at least five counseling interventions and explain their use based on practical application/experiential exercises from this course.
5. Demonstrate her/his ability to apply ethical reasoning and a systematic approach, including application of a code of professional ethics, to an ethically-challenging scenario.
6. Demonstrate the foundational knowledge, skills, and abilities currently required for entry-level counseling responsibilities in community mental health settings.
7. Summarize historical perspectives in counseling including significant figures in the field.
8. Describe common research and assessment methods employed in counseling.
9. Discuss a variety of career options in the field of counseling.
10. Students will have the opportunity to practice and demonstrate their interviewing and counseling skills by recording a total of three mock counseling sessions.



Crisis Communications: Overview of the types, stages and interventions involved in crisis situations. Emphasis is on assessments, appropriate interventions, communication helping skills and referral/follow-up services for persons in crisis.

Course Objectives: By the end of this course, a student should:


1. Describe and discuss the various forms of crisis, including threatened suicide.
2. Describe the various phases and transitions in the life-cycle of crisis.
3. Discuss or demonstrate the major communication techniques, helping skills and other interventions employed in crisis situations.
4. Discuss and recommend appropriate referral services and follow-up services employed with persons in crisis.
5. Discuss the Task Model of Crisis assessment and intervention.
6. Discuss the ABC-X and double ABC-X models of crisis.
7. Discuss ecological and contextual considerations to a crisis.
8. Discusses safety concerns related to crisis situations
9. Discusses with evidence the need for follow-up services for persons in crisis. Know types of referrals (services) that are available for each safety concern listed
10. Provides accredited professional recommendations with appropriate referral services for persons in all major types of crisis.
11. Research specific agencies in town that support these services – also learning to address how follow-up services assist in preventing future crisis
12. Knowledge of all Ethical and Legal Considerations in Crisis Counseling.
13. Knowledge of all Essential Crisis Intervention Skills for all types of Crisis & Determine levels of Severity of each unique Crisis situations.
14. Determine Risk Assessments and Interventions: Suicide and Homicide
15. Understanding and Treating Substance Use disorders with Clients in Crisis
16. Knowledge of Appropriate Steps and Actions taken within Intimate Partner Violence
17. Sexual Violence - discuss the 4 rape myths and how you as a professional would teach to these myths.
18. Child Sexual Abuse – Discusses & demonstrates in how to respond to this crisis: specifically, how to keep a child safe and what are specific interventions skills you will need to demonstrate to aid a child.
19. Emergency Preparedness and Response in the Community and Workplace – Know how to be prepared for any crises presented in that specific situation. Then determine which steps are to be taken in how to recover from each of the crises.
20. Counselor Self-Care in Crisis Situations – Know how to apply self-care strategies that you plan to utilize in this career field. Discuss how you will make these happen.

 **Role of the Technician:** Basic skills in behavioral observation, documentation and approaches to intervention as a treatment team member. Other topics include guardianship, rights, confidentiality, abuse and neglect, and program implementation.

Upon completion of the course, the student should be able to:


Describe the scope of service duties of the technician, including responsibilities for program implementation, as well as general care and supervision of service recipients to assure a clean and safe environment.

1. Demonstrate documenting observations in behavioral terms.
2. Describe the types of documentation required of a technician.
3. Demonstrate knowledge and application of rights that can be exercised by service recipients under federal and state laws, including issues of guardianship.
4. Demonstrate knowledge of the definitions, detection and reporting procedures of abuse and neglect.
5. Discuss issues of confidentiality and dignity related to service recipients.
6. Demonstrate the function, purpose and roles of interdisciplinary team members.
7. Describe the role of the technician in the interdisciplinary team process.
8. Demonstrate knowledge of concepts, techniques and application of basic relationship building with service recipients.

 **Medication Fundamentals:** Study of major categories of psychotropic and seizure medications. Rationale for use of medication, typical dosages, main effects, assessment of effectiveness and potential side effects.


Upon completion of the course, the student should be able to:

1. Describe the role of psychotropic and other medications in the treatment process.
2. Describe the history of psychotropic medication use.
3. Describe the major factors related to routes of medication administration, medication dosage and medication absorption in the body, including absorption through the blood-brain barrier, as well as the placental barrier.
4. Describe common side effects of psychotropic and other medications, including combined effects.
5. Identify and describe the major parts and functioning of a neuron, the human nervous system and the human brain.
6. Identify and describe common neurotransmitters and discuss the role neurotransmitters play related to psychotropic medication.
7. Describe the drug classification system and the major classes and subclasses of psychotropic medications.
8. Describe the use and common side effects of antipsychotic (neuroleptic) medications.
9. Describe the use and common side effects of antidepressant medications.
10. Describe the use and common side effects of anti-anxiety (anxiolytic) and sedative medications.
11. Describe the use and common side effects of mood stabilizing medications.
12. Describe the use and common side effects of seizure medications and miscellaneous medications used in the treatment of mental disorders.

 **Introduction to Therapeutic Interventions:** Basic approaches to behavioral intervention including defining behavior, data collection, principles and application of behavior change techniques, and implementation of behavioral programs.


Course Outcomes: Upon completion of the course, the student should be able to:

1. Demonstrate verbal interaction techniques commonly used in mental health and/or developmental services.
2. Describe and/or demonstrate techniques in establishing successful therapeutic relationships with service recipients in mental health and/or developmental services.
3. List the characteristics of behavior modification.
4. Describe how to define and record behavioral data using various methods including interval, continuous and time sampling methods.
5. Describe the purpose and how to conduct a baseline behavioral assessment.
6. Describe the purpose and how to conduct a functional behavioral analysis.
7. Define, describe and give a practical example of positive reinforcement, extinction, shaping, fading, schedules of reinforcement and punishment.
8. Describe the advantages and disadvantages to the use of punishment.
9. Describe the parts of a behavioral program.
10. Demonstrate writing and implementing a behavioral treatment plan, including demonstrating the relationship of antecedents and consequences to behaviors.
11. Principles of Behavior and Basic Behavior Intervention Procedures
12. Designing and Implementing Behavior Intervention Programs & Team Planning
13. Writing Behavioral Objectives and Measuring Behavior

 **Positive Behavior Supports:** Addressed are applied approaches to changing behavior emphasizing positive learning principles, including functional observation and assessment of behavior, data collection, computation and graphing of data, positive behavior support planning and implementation, reinforcement, and progress evaluation.


Upon successful completion of the course, the student should be able to:

1. Demonstrate knowledge of the fundamental principles of positive learning theory in human services.
2. Demonstrate knowledge and application of the functional assessment of human behavior, data collection, assessment of the consequences of human behavior, reinforcement, and development of human positive behavior support plans.
3. Demonstrate applied computational and descriptive statistical skills in the calculation, summation, graphical representation and analysis of human behavioral data.
4. Demonstrate knowledge and application of positive behavior support methods to increase desired targeted human behavior and/or to decrease/prevent maladaptive human behavior.
5. Demonstrate knowledge of restrictive procedures in human services and the ethical and legal issues related to the use of restrictive procedures in human services, including required consents and review procedures.
6. Demonstrate knowledge of methods of enrichment of human behavioral environments, identification of effective reinforcers for individuals, and use of positive modeling and shaping techniques in human services.
7. Develop and write a plan of human services using positive behavior support principles.

 **Understanding Mental Illness:** Practical strategies for working with people with mental illness. Includes a brief history, social stigma, major diagnostic categories, common treatment issues and development of treatment plans related to mental illness.

Course Outcomes: Upon completion of the course, the student should be able to:

1. Outline the history of treatment of persons with mental illness.
2. Describe how culture influences the public perception and treatment of persons with mental illness.
3. Describe the influence of sexism, racism, etc., on the development of psychological orientations related to treatment of mental illness.
4. Define basic psychiatric terminology, such as hallucinations, mania, etc.
5. Describe the basic models of abnormality and treatment of mental disorders
6. Describe the classification system of the DSM (Diagnostic and Statistical Manual of Mental Disorders).
7. Explain common DSM mental disorders, such as schizophrenia, anxiety disorders, etc.
8. Explain DSM mental disorders; that are, a spectrum that includes: personality disorders and mental retardation.
9. Identify overt signs of severe types of mental illness.
10. Demonstrate appropriate interaction skills for working with a person with mild, moderate or severe mental illness.
11. Discuss development of treatment plans for persons with mental illness as part of an interdisciplinary treatment team approach.
12. Identify practical resources of information to investigate specific mental disorders.

 **Capstone Project:** *(Collaboration of ALL courses taken into making an end of the College Experience into a Final Project of Everything Learned and Applying all known Knowledge into a Portfolio for Future Interviews of your personal profession)*

Course Outcomes: This course provides a capstone experience to integrate theory and academic coursework into a substantive applied project for students majoring in Mental Health Services.


*Prerequisite: Approval of program director. ****It is highly Advised & Preferred to take advantage of this Capstone Project into future interviews within the mental and behavioral health profession! *****


1. Identify, describe and discuss the major therapeutic approaches in mental health services, using current best practices - include behavioral, cognitive, and two others of your choosing in mental health services.
2. Analyze ethical and therapeutic issues related to the interdisciplinary process in mental health services. Go to <http://www.nationalhumanservices.org/ethical-standards-for-hs-professionals>
3. Demonstrate knowledge and awareness of community resources in mental health services.
4. Demonstrate competency in assessment, planning, implementation, evaluation, and revision of mental health services in a culturally-competent manner.
5. Demonstrate critical thinking skills in the development and execution of an applied capstone project plan.
6. Demonstrate competency in oral and written documentation of applied project, consistent with current standards for research reports in mental health services.

7. Become familiarized with how to Create a treatment plan and discuss/ demonstrate how this plan follows the assessment tools learned throughout the semester; Include details on how this plan should be implemented by a client; also implementing the steps and knowledge in demonstrating and discussing what your role as the professional would entail.
8. Discusses ways to evaluate treatment (includes how evaluation includes cultural competency)
9. Discusses revisions needed within the Las Vegas community related to mental health services
10. **Capstone Project:** *(You are presenting a PowerPoint for a job interview to a community to which you desire to work within. Within your presentation you will use a synthesis of the assignments within this course. The goal is for you to implement feedback from your mentor meetings, and to include further research to complete the final project.)*

{Rubric of Capstone Project} * PERSONAL CAPSTONE PROJECT WILL BE IN AN ATTACHMENT *

- » Identify, describe and discuss the major therapeutic approaches in mental health services.
- » Include behavioral approaches
- » Include cognitive approaches
- » Include TWO other approaches of your choosing
- » Discuss current best practices for the therapeutic approaches.
- » Include if there are evidenced based programs in Las Vegas using the best practices.
- » If there is not any in Las Vegas, what is the nearest location using evidenced based programming?
- » Analyze ethical and therapeutic issues related to the interdisciplinary process in mental health services.
- » Related to each of your therapeutic approaches discuss Las Vegas community resources in mental health services.
- » Discuss how assessment requires cultural competence.
- » Discuss how services require cultural competence by the professional.
- » Provide an example of an assessment tool and provide details of what it assesses and if it is effective to use such a tool.
- » Create a hypothetical treatment plan stemming from the assessment to include how this will be implemented over the course of treatment.
- » Discuss the clients' role in treatment.
- » Discuss the professionals' role in treatment.
- » Provide an evaluation of the created treatment plan by discussing its effectiveness or if it is ineffective what changes might be required?
- » Include how services in the community enhance services
- » Include how services may need revision in the community

 **Psychology of Personal and Social Adjustment:** The primary objective of this course is to introduce you to how psychology affects our lives and how we can use the concepts, vocabulary, research and information in our daily lives. We will look at a number of areas including stress, relationships, sexuality, mental health and how they affect our thinking, behavior, emotions and thought processes. I hope you will gain some personal insights and benefits from this class, either in your personal life and/or relationships, understanding how to best apply our studies to real life situations.

 **Abnormal Psychology:** Overview of the perspectives, terminology and concepts used in identifying, diagnosing and treating abnormal behavior.

By the end of this course, a student will be able to:

1. Define the terms, concepts and perspectives used in the study of abnormal psychology.
2. Investigate diagnosis of mental illness using the current DIAGNOSTIC AND STATISTICAL MANUAL OF MENTAL DISORDERS (DSM).
3. Identify the various categories of mental illness such as Psychotic Disorders, Anxiety Disorders, Mood Disorders, Personality Disorders, Eating Disorders & Disorders of Childhood.
4. Examine current research findings regarding abnormal behavior and mental disorders.
5. Describe effective treatments and interventions for specific types of mental disorders.

<u>Chapter 1.)</u>	<u>Classifying Mental Disorders</u>
<u>Chapter 2.)</u>	<u>Past and Present Understanding of Mental Disorders</u>
<u>Chapter 3.)</u>	<u>Disorders of Childhood and Adolescence</u>
<u>Chapter 4.)</u>	<u>Schizophrenia and other Psychotic Disorders</u>
<u>Chapter 5.)</u>	<u>Bipolar and Suicide</u>
<u>Chapter 6.)</u>	<u>Depressive Disorders</u>
<u>Chapter 7.)</u>	<u>Anxiety Disorders</u>
<u>Chapter 8.)</u>	<u>Obsessive Compulsive Disorders</u>
<u>Chapter 9.)</u>	<u>Trauma and Stress Disorders</u>
<u>Chapter 10.)</u>	<u>Dissociative Disorders</u>
<u>Chapter 11.)</u>	<u>Eating Disorders</u>
<u>Chapter 12.)</u>	<u>Substance and Addictive Disorders</u>
<u>Chapter 13.)</u>	<u>Neurocognitive Disorders</u>
<u>Chapter 14.)</u>	<u>Personality Disorders</u>