Course Syllabus
MHLT 102 CRN 20532, Intro to Mental Health II
HC 120 Tues & Thurs 9:30 am – 10:45 am
August 28-December 16, 2018

Professor: Darylevuanie Johnson, LPC, Adjunct Professor
Phone: 202.643.8709(c)
Email: darylevuanie.johnson@montgomerycollege.edu
Office hours: By appointment only


Additional material will augment the course.

Course Description
The main objective of MHLT 102 is to provide students with basic questioning and listening skills, with an emphasis on problem solving in counseling and a deeper understanding of what it means to be a helping professional. Students do not learn to do psychotherapy in this class. No student should present herself/himself as a therapist in training. Psychotherapy training takes many years of undergraduate, graduate, and post-graduate work.

The secondary objective of MHLT 102 is to provide students the opportunity to examine some of his/her attitudes and values that could interfere with objectivity and non-judgmental listening, and to participate in non-judgmental evaluations of classmates and themselves to facilitate learning to work directly with students.

It is difficult to avoid subjective criteria for evaluation of some of the assignments in this course. However, the instructor has made every attempt to develop objective student performance measures for the assignments. Students will be evaluated on attitudes and behaviors as they affect the ways in which they will interact with the clients. The instructor will evaluate all students work on an individual basis. Students will be urged to work outside their comfort zones at that time. By accepting these challenges, students will enhance their learning experiences.

The key to success in this course is for students to do the work as instructed and to take pride and joy in their accomplishments. Enthusiasm for learning about how the human mind works and to develop skills and acumen in the area of Mental Health.

Course Goals
1) To provide students with a foundation for understanding the basic skills and tools used in the field of mental health.
2) To provide students with the opportunity to begin practicing the basic skills and tools used in the field of mental health.
3) To help students develop conceptual, analytical and critical thinking skills for analyzing mental health concepts and basic skills and tools.
4) To introduce students to the discipline, theoretical concepts of behavior modification.
5) To introduce student to the counseling theory to practice
6) To provide students with the opportunity to research and present a theory of counseling.
7) To help students clarify their attitudes, values and ethics with many diverse clients while providing students with skills to continue to work towards becoming culturally competent.

Course Structure
Classes will be a combination of lectures, discussion, and group work. You will have an opportunity to earn participation points for meaningful participation. You will show that during the course you have actively demonstrated your growing understanding of the course material.

Course Guidelines

Attendance
Students are expected to be on time for class and be in the classroom the full length of the class. This is essential to the success of this course. From the outset of class, each student receives full attendance points (30 points). However, 1 point will be forfeited for an unexcused absence. Students who have not made arrangements with the instructor and are more than fifteen (15) minutes late should not enter the classroom. Students will be asked not to leave class early or come in and out of the classroom unless she/he has permission from the instructor. All of these will constitute an absence. The instructor must be notified prior to class meeting, if an absence is to occur. This should be done by phone call or text message at (202) 643-8709 or by e-mail, darylevu001@montgomerycollege.edu. Excessive absence is defined as one more absence than the number of classes per week, for this course, that is three (3) absences. If a student is absent three times and no physician slip is produced or the student has not discussed the absences with the instructor and the instructor has not approved the absence, the instructor will inform the student of her intention to drop him/her from the class. The student then has ten (10) days to contact the instructor to discuss his/her situation. If no contact is initiated by the student, he/she will be taken off the class roster. However, the instructor WILL NOT file a drop slip for the student. It is the student's responsibility to take appropriate action in order to avoid a grade of “F” for the course.

If you are absent, you are responsible for communicating with a classmate to receive insight as to what transpired in class on the day of your absence. If you know in advance that you will be absent, please make me aware of your absence. Because participation is a component in how you will be evaluated, you are expected to complete assignments and post them by the due date. It is inconsiderate to be absent on days where there is a group presentation and role plays. I understand that many if not all of you are working professionals, so I acknowledge how difficult it is to arrive to campus on time. However, tardiness is unprofessional – so please do everything reasonably possible to be on time.
Participation
Each student should read prior to class and come prepared to contribute to the classroom discussion. While there will be lecturing in this course, class discussion will be a critical component of this class. As such, each student is expected to take an active part in the weekly discussions. From the outset of class, each student receives full participation points (1 point x 30 classes=30 points). However, 1 point will be deducted from your participation points if you do not contribute to the class discussion.

All students are expected to participate in discussions as well as feedback on all presentations and skill identification role-plays as this enhances the learning process. Participation is not optional; rather it is an essential component of student learning in this class and is an important part of the grade in the course. Students are also expected to critique each other's work with respect and objectivity. Students will be graded on their class participation and the ability to give and utilize feedback constructively and respectfully.

Cell Phones and Laptops
Please be respectful and ensure that cell phone ringers are turned off or on silent (not vibrate) during class. No matter how much you try and hide it, I can see you texting! Based on research involving the potential negative impact of laptops on student learning in the classroom, I would prefer for students to not use laptops in class, unless an assignment requires it. However, if you feel you need to use a laptop in class please speak with me. Participation points are deducted if you are observed to be distracted by your phone or laptop.

Assignments
Assignments should be turned in on time. Late assignments will receive lower scores, including zero. Points will be deducted each day the assignment is late. Extensions will not be given.

Cheating/plagiarism
Will not be tolerated and will result in an “F” as the final grade in this course.

Respect & Confidentiality
Students will strive to respect the values and experiences of all other members in the class (this includes students and the instructor). Being respectful means that you will listen attentively, work to be nonjudgmental, and accept and identify strengths in the differences among the participants in the class. Respect also means that you will not give unsolicited advice. In addition, to protect the privacy of all group/class members, students should not repeat outside of class what is discussed in the group activities. During class and group activities, no side conversations will be tolerated as they are distracting and rude. Any concern or comment about
the group or a specific member’s behavior or participation should be discussed respectfully and within the group.

Self-Disclosure
Although this is a class about mental health, the class dynamics may involve some experiential activities. Students should not expect extensive individual issues to be handled in class activities. Please be respectful to others and yourself.

Integrity
It is the responsibility of each student to be familiar and comply with all provision of the Student Code of Conduct (available at http://montgomerycollege.edu/leveltwo/students.htm). As stated in that Code, cheating, plagiarism, and all other forms of academic dishonesty will not be tolerated. All incidents of academic dishonesty will be dealt with in accordance with College regulations, which include failure and a report of misconduct on your academic record. Please feel free to call me or meet with me during office hours if you would like any of the policies of the Student Code of Conduct clarified.

Disability Support
Any student who may need accommodations due to a disability, please make an appointment to see me outside of class or attend my office hours. A letter from Disability Support Services (DSS) authorizing specific accommodations will be needed. DSS counselors are available in the Sciences and Applied Studies Building, Room SA189 (240-567-7873; TTY 240-567-7767).

MHLT 102 fulfills a Core Requirement for the Mental Health Program A.A.S.
Montgomery College’s Program is designed to ensure that students have the skills, knowledge and attitudes to carry them successfully through their work and personal lives. This course provides multiple opportunities to develop two or more of the following competencies: written and oral communication, scientific and quantitative reasoning, critical analysis and reasoning, technological competency, and information literacy.

Note: Montgomery College Policy and Student policy, specifically, are adhered to by this instructor. Please review your student handbook for clarification of student polices. Please be sure to ask any question(s) you may have for the professor. Very likely, other students may have similar questions.
Your grade for the course will be based on a cumulative point system, including the following elements:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Attendance</td>
<td>30</td>
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<tr>
<td>Participation</td>
<td>30</td>
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<tr>
<td>Research Article Summaries</td>
<td>25</td>
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<td>Case Study</td>
<td>50</td>
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<tr>
<td>Self-reflective paper</td>
<td>25</td>
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<tr>
<td>Discussion Board Postings (10)</td>
<td>150</td>
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<tr>
<td>Chapter Presentations (2)</td>
<td>50</td>
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<tr>
<td>Malpractice oral presentation</td>
<td>10</td>
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<tr>
<td>Role Play</td>
<td>25</td>
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<tr>
<td>Midterm</td>
<td>150</td>
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<tr>
<td>Final/Signature Assignment</td>
<td>200</td>
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<td><strong>Total Possible Points</strong></td>
<td><strong>745</strong></td>
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**Assignments**

1. 5 research article summaries of topic of choice (topics provided by instructor)
   a. Read and provide summaries for five (5) current (within the last 5 years) professional journal articles on topics related to the mental health/counseling field
   b. One page per article and follow APA format (see example)
   c. Each citation is followed by an annotation. These are in alphabetical order by author.
   d. Provide a brief summary of article.
   e. Provide a brief evaluation (critique) of article.
   f. Describe the most useful or interesting part of the article.

2. Case study
   a. Provided by instructor and will be based on previous article topic
   b. Explain presenting problem, rationale for diagnosis, assessment tool and treatment plan (see case formulation template). Explain and justify any differential diagnoses
   c. Compile a list of 10 resources that could be used to support your client (i.e. psychoeducational information for family, parents, client, students (i.e. handouts, worksheets, brochures, etc); day programs; group therapy; other clinicians with specific specialty; cell phone apps, etc
   d. Submit paper

3. Self-reflective paper- one of the primary characteristics of an effective professional counselor is the ability to engage in critical self-reflection.
a. Explore and discuss their primary and secondary motivations for becoming a member of the mental health profession.

b. Discuss your own values and beliefs and how these values and beliefs shape your understanding of what it means to be an effective clinician.

c. Candidly discuss areas of ongoing professional development/improvement and how you intend to successfully address these areas to become a more effective clinician.

d. Papers should be 3-5 pages in length.

4. Discussion Board Postings and respond to 1 other student

**Group work/Presentations**

1. Chapter presentations- students will assign themselves to groups that will be responsible for facilitating a stimulating classroom discussion on chapters from the textbook.

   a. Based on preference, groups will select their chapters from the textbook and determine how duties will be delegated.

   b. Group members will anonymously evaluate their peers’ contribution to the presentation and their performance during these presentations. These evaluations will be taken into consideration with the instructor’s evaluation resulting in a final presentation grade for the entire group.

   c. To ensure the thoroughness of group presentations, groups should email presentations to the instructor no later than the Friday before the presentation. Failure to do so will result in a lower evaluation. Feedback and suggestions, if necessary, about the content of the presentation will be provided when the content is emailed.

2. Malpractice case study oral presentation & discussion

   a. Each student will summarize the malpractice case study provided including main take away and recommendations. You are expected to lead the class in a stimulating discussion.

3. Role play

   a. Students will be paired off and will have a chance to be the therapist and client. The therapist will be assessed by peers and instructor using the assigned rubric.

   b. Teams will arrange times to meet and prepare outside of class time.

**Exams**

1. Midterm- covers in class and blackboard discussion topics and chapters 1-6. Multiple choice & short answer

2. Final/Signature Assignment: Career path paper & presentation (should be in line with case study)

   a. **Paper: 5-8 pages (not including screenshots)**

      i. Discuss what you envision yourself doing in this field and your area of interest.
ii. Discuss counseling theory of interest and why and how it ties into your overall goals and dreams for yourself

iii. Provide evidence (screen shots) of current job listings that interest you (i.e. salary, education requirements, job duties and knowledge) and discuss their pros and cons. Must include 3

iv. Trainings/workshops/certifications currently offered that align with your professional interests/goals. Discuss how it will aid in your professional growth

v. Discuss how gaining membership to professional organizations will benefit you. Specify and describe at least 2 professional organizations

vi. Discuss 3 social media profiles and/or websites that inspire you. Include screenshots

b. Presentation: 10 min
   i. Present vision board (include the above in your presentation)

Discussion Board Postings (DBPs)
Discussion Board postings are designed to assist with providing reflective feedback to classmates and to enhance the overall discussions. Students are required to participate in every discussion board topic. The topics for discussion boards vary depending on the weekly topics/video and/or readings. Students are required to post their reflection on the discussion topic, as well as to respond to comments posted by at least 1 other student. The reflective nature of this assignment is to record your reactions to the class material/topics (e.g., ethical decision making, social justice, diversity, etc.), and how they pertain to your development as a student and aspiring mental health professional. In particular, entries should include your responses (e.g., cognitive, emotional) to the material you read and how that material has either altered slightly, reinforced, or completely changed your beliefs about counseling and your ability to perform the duties of a counselor.

- Discussion boards are designed like an online bulletin board or “chat room”, although they are only accessible to students in this class and can be accessed at any time.
- The discussion boards are located under the Discussions button of the course homepage.
- Discussion Board Postings count up to 15 points per posting depending on the quality. See the information below. The total possible points are 150 (10 postings x 15 points)
- While you are welcome to continue posting comments past the deadline (you may have an interesting discussion going), only postings made by the deadline will be counted for points.

Discussion guidelines
- You are expected to actively participate in the discussion with postings submitted in a timely fashion while that discussion is in progress.
1 posting should be a substantive response to each of the discussion questions and 1 posting should be a substantive response to 1 other classmate.

When responding to other classmates’ comments, it may not be as relevant to support your comments with references from your readings, especially if you are offering a personal opinion. What is important, however, is that comments are more than “me too” or “I agree”.

Never post, transmit, promote, or distribute information that is known to be illegal.
Never post harassing, threatening, or embarrassing comments. If you disagree with someone, respond to the subject, not the person.
Never post content that is harmful, abusive; racially ethnically, or religiously offensive, vulgar; sexually explicit; or otherwise potentially offensive.
Spell and grammar check your postings.
Never share anything that you are concerned about becoming public knowledge.

IMPORTANT NOTES:

• When saving assignments, please use the following format (First initial. Last name-Assignment name): J.Smith – Article 1
• When emailing assignments, please use the following in your subject line First initial. Last name-Assignment name): J.Smith – Article 1
• All written assignments should have an APA formatted cover page (i.e. 12-point font, Times New Roman, doubled spaced and reference page.
• Each student is expected to have at least one progress review with the instructor regardless of his/her progress in class.
• Please be informed that late assignments WILL NOT BE ACCEPTED. In the event an emergency arises which impedes or prevents altogether your ability to complete an assignment, it is your responsibility to contact me as soon as possible. Even then, the decision as to whether you receive an extension for the assignment is ultimately at my discretion.
COURSE SCHEDULE: MHLT 102 (Fall 2018)
May be modified as needed. Please bring this syllabus to each class to note revisions.

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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>#1-- 8/28</td>
<td>Introduction &amp; review syllabus</td>
<td></td>
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<tr>
<td>#2-- 8/30</td>
<td>Overview of Mental Health &amp; APA Format Review</td>
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<tr>
<td>#3-- 9/4</td>
<td>Counseling Theories</td>
<td>Read ACA Code of Ethics handout</td>
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<tr>
<td>#4-- 9/6</td>
<td>Ethics</td>
<td>DBP #1 due</td>
</tr>
<tr>
<td>#5-- 9/11</td>
<td>Malpractice case study presentation</td>
<td>Choose Signature Assignment topic</td>
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<tr>
<td>#6-- 9/13</td>
<td>Malpractice case study presentation</td>
<td>DBP #2 due &amp; Read ch.1</td>
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<tr>
<td>#7-- 9/18</td>
<td>Student presentation of ch.1</td>
<td>Read ch.2</td>
</tr>
<tr>
<td>#8-- 9/20</td>
<td>Student presentation of ch.2</td>
<td>DBP #3 due &amp; Read ch.3</td>
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<tr>
<td>#9-- 9/25</td>
<td>Student presentation of ch.3</td>
<td>Read ch.4</td>
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<tr>
<td>#10-- 9/27</td>
<td>Student presentation of ch.4</td>
<td>DBP #4 due &amp; Read ch.5</td>
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<tr>
<td>#11-- 10/2</td>
<td>Student presentation of ch.5</td>
<td>Read ch.6</td>
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<td>#12-- 10/4</td>
<td>Student presentation of ch.6</td>
<td>DBP #5 due</td>
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<tr>
<td>#13-- 10/9</td>
<td>Review for Midterm Exam</td>
<td>Bring outline for midterm to class</td>
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<tr>
<td>#14-- 10/11</td>
<td>Midterm Exam (Ch. 1-6)</td>
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<td>#15-- 10/16</td>
<td>Progress Review Meetings –Mandatory</td>
<td>Read ch.7</td>
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<tr>
<td>#16-- 10/18</td>
<td>Student presentation of ch.7</td>
<td>DBP #6 due &amp; Read ch.8</td>
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<td>#17-- 10/23</td>
<td>Student presentation of ch.8</td>
<td>Read ch.9 &amp; submit signature assignment update</td>
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<td>#18-- 10/25</td>
<td>Student presentation of ch.9</td>
<td>Read ch.10</td>
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<td>#19-- 10/30</td>
<td>Student presentation of ch.10</td>
<td>Read ch.11</td>
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<td>#20-- 11/1</td>
<td>Student presentation of ch.11</td>
<td>DBP #7 due</td>
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<tr>
<td>#21-- 11/6</td>
<td>Preparing for Role Plays</td>
<td>Review material for role play</td>
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<tr>
<td>#22-- 11/8</td>
<td>Preparing for Role Plays</td>
<td>Review material for role play</td>
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<tr>
<td>#23-- 11/13</td>
<td>Day 1 Client/Counselor Role Plays</td>
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<td>#24-- 11/15</td>
<td>Day 2 Client/Counselor Role Plays</td>
<td>DBP #8 due</td>
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<tr>
<td>#25-- 11/20</td>
<td>Day 3 Client/Counselor Role Plays</td>
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<td>11/22</td>
<td>No Class - THANKSGIVING</td>
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<tr>
<td>#26-- 11/27</td>
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<td>Assignment #3 Due: Self-Reflection</td>
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<td>#28-- 12/4</td>
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<td>#29-- 12/6</td>
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<tr>
<td>#30-- 12/13</td>
<td>Final Exam: Signature Assignment Presentations</td>
<td>8-10am in HC120</td>
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